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Editors:

Dr. Wayne B. James

Dr. Cihan Cobanoglu

Dr. Muhittin Cavusoglu



Co-Editors

Dr. Wayne James, University of South Florida, USA

Dr. Cihan Cobanoglu, University of South Florida, USA

Dr. Muhittin Cavusoglu, Northern Arizona University, USA

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A Study on the Teachers' Lifelong Learning Competences and Their Reading Motivation: Sapanca Sample

Çiğdem Ayanoglu¹ and Neşe Guler²

¹Faculty of Education
Sakarya University, Turkey

²Faculty of Education
İzmir Demokrasi University, Turkey

Abstract

In this research, the relationship between the teachers' lifelong learning competences and their reading motivation was examined. The study sample consisted of 326 teachers working in the district of Sapanca in the province of Sakarya. The research data was collected through The Scale of Key Competences for Lifelong Learning developed by Şahin, Akbaşı, ve Yelken Yanpar (2010) and through Adult Reading Motivation Inventory developed by Schutte ve Malouff (2007) and adapted to Turkish by Yıldız, Yıldırım, Ateş ve Çetinkaya (2013). As a result of the research, it was determined that teachers' lifelong learning competence perceptions and their reading motivation were high. The obtained findings revealed that the gender, age, service duration, branch and school type demographics of the teachers are not an effective variable on their lifelong learning competence levels. On the other hand, it was detected that the level of education affects teachers' lifelong learning competence levels significantly. It was found that the teachers who have a graduate degree have higher lifelong learning competences compared to the undergraduate teachers. It was ascertained that teachers' motivation towards reading differs significantly by their gender but did not differ according to age, educational status, duration of service, branch and school type variables. In addition, it was concluded that there was a moderate positive relationship between the lifelong learning competence and reading motivation. Lastly, 22% of the total variance related to teachers' lifelong learning competences was explained with their reading motivation.

Keywords: teachers, lifelong learning competences, reading motivation

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Introduction

In today's world where knowledge is constantly changing and renewing, the learning needs of individuals and societies are constantly increasing, and at this point, the concept of lifelong learning emerges (Demirel & Yağcı, 2012). Different definitions of lifelong learning are encountered in the literature. Life-long learning; a process that provides individuals with the skills and competencies required to continue their own learning (Candy, 2003). Everyone realizes the learning they need when they need it and with opportunities (Demirel, 2012), all learning activities that people participate in the areas they are interested in (Aksoy, 2008), a flexible tool that enables the acquisition of skills such as information literacy and critical thinking, and invests in people

and knowledge (Akkoyunlu, 2008). Lifelong learning is a learning habit and behavior that requires active and continuous use of information and an activity that continues from cradle to grave (Gündoğan, 2003; Polat & Odabaş, 2008).

The concept of lifelong learning was first used in the 1920s by John Dewey, Eduard Lindeman and Basil Yeaxle. These scientists have adopted the understanding that education is a continuous dimension of daily life. Lindeman discussed the concept of lifelong learning in his book "The Meaning of Public Education" in 1926, and Basil Yeaxle in his book "Lifelong Education" in 1929. In the report prepared by UNESCO in 1972, two important issues, which are fundamental for education policies and encourage the whole society to learn, were discussed. The first of these is 'continuity in learning' and the other is 'learning society' (Elfert, 2015). Although the need for lifelong learning is a necessity for all people, especially teachers need continuous learning and development in their profession. (Mitovska & Hristkovska, 2011).

Lifelong Learning Competence

When the definitions are examined, it is seen that lifelong learning focuses on how learning should be rather than what to learn. Since information is constantly increasing and changing, the important thing is to be open to new information and to know how to access information. In this case, the ability to reach the required information gains importance in lifelong learning. Polat and Odabaş (2008) individuals who learn lifelong; he defines them as individuals who can access the information they need, use the information, transfer them to new situations and produce new information. Lifelong learning is all learning activities that ensure the personal, social and professional development of individuals through both formal and informal education. Individuals can meet the needs they need throughout their lives only through lifelong learning competencies, which are defined as a combination of knowledge, skills and attitudes (Uzunboylu & Hürsen, 2011).

