


A Thematic Analysis of Theses Made in the Field of Lifelong Learning with Pre-Service Teachers (2009-2020)

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ABSTRACT

This study was conducted to examine the postgraduate theses made in the field of lifelong learning with pre-service teachers between 2009 and 2020 in terms of their thesis problem, research topic, conclusions and recommendations. The 23 postgraduate theses constituting the study sample were determined by means of criterion sampling method from the Higher Education Council's thesis database. These theses were used as data collection tools and the study was designed as a qualitative study using the document review method. The data was analyzed using content analysis. The study revealed that a significant part of the theses consisted of subjects aimed at revealing the perceptions of lifelong learning tendencies-competencies and the relationships between lifelong learning and different variables. In addition, the postgraduate theses predominantly looked at the level of lifelong learning tendencies of the pre-service teachers and whether lifelong learning competencies-tendencies differed by gender, grade levels, departments, educational status of parents, academic achievement and socio-economic levels. As a result, it was revealed that the pre-service teachers' lifelong learning tendencies were high in most of the theses and that there was a significant difference in terms of lifelong learning competence by gender. Some suggestions were made based on these results.

Key Words: Lifelong learning, Postgraduate theses, Lifelong learning perception, Lifelong learning competence

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INTRODUCTION

With the development of science and technology in the 21st century, the competences related to knowledge and knowing have changed. As a result of this change, the roles of teachers have also changed in the light of the recent developments.

Teachers are expected to develop the students' emotional and social behavior in direct and indirect ways and to raise them as lifelong learners. It is also important that teachers themselves are willing to update themselves, engage in personal relationships and gain professional skills (Akta, 2019) in addition to having competences of planning, applying, and evaluating the teaching (MOE, 2006; Aykaç, 2014).

A strong lifelong learning culture is a *sine qua non* for the personal, social and economical development of individuals living in developing countries (Çalışkan Toyoğlu, 2016) as it enables individuals to effectively solve the problems they encounter in different periods of their lives. A lifelong learning culture is a set of behaviors that emerge with beliefs, values and attitudes conducive to learning shared by a group of individuals throughout their lives (OECD, 2010). In this sense, it is imperative that teachers have a lifelong learning culture and competence. The ability of teachers to develop these competencies depends on being able to update their professional and general cultural knowledge according to the changing times. Only in this way can teachers contribute to the development of lifelong learning cultures and competencies for both themselves and their students. Most of the professional, personal, and social skills are gained during the pre-service teacher education period.

Teachers establish their own perspectives on education and teaching and make use of their knowledge from the education they received in their undergraduate years. Thanks to this education, they can play a pioneering role in shaping the society. Therefore, it is important to find out the pre-service teachers' views towards lifelong learning. Thematic studies on the concept of lifelong learning have been undertaken since 2009 (Yenen et al., 2016; Yüksel et al., 2016; Kılıç, & Yılmaz, 2019; Kılınc & Uzun, 2020). Many of these studies consisted of research studies in different fields and samples. However, the literature review for this study has revealed that despite the existence of studies on thematic examination of postgraduate theses on lifelong learning, the theses with pre-service teachers have not yet been examined. It seems important to analyze the theses made on pre-service teachers specifically in order to be able to take a holistic look at the perceptions and competencies of future teachers who will play an important role in shaping the society. This study bears importance because it provides a scientific analysis of postgraduate theses made in the field of lifelong learning with pre-service teachers between 2009 and 2020 in terms of their thesis problem, research topic, conclusions and recommendations. It also serves as a database on the issue for future researchers.

Purpose and Problem of the Study

This study, which aimed to investigate the postgraduate theses made in Turkey between 2009 and 2020 in the field of lifelong learning with pre-service teachers in terms of their thesis problem, research topic, results and recommendations parts, examines the following research questions:

1. What is the distribution of the theses according to levels, categories, years, research methods, data collection tools, and data analysis techniques?
2. What is the distribution of the theses according to their research topic, problem question, results and recommendations?

Limitation of the Study

This study is limited to the postgraduate theses screened in the HEC National Thesis Centre database and conducted only between 2009 and 2020 with pre-service teachers in the field of lifelong learning.

METHOD

Research Model

This research is a qualitative study using the document review method. Document review is the analysis of written materials that contain information about the case or facts intended for investigation. Document review makes it possible to analyze written documents produced on a subject and within a certain period of time (Yıldırım, & Şimşek, 2018).

Sampling

The universe of this research constituted 23 postgraduate theses that were published in the HEC postgraduate thesis screening database between the years 2009 and 2020 in Turkey. Criterion sampling method was used to reach the publications related to lifelong learning with pre-service teachers. The criteria for selection were the existence of the keyword *lifelong learning* and the accessibility of the thesis on the database. The screening with such criteria resulted in 23 postgraduate theses.

Data Collection

The postgraduate theses made with pre-service teachers on lifelong learning between January 2009 and May 2020 in Turkey were collected as the data for this study.

