

Relationship between the Lifelong Learning Tendency and Information Literacy Self-efficacy of Students*

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KEYWORDS Information Society. Learning to Learn. Pedagogical Formation. Teacher Candidates. Teacher Training

ABSTRACT The aim of the study is investigating the relationship between lifelong learning tendency and information literacy self-efficacy of students. Correlational survey method is used. The study sample consists of 292 pedagogical formation students. The Lifelong Learning Tendency Scale and the Information Literacy Self-efficacy Scale were used to collect data. Descriptive statistics, t-test, Anova and Pearson Correlation Coefficients were used for analysis. A positive and medium-level relationship between lifelong learning tendency and information literacy self-efficacy of students ($r=.382$) was determined. The lifelong learning tendency and the information literacy self-efficacy of students differs significantly according to gender, field, foreign language level, the number of books they read in a month and their research skills. Also, the lifelong learning tendency of students differs significantly according to the status as to whether they are taking lessons in learning strategies and techniques.