Researchers have identified various lifelong learning competences by considering lifelong learning competences in different ways. Ouane (2002) has five competences related to lifelong learning: communication, living together, critical thinking, adapting and changing, creativity; Evers et al. (1998) highlighted four basic competencies required in lifelong learning: self-management, communication, managing people and tasks, and driving innovation and change; Shuman et al. (2005) lifelong learning skills; Having basic skills such as reading, writing, listening, being aware of one's own learning needs, following a learning plan or planning to learn, recognizing, organizing and reaching information, understanding and remembering new information, having critical thinking skills and reflective thinking; Akkoyunlu (2008) expressed lifelong learning competence as being curious, having information literacy skills, being able to organize their own learning, and being aware of new developments. In general, lifelong learning requires the individual to have some unusual knowledge, skills, and competencies to cope with living conditions.

In 2007, eight key competences required for lifelong learning were determined by the European Union Education and Culture Commission under the name of "Key Competences in Lifelong Learning - European Framework". These competencies determined by the Commission (European Commission, 2007) as; *Communication Competence in Mother Tongue, Communication Competence in Foreign Language, Mathematical Basic Competences in Science and Technology, Digital Competencies, Learning to Learn Competence, Social Citizenship Awareness*

Competencies, Initiative and Entrepreneurship Competence, Cultural Awareness and Expression Competence.

The basic rule in lifelong learning is to continue to learn lifelong consciously and purposefully. Individuals who can learn lifelong are in control of their learning needs, they can access the information they need (Demirel, 2011). The healthiest way to reach information is to read (Sarı, 2016). Individuals must have the habit of reading to gain lifelong learning skills (Bozpolat, 2010). Because reading has always held an important place for the individual to discover the events around him and add new information to his old knowledge (Yılmaz & Benli, 2010).

Reading Motivation

The age you are in today is called the "information age", and the society required by this age is called the "information society". Being educated and knowledgeable, constantly improving oneself through the acquired reading habit, is the information age and the information society is the most basic acquisition that people should have. According to Urgan (2008), information societies reach information through reading in the shortest way. Reading is a simple but sublime struggle for one to renew her/himself, to push her/his limits, and to reach universality.

Reading takes place with many skills, including a range of coordination of knowledge and strategy. (Öztürk & Aydemir, 2013). However, when the literature is examined, it is understood that motivation processes are also effective in reading as well as cognitive processes (Guthrie & Wigfield, as cited in 2000. Yıldız, 2010). Pala (2017) defined the concept of motivation as "a driving force that activates the organism, energizes, causes an affective elevation, desire and directs behaviors in certain situations, in order to achieve certain goals and perform the necessary behaviors". Motivation, which is one of the basic variables that guides human behavior, is a central feature in learning and developing reading (Akyol, 2005; Schutte & Malouff, 2007), in individuals' orientation to reading, and in continuing reading (Yıldız et al., 2013). The reasons that lead individuals to read are closely related to the reading goals, reading disposition and the reading motivation of the individuals when they devote to reading (Yıldız et al., 2013). On the other hand, the fact that the individual reads a text effectively and is more successful academically is related to reading motivation. (Kurulgan and Çekerol, 2008). The willingness of individuals to read is also extremely important in terms of gaining a reading habit and reading books frequently (Schutte & Malouff, 2007; Ülper & Çeliktürk, 2013).

While reading in civilized societies is considered as a requirement of progress, there is a danger of a generation not reading in undeveloped societies (Demirel & Şahinel, 2006). Also, as mentioned in Sustainable Development Goal-4 (SDG4) "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states". As one of the basic elements of the education system, who undertake the task of raising individuals who will direct the society, teachers have an important effect on students' attitudes towards reading. Teachers are expected to have acquired the habit of reading in order to set an example for their students and to improve themselves individually and professionally (Sağlam et al., 2008). As a matter of fact, Ülper (2011), in his study on the motivating factors for reading with primary and secondary school students, points out that the high reading motivation of teachers and their frequent reading act will reflect on the students as well. After teachers become lifelong learners

themselves, they can improve students' lifelong learning skills (Selvi, 2011). The teacher should be a good model for learners in the lifelong learning process (Arr, 1988). The teacher is not just transmitting the information; at the same time, it should have a role that teaches the ways of accessing information. For teachers to fulfill this role, they must first be a learner to learn, have a tendency to learn throughout their life, and be willing to gain and acquire new knowledge and skills (Özden, 2013), in other words, teachers must be lifelong learners and support their students in this direction. (Erdamar, 2015). According to Sağlam and Kürüm (2005), the ability of educational institutions to fulfill their duties depends on the qualifications of the education programs and the qualifications of the students and the qualifications of the teachers who undertake the responsibility of implementing these programs. This situation reveals how important it is for teachers who will educate children and young people who will shape the future to have these lifelong learning competences and high motivation for reading.