Data Analysis

Content analysis was used to analyze the data. In content analysis, the data is organized and interpreted according to their similarities and differences within the framework of certain concepts and themes (Yıldırım, & Şimşek, 2018). In the data analysis, the theses were categorized and examined by the two researchers separately (Merriam, 1988). The examination was done categorically in the following terms: the type and category of the thesis, information about the university and the publication year, the methods, data collection tools, data analysis types used in the thesis, the research topic the problems handled in the thesis, and the results and recommendations of the theses. Next, the consistency of the independent analyses conducted by the two researchers was calculated by using the formula "Reliability = (Number of matching categories) / (Total number of matching and incompatible categories)" (Miles, & Huberman, 1994). As a result of this calculation, it was observed that the analyses made by the two researchers match by 80%. Since the consistency between two different encoders was over 0.70, the coding was accepted as reliable (Miles, & Huberman, 1994). Finally, in order to reach a consensus, these categories were re-examined by the researchers to clarify the categories that were similar, and to

discuss the categories that were not similar. In addition, the latest version of the codes and themes were presented to the opinion of two field experts and necessary corrections were made in line with their suggestions.

The final version of the codes created as a result of the analysis is presented in tables with frequency and percentage values in the findings section. While analyzing the research topics, problems, results and recommendations in the theses, only the parts related to pre-service teachers and lifelong learning were examined and parts that are not directly related to lifelong learning were excluded from the analysis. Since the data from some theses fall under more than one code at the same time, the total frequency and percentage values given in some tables may exceed 100%.

FINDINGS

In this section, the data obtained through the thematic examination of the content of postgraduate theses conducted with prospective teachers are presented with tables with frequency and percentage values. The distribution of theses according to their levels is given in Table 1.

Table 1. *Distribution of thesis levels*

Thesis Level	f	%
Graduate	21	91,30
PhD	2	8,70

When Table 1 is analyzed, it can be seen that 21 (91.30%) of the theses carried out with pre-service teachers are at master's level and 2 (8.70%) are at the doctorate level. The distribution of theses by categories is given in Table 2.

Table 2. *Distribution of thesis categories*

Thesis Category	f	%
Research- Examination	23	100
Theoretical-Review	0	0

As seen in Table 2, 23 (100%) of postgraduate theses made with pre-service teachers on lifelong learning are in the research-examination category. The distribution of theses according to the years in which they were made is given in Table 3.

Table 3. *Distribution of theses by years*

Year of Publication	f	%
2019	14	60,85
2018	2	8,70
2017	1	4,35
2016	4	17,40
2015	1	4,35
2014	1	4,35

In Table 3, when the distribution of theses related to lifelong learning with pre-service teachers is examined by years, 14 theses (60.85%) were made in 2019, 4 (17.40%) theses in 2016, 2 (8.70%) in 2018. One thesis was made in 2014 and 2015 each (8.80%). In 2009, 2010, 2011, 2012, 2013, 2020, there were not any theses made with the teacher candidates on the subject of lifelong learning. The distribution according to the research method used in theses is given in Table 4.

Table 4. *Distribution of theses by research method*

Research Method		f	%
Quantitative	Relational	13	56,55
	Descriptive	7	30,40
Mixed	Exploratory sequential	2	8,70
	Unspecified	1	4,35

When the distribution of theses according to the research methods used is analyzed in Table 4, 13 (56.55%) of the theses used the relational and 7 (30.40%) descriptive method within the scope of the quantitative approach. In addition, in two theses (8.80%), the explanatory sequential type of mixed method was used. In 1 thesis (4.35%), the mixed method type was not specified. The distribution of theses by data collection tools is given in Table 5

Table 5. *Distribution of theses by data collection tools*

Data Collection Tools	f	%
Scale- Questionnaire	23	100
Interview	3	13,04

When the distribution of the theses on lifelong learning with prospective teachers according to data collection tools is examined, it is seen that a scale or questionnaire was used in all 23 (100%) of the theses. In addition, since 3 theses are made with mixed methods, interview technique was used as a data collection tool in these theses. The distribution of theses according to data analysis is given in Table 6.

Table 6. *Distribution of data analysis used in theses*

Data Analysis Techniques		f	%	
Quantitative	ANOVA (Variance analysis)	17	73,91	
	Frequency/percentage	14	60,85	
	t-test	14	60,85	
	Kolmogorov-Smirnov	12	52,20	
	Correlation Analysis	8	34,80	
	Shapiro-Wilk	4	17,40	
	Mean/Standard Variation	4	17,40	
	Pearson Moments Product Correlation	4	17,40	
	Scheffe	4	17,40	
	Chi-square	2	8,70	
	Levene	1	4,35	
	Graphic	1	4,35	
		Mann Whitney U Test	11	47,80
		Kruskal Wallis H Test	11	47,80
		Tukey Test	3	13,04
Qualitative	Descriptive Analysis	3	13,04	

As seen in Table 6, when the distribution of data analysis used in theses on lifelong learning with prospective teachers is examined, ANOVA (variance analysis) in 17 (73.91%), frequency / percentage and t-test in 14 (60.85%), Kolmogorov-Smirnov in 12 (52.20%), correlation analysis in 8 (34.80%), Shapiro-Wilk, mean / standard deviation, Pearson moment product correlation and Scheffe in 4 (17.40%), 2 (17.40%), chi-square and Levene, chart were used in one thesis each (4.35%). It is seen that in 11 of the non-parametric tests (47.80%) Mann Whitney u and Kruskal Wallis test were used, and in 3 of them (13.04%) Tukey test was used. In addition, descriptive analysis was used in the three mixed methods theses. The distribution of theses according to research topics is given in Table 7.