Literature Review

When the literature is examined; It is seen that there are studies that examine the lifelong learning competences of university students, lecturers, teachers, and teacher candidates according to different variables. These studies are summarized in Table 1.

Table 1. Studies in the Literature on Lifelong Learning Competences

Contributor	Aim of the Studies
Shin & Jun (2019)	To analyze the hierarchical effects of individual and organizational variables on elementary school teachers' lifelong learning competence.
Adabaş (2016)	To determine the level of graduate students' having key competencies in lifelong learning.
Ayçiçek & Yanpar Yelken (2016)	To determine the lifelong learning competencies and lifelong learning habits of the faculty members of education faculty.
Demirel et al. (2016)	To reveal the life-long learning competencies of science teachers.
Kazu & Erten (2016), Arcagök & Şahin (2014), Selvi (2011)	To examine teachers' lifelong learning competencies.
Özkorkmaz (2016)	To determine the lifelong learning competency perceptions of public education center principals.
Pınarcık et al. (2016)	To determine pre-school teachers' perceptions of lifelong learning competencies.
Şahin & Koca (2016)	To determine the educational practices carried out in order to provide the competencies included in the key competences for lifelong learning document at the early childhood education level.
Yazar & Keskin (2016)	To examine pre-service teachers' digital competencies in the context of lifelong learning.
Yıldırım (2015)	To determine classroom teachers' efficacy perceptions and opinions on lifelong learning.
Konokman & Yelken (2014)	To determine the lifelong learning competencies of lecturers.
Kozikoğlu (2014)	To determine the lifelong learning competencies of university and vocational school students.
Bilir et al. (2013), Demirel & Yağcı (2012)	To examine prospective teachers' lifelong learning competencies according to various variables.
Simmons & Walker (2013)	To focus on the changing terrain of initial teacher training (ITT) for the lifelong learning sector in England.
Hunde & Tacconi (2013).	To present what teacher educators and student teachers are thinking that expert teacher educators are doing and what actually they experienced in developing and sustaining lifelong learning abilities in student.
Mitkovska & Hristovska (2011)	To determine the indicators that measure teacher competencies and in-class efficiency in terms of teaching, the opinions of fourth grade students, prospective teachers, kindergarten teachers about their own competencies and professional development in lifelong learning.
Preece, J. (2011)	To research in adult education and lifelong learning.
Uzunboyulu & Hürsen (2011)	To develop the Lifelong Learning Competency Scale (LLCS) in her work with secondary school teachers.
Şahin, Akbaşı, & Yelken Yanpar (2010)	To develop the "Key Competences in Lifelong Learning Scale" through the review of the 2005 EU commission reports.
Adams, D. N. (2007)	To determine lifelong learning skills and attributes via perceptions of Australian secondary school teachers.
Mourtos (2003)	To determine the lifelong learning skills of San Jose State University students.

When the studies on reading motivation were examined in the literature, it was seen that mostly primary and secondary school students were selected as a sample, and there were very few studies on teacher candidates' motivation for reading. These studies are tried to summarize in Table 2.