Table 7. *Distribution of theses by research topic of study*

Research topic	Theses	f	%
Lifelong learning tendency - perception of competencies	Akta (2019), Altay Yorulmaz (2019), Altıntaş (2019), Atagün (2019), Aydın (2018), Bahadır (2019), Boyacı (2019), Boztepe (2017), Bulaç (2019), Çetin (2019), Dündar (2016), Gür Erdoğan (2014), Kahraman (2019), Keleş (2019), Özoğlu (2019), Satıroğlu (2019), Selçuk (2016), Şahin (2019), Tatlısu (2016), Yasa (2018)	20	86,80
Attitude towards postgraduate education	Altıntaş (2019), Kabataş (2019)	2	8,70
Digital literacy	Boyacı (2019), Özoğlu (2019)	2	8,70
Computer self-efficacy belief and attitude	Atagün (2019)	1	4,35
Social emotional learning	Akcaalan (2016)	1	4,35
Desire for career development	Aydın (2018)	1	4,35
Communication satisfaction level	Boztepe (2017)	1	4,35
Learning approach and self-efficacy	Çetin (2019)	1	4,35
Mental arithmetic	Demir (2017)	1	4,35
Factors affecting lifelong learning	Gür Erdoğan (2014)	1	4,35
Technology addiction and its reflections on life	Güçlü (2015)	1	4,35
Attitudes towards English	Kahraman (2019)	1	4,35
Personality types	Keleş (2019)	1	4,35
Knowledge and literacy	Yasa (2018)	1	4,35
Self-efficacy beliefs	Selçuk (2016)	1	4,35
Interest in sports	Tatlısu (2016)	1	4,35

Considering the distribution of theses according to their subjects, 20 (86.80%) of them investigated pre-service teachers' perception of lifelong learning tendency-competencies and 2 (8.70%) of them investigated the lifelong learning tendencies and attitudes towards postgraduate education and lifelong learning and digital literacy issues. In addition, 14 theses with prospective teachers examined the relationships between lifelong learning trends and some variables. The distribution of theses according to research problems are given in Tables 8, 9 and 10.

Table 8. *The distribution of thesis problem according to lifelong learning tendency, perception and opinions*

Problems	Theses	f	%
Lifelong learning tendency	Akta (2019), Altay Yorulmaz (2019), Altıntaş (2019), Atagün (2019), Aydın (2018), Bahadır (2019), Boyacı (2019), Bulaç (2019), Çetin (2019), Dünder (2016), Gür Erdoğan (2014), Kabataş (2019), Kahraman (2019), Keleş (2019), Özoğlu (2019), Satiroğlu (2019), Şahin (2019), Tatlısu (2016), Yasa (2018),	19	82,61
Prediction of lifelong learning competencies	Çetin (2019), Gür Erdoğan (2014)	2	8,70
Opinions about lifelong learning competencies	Bulaç (2019), Gür Erdoğan (2014), Selçuk (2016)	3	13,04

When the distribution of the problems of theses on lifelong learning with teacher candidates according to their lifelong learning tendency, perception and opinions are analyzed (see Table) , it is seen that 19 (82.61%) of the theses are looking for answers to the problem of teacher candidates' lifelong learning tendencies.

Table 9. *Distribution of the problem of theses according to the relationship between lifelong learning tendency and prospective teachers' profiles*

Problems	Theses	f	%
Gender	Akcalan (2016), Akta (2019), Altay Yorulmaz (2019) Altıntaş (2019), Atagün (2019), Aydın (2018), Bahadır (2019), Boyacı (2019), Boztepe (2017), Bulaç (2019), Çetin (2019), Dünder (2016), Güçlü (2015), Kabataş (2019), Kahraman (2019), Keleş (2019), Özoğlu (2019), Satiroğlu (2019), Selçuk (2016), Şahin (2019), Tatlısu (2016), Yasa (2018),	22	95,70
Class level	Akcalan (2016), Altıntaş (2019), Atagün (2019), Aydın (2018), Bahadır (2019), Boyacı (2019), Boztepe (2017), Çetin (2019), Dünder (2016), Keleş (2019), Satiroğlu (2019), Selçuk (2016), Şahin (2019), Tatlısu (2016), Yasa (2018), Altay Yorulmaz (2019)	16	69,57
Department	Akta (2019), Boyacı (2019), Bulaç (2019), Çetin (2019), Güçlü (2015), Kahraman (2019), Özoğlu (2019), Selçuk (2016), Şahin (2019), Tatlısu (2016), Yasa (2018)	10	43,40
Mother's educational background	Bahadır (2019), Bulaç (2019), Dünder (2016), Keleş (2019), Satiroğlu (2019), Şahin (2019), Altay Yorulmaz (2019)	7	30,40
Father's educational background	Bahadır (2019), Bulaç (2019), Dünder (2016), Keleş (2019), Satiroğlu (2019), Şahin (2019), Altay Yorulmaz (2019)	7	30,40
Academic achievement level	Akcalan (2016), Bahadır (2019), Bulaç (2019), Dünder (2016), Selçuk (2016), Altay Yorulmaz (2019)	6	26,10
Socio-economical status	Altıntaş (2019), Bahadır (2019), Dünder (2016), Satiroğlu (2019), Altay Yorulmaz (2019)	5	21,70
The type of high school that they graduated from	Atagün (2019), Kahraman (2019), Keleş (2019), Satiroğlu (2019), Selçuk (2016)	5	21,70
Age	Boyacı (2019), Selçuk (2016), Tatlısu (2016), Yasa (2018)	4	17,40
Residential area	Bahadır (2019), Keleş (2019), Satiroğlu (2019), Selçuk (2016)	4	17,40