Table 2. Studies Related to Reading Motivation in the Literature

Contributor	Aim of the Studies
Zhang et al. (2020)	To summarize the studies on reading motivation and reading success and to draw attention to the gaps in these issues
Locher, Becker & Pfost (2019)	To investigate the relation between students' intrinsic reading motivation and book reading in recreational and school contexts
Davis, Tanks, Hock, Wang & Rodriguez (2018)	To summarize 16 current reading motivation scales.
Ürün Karahan (2018)	To examine the relationship between Turkish language teaching and Turkish Language and Literature students' lifelong learning tendencies and their motivation for reading.
Ürün Karahan & Taşdan (2016)	To reveal the fifth and sixth grade students' attitudes towards reading and their reading motivation and to examine their relationship with their level of comprehension, reading comprehension skills, reading due to personal inclination, and reading degrees originating from school.
Katranacı (2015)	To determine the level of motivation of primary school fourth grade students to read books.
Kurnaz & Yıldız (2015)	To determine the reading motivation of secondary school students.
Ülper & Çeliktürk (2013)	To evaluate of teacher candidates' reading motivation
Durmuş (2014)	To adapt the "Reading Motivation Scale" developed by Wigfield and Guthrie (1997) to Turkish for measuring the reading motivation of 5.-8. grade students
Bozkurt (2013)	To examine the relationship between fifth grade students' metacognitive awareness of reading comprehension and reading motivation.
Aydemir & Öztürk (2013)	To develop a reading motivation scale to determine primary school students' reading motivation for texts.
Öztürk & Aydemir (2013)	To examine the relationship between first grade primary school students' reading motivation with reading time and family's reading status.
Yıldız (2013a)	To determine whether third, fourth and fifth grade students' intrinsic and extrinsic motivations for reading are affected by gender and grade level variables.
Yıldız (2013b)	To determine the role of reading motivation, fluent reading and reading comprehension in the academic success of fifth grade students.
Schiefele et al. (2012)	To determine the dimensions of reading motivation and their relation to reading behavior and competence.
İleri (2011)	To determine the effect of screen reading on primary school fifth grade students' reading comprehension and reading motivation levels.
Ülper (2011)	To determine the motivating factors for reading through the eyes of primary and secondary school students.
Yıldız & Akyol (2011)	To determine the relationship between primary school fifth grade students' reading comprehension, reading motivation, and reading habits.
Saygı (2010)	To examine reading motivation in native language and second language and their relationship with second language reading success.
Gömlüksiz (2004)	To determine the affective aspect of reading by developing an attitude scale regarding reading habits.
Sancı (2002)	To determine the effects of the social, economic, and cultural situations of sixth grade students on their reading motivation.
Dökmen (1994)	To determine the relationship between reading comprehension, reading amount and motivation processes.

Unlike the studies given above, in this study; It was aimed to examine teachers' lifelong learning competences and their motivation for reading in terms of various variables and to reveal the relationship between lifelong learning and reading motivation. In line with this general purpose, the following questions were sought in the study:

- What are the teachers' perceptions of lifelong learning competence perceptions and their motivation for reading?
- Do teachers' lifelong learning competence perceptions and reading motivation differ significantly according to the variables of gender, age, education level, duration of service, branch and type of school served?
- Are teachers' attitudes towards reading a meaningful predictor of lifelong learning competence perceptions?

Aim of the Study

Today, teachers are expected to be lifelong learners (Mitovska & Hristkovska, 2011). The most basic access to information for a life-long learner is to have reading habits and skills. As a matter of fact, Odabaş et al. (2008) state that reading habits are the basis of lifelong learning and that an individual should perform the act of reading regularly throughout his life in order to become a

lifelong learning person. Wigfield (1997), also emphasized how reading motivation influences different classroom contexts and programs.

In the literature, no study on teachers' lifelong learning competences and their motivation for reading was found. It is thought that revealing the lifelong competency levels of teachers and thus their learning profile, determining their motivation for reading, which is the most basic source in accessing information and learning, will eliminate the deficiency in the field, and will also be a guide for the necessary arrangements in the education system. Because determining the existing competences and actions that will be effective in the teaching-learning processes of the students for both their own development and the teaching-learning processes of the teachers will contribute to the concrete difference between the current situation and the need to be. In addition, the quality of pre-service and in-service trainings can be determined, improved and new arrangements can be made if deemed necessary by determining the deficiencies regarding the lifelong learning competences of teachers and their motivation for reading. It is thought that the research can shed light on further research.