Table 9 – Continuous

Problems	Theses	f	%
Wish to carry on graduate study	Bulaç (2019), Dünder (2016), Satiroğlu (2019), Altay Yorulmaz (2019)	4	17,40
Internet use	Boyacı (2019), Bulaç (2019), Dünder (2016), Kabataş (2019),	4	17,40
Preference of the department that they are studying in	Bulaç (2019), Dünder (2016), Altay Yorulmaz (2019)	3	13,04
Monthly income of the family	Güçlü (2015), Keleş (2019), Tatlısu (2016)	3	13,04
University that they are studying in	Dünder (2016), Altay Yorulmaz (2019)	2	8,70
Education type	Dünder (2016), Selçuk (2016)	2	8,70
Participation in student groups	Satiroğlu (2019)	1	4,35
Order of birth between the siblings	Bahadır (2019)	1	4,35
Engagement in sports	Tatlısu (2016)	1	4,35
The type of sports that they engage in	Tatlısu (2016)	1	4,35
The duration of engagement in sports per week	Tatlısu (2016)	1	4,35
Internet access	Kabataş (2019)	1	4,35
Internet Access preferences	Kabataş (2019)	1	4,35
Technological device that is used the most often	Güçlü (2015)	1	4,35
Mother's employment	Güçlü (2015)	1	4,35
Father's employment	Güçlü (2015)	1	4,35
Personality type	Satiroğlu (2019)	1	4,35
Foreign language proficiency	Satiroğlu (2019)	1	4,35
Professional and personal development	Satiroğlu (2019)	1	4,35
Frequency of reading a book	Satiroğlu (2019)	1	4,35
The love of the history lesson	Şahin (2019)	1	4,35

When the relation between lifelong learning tendency and teacher candidates' profiles is examined within the scope of the problems of the theses (see Table 9), we see that 22 (95.70%) theses looked at problems related to teachers' lifelong learning competencies-gender, 16 of them (69.57%) to grade level, 10 (43.40%) to departments, 7 (30.40%) to mother and father education levels, 6 (26.10%) to academic achievements, and 5 (21,70%) to the socio-economic levels and whether there is a significant difference according to the type of high school they graduated from.

Table 10. Distribution of the problem of theses according to relationships between lifelong learning and different topics

Problems	Theses	f	%
Social emotional learning levels	Akcalan (2016)	1	4,35
Attitudes towards graduate education	Altıntaş (2019)	1	4,35
Computer self-efficacy belief	Atagün (2019)	1	4,35
Attitudes towards computer	Atagün (2019)	1	4,35
Wish for career development	Aydın (2018)	1	4,35
Digital literacy level	Boyacı (2019)	1	4,35
Communication satisfaction level	Boztepe (2017)	1	4,35
Learning approaches and self-efficacy	Çetin (2019)	1	4,35
Satisfaction with their academic field	Gür Erdoğan (2014)	1	4,35
Tendency to the teaching profession	Gür Erdoğan (2014)	1	4,35
Readiness level for e-learning	Kabataş (2019)	1	4,35
Attitudes towards English	Kahraman (2019)	1	4,35
Personality types	Keleş (2019)	1	4,35
Digital literacy	Özoğlu (2019)	1	4,35
Self-efficacy belief with perceptions of competence	Selçuk (2016)	1	4,35
Information literacy skills	Yasa (2018)	1	4,35

Each of the 17 theses looked at a different issue of interest to see its relation with lifelong learning tendencies (see Table 10). These subjects include social emotional learning levels, attitudes towards graduate education, computer self-efficacy belief, attitudes towards computer, wish for career development, digital literacy level, communication satisfaction level, learning approaches and self-efficacy, satisfaction with their academic field, tendency to the teaching profession, wish for career development, readiness level for e-learning, attitudes towards English, personality types, digital literacy, self-efficacy belief with perceptions of competence, and information literacy skills.

The results obtained in theses are grouped in terms of lifelong learning tendency, perception and opinions, whether there is a significant difference according to some traits of teacher candidates, and given in Tables 11, 12 and 13.

Table 11. Distribution of the results obtained in theses on lifelong learning tendency, perception and views

Results	Theses	f	%
Lifelong learning trends are high	Akta (2019), Altıntaş (2019), Bahadır (2019), Boyacı (2019), Bulaç (2019), Çetin (2019), Dündar (2016), Gür Erdoğan (2014), Keleş (2019), Özoğlu (2019), Tatlısu (2016), Altay Yorulmaz (2019)	11	47,80
Lifelong learning trends are moderate	Atagün (2019), Kabataş (2019), Kahraman (2019), Satiroğlu (2019), Şahin (2019), Yasa (2018)	7	30,40
Lifelong learning trends are low.	Aydın (2018)	1	4,35
There is a positive significant relationship between the sub-dimensions of lifelong learning competencies.	Çetin (2019)	1	4,35
Life-long learning competencies are the best predictors of lifelong learning trends	Gür Erdoğan (2014)	1	4,35
The low predictor of lifelong learning tendencies is academic field satisfaction	Gür Erdoğan (2014)	1	4,35
They are eager to develop personally and professionally.	Bulaç (2019)	1	4,35
Lifelong learning means continuous updating and being able to catch up with change.	Selçuk (2016)	1	4,35

When the distribution of the research results reached in the theses related to lifelong learning tendency, perception and opinions are examined, 11 (52.20%) of the theses found that the pre-service teachers' lifelong learning tendency is high, 7 (30.40%) showed that there is a positive meaningful relationship between pre-service teachers' life-long learning tendencies at a medium level, and 1 (4,35%) found the tendencies as low level.

Table 12. *Distribution of the theses which found that there is no difference between lifelong learning tendency and some of the trainees' characteristics*

Results	Theses	f	%
Gender	Akta (2019), Boztepe (2017), Çetin (2019), DüNDAR (2016), Güçlü (2015), Keleş (2019), Yasa (2018)	7	30,40
Class level	Altıntaş (2019), Atagün (2019), Bahadır (2019), DüNDAR (2016) Selçuk (2016), Şahin (2019), Tatlisu (2016)	7	30,40
Mother's educational background	Bahadır (2019), Bulaç (2019), DüNDAR (2016), Keleş (2019), Satiroğlu (2019), Şahin (2019), Altay Yorulmaz (2019)	7	30,40
Father's educational background	Bahadır (2019), Bulaç (2019), DüNDAR (2016), Satiroğlu (2019), Şahin (2019), Altay Yorulmaz (2019)	6	26,10
The type of high school that they graduated from	Atagün (2019), Kahraman (2019), Keleş (2019), Satiroğlu (2019), Selçuk (2016)	5	21,70
The department that they are studying in	Akta (2019), Özoğlu (2019), Şahin (2019), Tatlisu (2016), Yasa (2018)	5	21,70
Socio-economic status	Bahadır (2019), DüNDAR (2016) Satiroğlu (2019), Altay Yorulmaz (2019)	4	17,40
Class level	Akcaalan (2019), Boyacı (2019), Altay Yorulmaz (2019)	3	13,04
Residential area	Bahadır (2019), Satiroğlu (2019), Selçuk (2016)	3	13,04
Age	Boyacı (2019), Selçuk (2016)	2	8,70
Their university	DüNDAR (2016), Altay Yorulmaz (2019)	2	8,70
Wish to carry on graduate study	Satiroğlu (2019)	1	4,35
Participation in student groups	Satiroğlu (2019)	1	4,35
Academic achievement level	Bulaç (2019)	1	4,35
Order of birth between siblings	Bahadır (2019)	1	4,35
Education type	DüNDAR (2016)	1	4,35
Preference of the department that they are studying in	DüNDAR (2016)	1	4,35
Technological device that is used the most often	Güçlü (2015)	1	4,35
Time spent with the technological device	Güçlü (2015)	1	4,35
Mother's employment	Güçlü (2015)	1	4,35
Father's employment	Güçlü (2015)	1	4,35
Type of the sports that they engage in	Tatlisu (2016)	1	4,35
The love of the history lesson	Şahin (2019)	1	4,35
Digital literacy	Özoğlu (2019)	1	4,35

As seen in Table 12, according to the research results reached in the theses which found no difference between lifelong learning tendency and different variables. There is no significant difference according to gender, class level, and mother's educational background

in 7 theses each (30,40%), father's educational background in 6 (%26,10), the high school type they graduated from and the department that they are currently studying in 5 (%21,70), and their socio-economical level in 4 (%17,40) theses.

Table 13. *Distribution of the results reached in theses that there is a difference between lifelong learning tendency and some features of teacher candidates*

Results	Theses	f	%
Gender	Akcalan (2016), Altıntaş (2019), Atagün (2019), Aydın (2018), Bahadır (2019), Boyacı (2019), Bulaç (2019), Kabataş (2019), Kahraman (2019), Özoğlu (2019), Satiroğlu (2019), Selçuk (2016), Şahin (2019), Tatlısu (2016), Altay Yorulmaz (2019)	15	65,22
Class level	Aydın (2018), Boztepe (2017), Çetin (2019), Keleş (2019), Satiroğlu (2019), Yasa (2018)	6	26,08
The department that they are studying in	Boyacı (2019), Bulaç (2019), Çetin (2019), Güçlü (2015), Kahraman (2019), Selçuk (2016)	6	26,08
Academic achievement level	Akcalan (2016), Bahadır (2019), Dündar (2016), Altay Yorulmaz (2019)	4	17,40
Wish to carry on graduate study	Bulaç (2019), Dündar (2016), Altay Yorulmaz (2019)	3	13,04
Use of the internet	Boyacı (2019), Dündar (2016)	2	8,70
Preference of the department that they are studying in	Bulaç (2019), Altay Yorulmaz (2019)	2	8,70
Socio-economic status	Altıntaş (2019), Güçlü (2015),	2	8,70
Benefiting from the internet	Bulaç (2019), Kabataş (2019),	2	8,70
Age	Tatlısu (2016), Yasa (2018)	2	8,70
Professional and personal development	Satiroğlu (2019)	1	4,35
Frequency of reading a book	Satiroğlu (2019)	1	4,35
The family income	Keleş (2019), Tatlısu (2016),	1	4,35
Residential area	Keleş (2019)	1	4,35
Father's educational background	Keleş (2019)	1	4,35
Education type	Selçuk (2016)	1	4,35
Digital literacy level	Boyacı (2019)	1	4,35
Type of social emotional learning	Akcaalan (2016),	1	4,35
Attitude towards graduate study	Altıntaş (2019)	1	4,35
Computer self-efficacy belief	Atagün (2019)	1	4,35
Attitude towards computer	Atagün (2019)	1	4,35
Wish for career development	Aydın (2019)	1	4,35
Communication satisfaction level	Boztepe (2017)	1	4,35
Learning approaches and self-efficacy	Çetin (2019)	1	4,35
Tendency towards the teaching profession and wish for career development	Gür Erdoğan (2014)	1	4,35
Readiness for e-learning	Kabataş (2019)	1	4,35
Attitude towards English lesson	Kahraman (2019)	1	4,35
Personality types	Keleş (2019)	1	4,35
Self-efficacy beliefs with perceptions of competence	Selçuk (2016)	1	4,35
Information literacy	Yasa (2018)	1	4,35