Methods

Research Model

This research, which aims to determine the level of teachers' lifelong learning competences and reading motivation, is a descriptive study. In descriptive research, it is aimed to reflect and interpret the existing situation as it is. This type of research presents beliefs, thoughts, feelings, or behaviors in a particular place and time (Stangor, 2010). Typical features of quantitative-oriented descriptive research include producing numerical data, requiring a sample selection that can represent a wide study universe, providing diagnostic and inferential information, and presenting standard information obtained by applying the same measurement tool to all participants (Cohen, Manion & Morrison, 2007). Considering these features, this study can be expressed as a descriptive research with quantitative tendencies.

Study Group

The study group of the research consists of 440 teachers working in Sapanca District of Sakarya Province. The data collection tool of the research was distributed to all 440 teachers working in Sapanca district, and the data collection tool answered by 326 volunteer teachers was evaluated. The teachers participating in the research; Their demographic characteristics including gender, age, educational status, service period, branch, and the school level they serve are shown in Table 3.

Data Collection Tools

As a data collection tool in the study; The Personal Information Form was developed by Şahin, Akbaşlı and Yanpar Yelken (2010) through the Key Competencies in Lifelong Learning Scale developed by the analysis of the 2005 EU commission reports and Adult Reading Motivation Scale developed by Schutte and Malouff (2007) and adapted into Turkish by Yıldız, Yıldırım, Ateş and Çetinkaya (2013) was used.

Table 3. Demographic Characteristics of Teachers Participating in the Study

Demographic Characteristics		f	%
Gender	Female	192	58.9
	Male	134	41.1
Age	21-30 age	70	21.4
	31-40 age	114	35
	41-50 age	114	35
	51 age and above	28	8.6
Education Status	Undergraduate	279	85.6
	The student of graduate	22	6.7
	Graduate	25	7.7
Service Period	1-10 year	132	40.5
	11-20 year	116	35.6
	21-30 year	64	19.6
	31 year and more	14	4.3
Branch	Pre-school	35	10.7
	Elementary	93	28.5
School Level	Other	198	60.7
	Pre-school	18	5.5
	Elementary	116	35.6
	Middle school	96	29.4
	High school	96	29.4

Personal Information Form

A personal information form created by the researchers, was used to gather information about the demographic characteristics of the participants. In this form, the variables of gender, age, education level, service time, branch and type of school are included.

Lifelong Learning Key Competences

Developed by Şahin, Akbaşlı, and Yanpar Yelken (2010), this scale consists of 23 items. In the scale items, a 5-point Likert-type rating ranging from I strongly agree (5) to I strongly disagree (1) was adopted. The scale is based on the report on lifelong learning key competences determined by the European Union Commission (2005). Cronbach's alpha value of the scale was calculated as .89. In this study, the Cronbach alpha value of the scale was found to be .92. According to this result, it can be interpreted that the data obtained from the measurement tool are reliable.

Adult Reading Motivation Scale

The Adult Reading Motivation Scale developed by Schutte and Malouff (2007) was adapted into Turkish by Yıldız, Yıldırım, Ateş, and Çetinkaya (2013). Five-point Likert type grading was used in the scale. During the adaptation process of the scale, two items (items 14 and 17) with a factor load below .30 were removed from the scale. Therefore, there are 19 items in the Turkish form of the scale. As a result of CFA, it was determined that the chi-square fit index ($\chi^2 = 360.26$, $p = .000$) was significant. Other fit index values are RMSEA = .077, RMR = .055, GFI = .87, AGFI = .83, CFI = .86. As a result, a scale consisting of four factors (self, competence, recognition, and other) and 19 items was reached. Internal consistency coefficients were examined for each sub-dimension of the measurement tool within the scope of reliability studies. Cronbach alpha reliability coefficients calculated for each dimension at the end of the analysis; It was found between .62 and .80 and the reliability value obtained over the total of the scale was obtained as .86. Test-retest reliability was calculated to show the consistency of the scale over time. Correlation coefficients between the scores obtained from applications performed at two different times; It was found that $r = .79$ for self-factor (8 items), $r = .80$ for competence factor (4 items), r

= .74 for recognition factor (3 items) and $r = .68$ for other factor (4 items). In this study, Cronbach's alpha reliability coefficients of the sub-dimensions of the scale were found to be .88, .69, .88 and .70 for self-efficacy, recognition, and other dimensions, respectively.