As seen in Table 13, according to the research results reached in the theses which found significant difference between lifelong learning tendency and different variables. There is

significant difference according to gender in 15 (%65,22) of the theses, to class level and department in 6 (%26,08), to academic achievement level in 4 (%17,40), and to wish for graduate study in 3 (%13,04) of the theses.

Suggestions made in theses are grouped as research results, future and general studies, and their distributions and given in Tables 14, 15 and 16.

Table 14. *Distribution of suggestions based on the results of the research in theses*

Recommendations	Theses	f	%
Increasing the tendency of men towards lifelong learning	Altıntaş (2019), Kahraman (2019), Özoğlu (2019), Satiroğlu (2019), Selçuk (2016)	5	21,70
Opening lessons about lifelong learning	Altıntaş (2019) Atagün (2019), Bahadır (2019),	3	13,04
Organizing activities to improve lifelong learning skills	Çetin (2019), Gür Erdoğan (2014), Selçuk (2016)	3	13,04
Doing activities to increase lifelong learning levels from the first grade	Boztepe (2017), Satiroğlu (2019)	2	8,70
Doing studies to use the strategic learning approach	Çetin (2019)	1	4,35
Increasing the level of lifelong learning of those with low academic success	Akcaalan (2016)	1	4,35
Doing studies to improve social emotional learning	Akcaalan (2016)	1	4,35
Increasing women's tendency towards lifelong learning	Bahadır (2019)	1	4,35
Raising awareness of prospective teachers using mobile phones in accessing information	Güçlü (2015)	1	4,35
Ensuring education and career development	Kabataş (2019)	1	4,35

When we look at the distribution of suggestions based on the results of the research in theses (see Table 14), 5 of theses (21.70%) suggested that activities should be organized for male pre-service teachers because their perceptions of lifelong learning competence are low.

Table 15. *Distribution of suggestions for future research in theses*

Recommendations	Theses	f	%
Doing experimental and qualitative research	Akcaalan (2016), Altay Yorulmaz (2019), Bahadır (2019), Boyacı (2019), Dündar (2016), Güçlü (2015), Gür Erdoğan (2014), Kahraman (2019), Özoğlu (2019), Selçuk (2016), Yasa (2018)	11	47,80
Researching different variables	Atagün (2019), Dündar (2016), Kabataş (2019), Keleş (2019), Özoğlu (2019), Satiroğlu (2019), Selçuk (2016), Tatlısu (2016), Yasa (2018)	9	39,14
Doing longitudinal research	Boyacı (2019), Özoğlu (2019)	2	8,70
Investigating the relationship of demographic variable structures	Akcaalan (2016), Keleş (2019)	2	8,70
Doing studies about orientation and career development desires	Gür Erdoğan (2014)	1	4,35
Researching factors affecting lifelong learning trends	Gür Erdoğan (2014)	1	4,35
Researching attitudes towards postgraduate education	Altıntaş (2019)	1	4,35
Researching career development desires	Aydın (2018)	1	4,35
Researching attitudes towards the English course	Kahraman (2019)	1	4,35

Related to further studies recommended in the theses (See Table 15), 11 (47.80%) of the theses recommended that experimental and qualitative studies should be done related to teacher candidates' level of participation in lifelong learning trends and activities, 9 (39.14%) of the theses recommended further research about lifelong learning.

Table 16. *Distribution of general recommendations made in theses*

Recommendations	Theses	f	%
Doing studies that relate lifelong learning to different concepts	Bahadır (2019), Boyacı (2019) Boztepe (2017), Bulaç (2019), DüNDAR (2016), Kabataş (2019), Kahraman (2019), Keleş (2019), Tatlısu (2016)	9	39,14
Importance to in-service training practices	Altıntaş (2019), Atagün (2019), Aydın (2018), DüNDAR (2016), Keleş (2019), Özoğlu (2019), Satroğlu (2019), Şahin (2019)	8	33,80
Increasing awareness of lifelong learning	Boyacı (2019), Boztepe (2017), DüNDAR (2016), Kahraman (2019), Selçuk (2016), Yasa (2018), Altay Yorulmaz (2019)	7	30,40
Organizing a course on lifelong learning in Public Education and Continuing Education Centres	Aydın (2018), Bulaç (2019), DüNDAR (2016), Keleş (2019), Tatlısu (2016), Altay Yorulmaz (2019)	6	26,08
Doing studies for lifelong learning that can draw interest	Atagün (2019), Bulaç (2019), DüNDAR (2016), Kabataş (2019), Keleş (2019), Selçuk (2016)	5	21,70
Doing studies to improve lifelong learning skills	Aydın (2018), Boztepe (2017), Bulaç (2019), Güçlü (2015), Satroğlu (2019)	5	21,70
Opening courses in undergraduate programs	Keleş (2019), Özoğlu (2019), Selçuk (2016), Yasa (2018), Altay Yorulmaz (2019)	5	21,70
Organizing distance training	Aydın (2018), DüNDAR (2016), Kabataş (2019), Tatlısu (2016)	4	17,40
Facilitating transitions between domestic and international universities	Aydın (2018), DüNDAR (2016), Tatlısu (2016)	3	13,04
Enabling observation and practice	Keleş (2019), Satroğlu (2019), Atagün (2019)	3	13,04
Encouraging graduate education	Bulaç (2019), DüNDAR (2016), Satroğlu (2019)	2	8,70

As seen in Table 16, 9 of the theses (%39,14) recommended associating lifelong learning with different concepts as it is effective in every area of an individual's life, 8 (%33,80) of them giving importance to in-service education, 7 (%30,40) of them increasing opportunities for lifelong learning awareness, 6 (%26,08) of them organizing courses to improve lifelong learning competencies in public education and continuing education centres, and 5 theses (%26,08) recommended doing engaging studies for lifelong learning.

DISCUSSION, CONCLUSION, AND SUGGESTIONS

The findings of the study were examined, and the following conclusions were reached and some suggestions were made in the light of the results.

Considering the findings related to the levels of theses, it was found that although almost all of the studies with prospective teachers on lifelong learning were done at the graduate level, a small number of studies were carried out in this field at the doctorate level. In the light of this result, it is important to work with teachers at doctorate level in order to provide more detailed information with prospective teachers in order to reveal whether the pre-service teachers' competencies and perceptions about lifelong learning are at desired levels.

In terms of categories, it was revealed that all of the graduate theses made with pre-service teachers on lifelong learning were in the research-examination category. This result shows the importance of this theoretical-review study. Considering the thematic review studies on different topics in the literature, it is seen that the studies are concentrated in the research review category the most (Çiltaş, Güler, & Sözbilir, 2012; Göktaş et al., 2012; Yılmaz, & Altinkurt, 2012; Tarman, Güven, & Aktaşlı, 2011). This result makes this study important in terms of presenting a review of the studies to the literature as a whole in terms of subject, problem status, results and suggestions.

When the findings related to the distribution of theses by years are examined, it is seen that theses on lifelong learning with prospective teachers started to be made since 2014 and there is a significant increase in 2019. The reason for this may be the establishment of lifelong learning departments in education faculties starting from 2014 and the researchers turn to or are directed to here as a new field of research.

When the findings related to the distribution of the research methods used in the theses were examined, it was found that almost all of the theses were conducted using the methods within the scope of the quantitative approach. As a natural result of this, it has been revealed that all theses used quantitative analysis techniques. This result shows that theses on lifelong learning are predominantly aimed at describing current perceptions or opinions and prospective assessment with pre-service teachers. Instead, methods that allow the collection of qualitative (observation, interview, daily, etc.) data should be used to determine the extent to which pre-service teachers can use their competencies and skills for lifelong learning.

Considering the topics and research problems of theses on lifelong learning with prospective teachers, it was revealed that a significant proportion of the theses consisted of subjects aimed at revealing the perceptions of life-long learning tendency-competencies and the relationships between different factors and lifelong learning. This result makes it important to design relational researches to determine how the different issues that pre-service teachers have affected these situations related to lifelong learning and to conduct studies seeking answers to problems related to this.

It can be seen that the findings obtained regarding the results of the theses are gathered under three headings: lifelong learning tendency, perception and opinions; significant relationship between lifelong learning tendency and some variables; and no significance according to some variables. Nearly half of the theses revealed that pre-service teachers' lifelong learning tendencies were high and one third of them found it at a medium level. Nearly one-third of the theses revealed that the pre-service teachers' lifelong learning tendencies did not differ significantly according to their gender, grade level, and parents' educational status. Despite this, approximately two-thirds of the theses show that teacher candidates' lifelong learning tendencies differ significantly in terms of gender and one-fourth are in favor of grade level and departments. These results can be interpreted as the variables related to the teacher candidates' profiles (grade level, the department they study, parent education level, etc.) not important variables in determining pre-service teachers' lifelong learning tendencies.

It can be seen that the findings obtained regarding the suggestions of the theses are also gathered under three titles: related to the results of the research, the future researches and the general suggestions. Based on the results of the research, it has been revealed that , activities (seminars, symposiums, congresses, etc.) should be organized for male pre-service teachers who are inadequate in lifelong learning in approximately one-fifth of the theses given that their perception of lifelong learning competence is low. In addition to this, it is suggested in nearly half of the theses that, future studies should emphasize experimental and qualitative research on lifelong learning trends and levels of participation in their activities, and lifelong learning trends should be investigated in terms of different variables. In addition, it was revealed that many general suggestions were made that are not directly related to the research results. In nearly half of the theses, a general proposal was made that was not directly related to any research results such as “lifelong learning is effective in every area of the individual's life, so studies should be related to different concepts and in-service training practices should be given importance”. According to the literature, the suggestions made as a result of a scientific research should be specific suggestions about the results of the research (Çepni, 2018) and be understandable for what will be done for the solution of the problem at the theoretical or practical level, and be understandable to those who will do similar studies later (Karasar, 2009). This result can be interpreted that the thesis writers in the study did not comply with the scientific writing rules about making suggestions about the research results.