Data Collection and Analysis

The data were obtained by applying the research data collection tool to the teachers working in the schools in Sapanca district of Sakarya province. The data collection tool of the research was distributed to all 440 teachers working in Sapanca district and necessary explanations were made. 326 teachers who volunteered to participate in the study returned. The data obtained from the research were analyzed using the SPSS 21 package program. In the study, descriptive statistics were used to determine the level of teachers' lifelong learning competences and their motivation for reading. Arithmetic mean and standard deviation values were calculated within the scope of descriptive statistics. Since both scales used in the research are based on a five-point scale; Arithmetic means between 1.00 and 1.80 are too low; The arithmetic means between 1.81 and 2.60 are low; The middle level of arithmetic means between 2.61 and 3.40; It has been commented that the arithmetic means between 3.61 and 4.20 are high and the arithmetic means between 4.21 and 5.00 are very high.

In order to decide on other statistical techniques to be used in data analysis, normality analysis was conducted. In this direction, first the skewness was examined. Obtained skewness coefficients; It was determined as $-.57$ for the scores obtained from the lifelong learning key competences scale and $-.46$ for the scores obtained from the reading motivation scale. Since these coefficients remained within the ± 1 range recommended by Büyükzötkürk (2010), it was concluded that the data did not show a significant deviation from the normal distribution. As a matter of fact, Kolmogorov Smirnov values were obtained as $.998$ ($p = .27 > .05$) and $.805$ ($p = .54 > .05$), respectively, in the normality tests performed on the lifelong learning key competences scale and the scores obtained from the reading motivation scale. Thus, it was understood that the data were suitable for normal distribution. Therefore, independent samples t-test and one-way analysis of variance (One-way ANOVA) were used to determine whether teachers' lifelong learning competences and their reading motivation differ in terms of demographic variables. Regression analysis was used to reveal the relationship between lifelong learning competence and reading motivation.

Findings

Findings of the study are presented below in accordance with the order of the sub-problems for which answers were sought in the study. First of all the level of the teachers' lifelong learning competences was examined, and the descriptive statistics calculated in this direction are presented in Table 4.

Table 4. Descriptive Statistics on Teachers' Lifelong Learning Competence Perceptions and Reading Motivation

Scale	\bar{X}	SS	Comment
Lifelong learning competence perception	3.64	.52	High
Reading motivation	3.70	.56	High

As can be understood from Table 4, the means of teachers regarding both their lifelong learning competence perceptions and their reading motivation are in the range from 3.61 to 4.20. Therefore, it was determined that teachers' lifelong learning competence perceptions and their motivation for reading can be explained as high. In the study, whether the teachers' lifelong learning competence perceptions and their reading motivation differ according to the gender variable was examined with the independent sample t-test and the findings obtained are presented in Table 5.

Table 5. Independent Sample T-Test Results on the Analysis of Teachers' Lifelong Learning Competence Perceptions and Their Reading Motivation by Gender Variable

Scale	Gender	\bar{X}	<i>SS</i>	<i>df</i>	<i>t</i>	<i>p</i>
Lifelong learning competence perception	Female	3.65	.54	324	.32	.75
	Male	3.63	.50			
Reading motivation	Female	3.76	.54	324	2.08	.04*
	Male	3.63	.58			

Note. *Effect size (*eta-square*:0.013)

In Table 5 according to gender variable, there is not any statistically significant difference between teachers' lifelong learning competence perceptions [$t_{(324)} = .32, p > .05$]. On the other hand, when female and male teachers' reading motivations are compared, it was determined that there is a statistically significant difference in favor of female teachers [$t_{(324)} = 2.08, p < .05$]. This effect size of .013 is small (Cohen, 1988). It can be expressed as only .13 per cent of the variance in reading motivation is explained by gender.

After the gender variable, it was examined whether the teachers' long learning competence perceptions and their reading motivation differ in terms of age variable and the results of the one-way variance analysis applied for this purpose are presented in Table 6.

Table 6. The Results of One-Way Variance Analysis of Teachers' Lifelong Learning Competence Perceptions and Their Reading Motivation by Age

Scale	Age	\bar{X}	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>
Lifelong learning competence perception	21-30	3.72	.48	3-322	.66	.58
	31-40	3.64	.56			
	41-50	3.61	.50			
	51 and above	3.62	.58			
Reading motivation	21-30	3.81	.45	3-322	2.01	.11
	31-40	3.64	.58			
	41-50	3.68	.60			
	51 and above	3.84	.45			

When the findings in Table 6 are examined, according to the age variable, there is not any statistically significant difference in teachers' lifelong learning competence perceptions [$F_{(3,322)} = .66, p > .05$] and their reading motivation [$F_{(3,322)} = 2.01, p > .05$]. Like the age variable, the effect of the educational status variable on teachers' lifelong learning competence perceptions and reading motivation was examined with one-way analysis of variance and the findings are presented in Table 7.

In Table 7, according to teachers' educational status, there is a statistically significant difference in teachers' lifelong learning competence perceptions [$F_{(2,323)} = 4.55, p < .05$]. This effect size of .027 is small (Cohen, 1988). This effect size can be expressed as only .27 per cent of the variance in teachers' lifelong competence perceptions is explained by education status. Paired comparison results with the Scheffe test revealed that this difference was observed between undergraduate and graduate levels. According to teachers' educational status there is not any statistically significant

difference in teachers' reading motivation [$F_{(2,323)} = 1.16, p > .05$]. Following the education status variable, the effect of service time on teachers' lifelong learning competence perceptions and reading motivation was tested and the findings reached are given in Table 8.

Table 7. The Results of One-Way Variance Analysis of Teachers' Lifelong Learning Competence Perceptions and Their Reading Motivation According to the Educational Status

Scale	Education Status	\bar{X}	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>
Lifelong learning competence perception	Undergraduate	3.61	.52	2-323	4.55	.01*
	Graduate Student	3.80	.39			
Reading motivation	Graduate	3.89	.56	2-323	1.16	.32
	Undergraduate	3.69	.56			
	Graduate Student	3.81	.45			
	Graduate	3.83	.61			

Note. *Effect size (*eta-square*:0.027)

Table 8. The Results of One-Way Analysis of Variance of the Life-Long Learning Competence Perceptions of Teachers and Their Reading Motivation According to Service Time

Scale	Service time	\bar{X}	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>
Lifelong learning competence perception	1-10	3.67	.56	3-322	1.14	.33
	11-20	3.65	.51			
	21-30	3.63	.46			
	31 and more	3.40	.55			
Reading motivation	1-10	3.74	.54	3-322	.80	.52
	11-20	3.65	.62			
	21-30	3.72	.49			
	31 and more	3.82	.43			

According to the findings in Table 8, the duration of service does not have a statistically significant effect on teachers' lifelong learning competence perceptions [$F_{(3,322)} = 1.14, p > .05$] and their reading motivation [$F_{(3,322)} = .80, p > .05$]. After the service period variable, analyzes were made on the branch variable. One-way analysis of variance results for determining whether teachers' lifelong learning competence perceptions and reading motivations are affected by their branches are given in Table 9.

Table 9. The Results of One-Way Analysis of Variance According to the Branch Variable of Teachers' Lifelong Learning Competence Perceptions and Their Reading Motivation

Scale	Branch	\bar{X}	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>
Lifelong learning competence perception	Pre-school teacher	3.55	.58	2-323	1.91	.15
	Elementary teacher	3.58	.48			
	Branch teacher	3.69	.53			
Reading motivation	Pre-school teacher	3.64	.52	2-323	.42	.66
	Elementary teacher	3.69	.53			
	Branch teacher	3.75	.49			

When looking at the findings in Table 9, it is understood that teachers' perceptions of lifelong learning competence [$F_{(2,323)} = 1.91, p > .05$] and their reading motivation do not differ according to their branches [$F_{(2,323)} = .42, p > .05$]. In other words, the branch does not have a statistically significant effect on teachers' lifelong learning competence perceptions and reading motivation.

Teachers' lifelong learning competence perceptions and their effect on their reading motivation were examined, the other type of school they work in. The results of variance analysis applied in order to examine whether the school type affects teachers' adequate perceptions of lifelong learning and their reading motivation in a significant level are presented in Table 10.

Table 10. The Results of One-Way Variance Analysis of Teachers' Lifelong Learning Competence Perceptions and Their Reading Motivation According to the School Type

Scale	School type	\bar{X}	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>
Lifelong learning competence perception	Pre-school	3.61	.51	3-322	.93	.43
	Elementary	3.61	.50			
	Middle school	3.72	.48			
	High school	3.62	.59			
Reading motivation	Pre-school	3.74	.55	3-322	.77	.41
	Elementary	3.76	.50			
	Middle school	3.69	.53			
	High school	3.65	.64			

The findings in Table 10 reflect that the type of school they work in does not affect teachers' lifelong learning competence perceptions and their reading motivation. In line with the third sub-problem of the study, the results of the regression analysis applied to determine the predictive power of teachers' lifelong learning competence perceptions and reading motivation are given in Table 11.

Table 11. Regression Analysis Results Regarding the Predictive Power of Teachers' Reading Motivation on Lifelong Learning Competence Perceptions

	Unstandardized coefficients		Standardized coefficients	<i>t</i>	<i>R</i>	<i>R</i> ²	<i>F</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>				
Constant	1.99	.17		11.53**	.47	.22	93.36**
RM	.45	.05	.47	9.66**			

RM: Reading Motivation, ** $p < .001$

When Table 11 is examined, it is striking that there is a positive, moderate, and significant relationship between teachers' lifelong learning competence perceptions and their reading motivation [$r = .47$, $p < .001$]. According to the results of the regression analysis, 22% of the variance regarding the lifelong learning competence perceptions of teachers can be explained by their reading motivation [$R^2 = .22$, $F_{(1,324)} = 93.36$, $p < .01$].

Conclusions and Further Research

In the study, the relationship between teachers' lifelong learning competences and their reading motivation was tried to be determined. According to total score average of the teachers from the "Competences in Lifelong Learning Scale" (83.76), it can be said that their perception of lifelong learning competences is at a "sufficient" level. It is seen that this result coincides with the findings of the studies conducted in the literature (Demirel et al, 2016; Kazu & Erten, 2016; Pınarcık et al, 2016; Yıldırım, 2015; Arcagök & Şahin, 2014; Özcan, 2011).

The research revealed that the demographic characteristics of teachers' gender, age, service period, branch and type of school are not effective variables in their lifelong learning competence levels. On the other hand, the education status of teachers is an effective variable in their lifelong learning competence levels. It has been observed that teachers with a master's degree have a higher level of competence than teachers with a bachelor's degree. When the relevant research in the literature is examined, in the study conducted by Arcagök and Şahin (2014) with primary and secondary school teachers, it was observed that the lifelong learning competences of teachers did not differ according to gender, but there were significant differences according to the variable of seniority, branch and educational status. Özcan also (2011) found that there was a significant difference between

teachers' educational status variable and their perceptions of lifelong learning competence in favor of teachers with undergraduate and doctoral degrees.

According to findings of this study, it can be said that the teachers' reading motivation is high. It is seen that this result coincides with the findings of the similar studies conducted in the literature (Ürün Karahan, 2015; 2018; Ülper & Çeliktürk, 2013). When the reading motivation of teachers was examined, it was observed that there was a statistically significant difference according to gender.

When it is examined whether there is a relationship between reading motivation and lifelong learning competences; It has been observed that there is a moderate and significant relationship between lifelong learning competence level and reading motivation. According to the results, there is a relationship between teachers' lifelong learning competences and their reading motivation; It has been determined that the reading motivation has an effect on lifelong learning competence perceptions. However, Ürün Karahan (2018) found in his study with prospective teachers of the Turkish and Turkish Language and Literature department that the lifelong learning tendencies of pre-service teachers had no effect on their motivation to read.

In this study, teachers' perceptions of lifelong learning and reading motivation were examined in terms of certain variables. Similar studies can be carried out in which different characteristics of teachers such as whether they have additional workloads such as administrative duties, etc. In particular, the results obtained by qualitative studies in which the reasons affecting the reading motivation of teachers and their views on lifelong learning are examined in depth can be explained more clearly. In this study, only the text reading motivation of the teachers were examined. Any data was not collected on the level of reading motivation in the digital settings. Similar studies on digital reading, which has a very important place today, can be organized. Effective training seminars can be organized on how to prepare learning-teaching environments that will enable teachers' positive attitudes towards lifelong learning and their reading motivation to set an example for students.

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