ETHICAL DECLARATION

In the writing process of the study titled “*A Thematic Analysis of Theses Made in the Field of Lifelong Learning with Pre-Service Teachers (2009-2020)*”, there were followed the scientific, ethical and the citation rules; was not made any falsification on the collected data and this study was not sent to any other academic media for evaluation.

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TÜRKÇE GENİŞ ÖZET

Öğretmen Adaylarıyla Hayat Boyu Öğrenme Alanında Yapılan Tezlerin Tematik İncelenmesi (2009-2020)

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GİRİŞ

Bilim ve teknolojinin gelişmesi ile birlikte 21. yy. da bilme ile ilgili yeterlik durumlarında değişimler başlamıştır. Bunun bir sonucu olarak öğretmenlerin rolleri de yeni gelişmelere göre düzenlenen eğitim programları ışığında değişmiştir. Öğretmen adayları lisans dönemlerinde aldıkları eğitime dayalı olarak eğitim ve öğretime yönelik kendi bakış açılarını oluşturarak birikimlerini mesleki hayatlarında kullanmaktadırlar. Bu şekilde toplumu şekillendirmede öncü rolünü üstlenebilirler. Bu açıdan öğretmen adaylarının hayat boyu öğrenmeye yönelik bakışlarının neler olduğunun ortaya çıkarılması önemlidir. Lisansüstü tezlerin tematik incelenmesi ile ilgili çalışmalar yapılmış olmasına rağmen öğretmen adaylarıyla hayat boyu öğrenme üzerine yapılan tezlerin incelenmediği alan yazın taramalarında ortaya çıkmıştır. Bu bağlamda geleceğin öğretmeni olacak ve toplumun şekillenmesinde önemli roller üstlenecek öğretmen adaylarının hayat boyu öğrenmeye ilişkin algı ve yeterlilik durumlarına bütüncül bir şekilde bakabilmek için öğretmen adaylarıyla yürütülen tezlerin analizlerin yapılması önem arz etmektedir. Bu yüzden bu çalışmada Türkiye’de 2009-2020 tarihleri arasında öğretmen adaylarıyla hayat boyu öğrenme alanında yapılmış olan lisansüstü tezlerin problem, konu, sonuç ve önerilerinin betimsel olarak incelenmesi bu alanda yapılan araştırmalara bütüncül olarak bakılmasını ve yeni araştırma yapacak araştırmacılara bir veri tabanı oluşturması açısından önem taşımaktadır. Bu yüzden bu çalışmada, Türkiye’de 2009-2020 tarihleri arasında öğretmen adaylarıyla hayat boyu öğrenme alanında yapılmış lisansüstü tezleri problem, konu, sonuç ve önerilerinin incelenmesi amaçlanmıştır.


YÖNTEM

Bu araştırma doküman incelemesi yönteminin kullanıldığı nitel bir çalışmadır. Bu araştırmanın evrenini Türkiye’de YÖK tez tarama veri tabanında 2009-2020 yılları arasında yayımlanmış bulunan 23 adet lisansüstü tez oluşturmuştur. Bu çalışmada veri toplama aracı olarak 2009 yılı Ocak-2020 yılı Mayıs ayı arasında Türkiye’de öğretmen adaylarıyla hayat boyu öğrenme konusu üzerine yapılmış lisansüstü tezler kullanılmıştır. Verilerin analiz edilmesinde içerik analizi tekniği kullanılmıştır. Veri analizinde incelenen tezlerin


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türü, kategorisi, üniversite, yayın yılı, yöntem, veri toplama aracı, veri analiz türü, çalışma konusu, problemleri, sonuçları ve önerilerinin benzerlik ve farklılıklarına göre kategorik olarak iki araştırmacı tarafından ayrı ayrı incelenmiştir. Son olarak iki araştırmacı tarafından oluşturulan bu kategoriler yeniden incelenmiştir. İnceleme sonucunda benzer olan kategoriler netleştirilmiş benzer olmayan kategoriler üzerinde ise tartışılarak fikir birliğine varılmıştır.

BULGULAR TARTIŞMA VE SONUÇ

Öğretmen adayları ile hayat boyu öğrenme üzerine yapılan tezlerin konuları ve araştırma problemleri ile ilgili bulgulara bakıldığında, tezlerin önemli bir oranının hayat boyu öğrenme eğilimi-yeterlikleri algılarını diğerlerinin ise hayat boyu öğrenme ile farklı değişkenler arasındaki ilişkileri ortaya koymaya yönelik konulardan oluştuğu ortaya çıkmıştır. Bu sonuç öğretmen adaylarının sahip oldukları farklı konuların hayat boyu öğrenme ile ilgili bu durumları nasıl etkilediğini belirlemeye yönelik ilişkisel araştırmaların tasarlanması ve buna yönelik problemlere cevaplar arayan çalışmaların yapılmasını önemli kılmaktadır.

İncelenen tezlerin sonuçları ile ilgili elde edilen bulguların hayat boyu öğrenme eğilimi, algısı ve görüşler, hayat boyu öğrenme eğilimi ile öğretmen adaylarının bazı özellikleri arasında farklılık bulunduğu ve bulunmadığına dair sonuçlar olmak üzere üç başlık altında toplandığı görülmektedir. Tezlerin yarısına yakınında öğretmen adaylarının hayat boyu öğrenme eğilimlerinin yüksek olduğunu üçte birinin ise orta düzeyde olduğu görülmüştür. Yapılan tezlerin üçte birine yakını öğretmen adaylarının hayat boyu öğrenme eğilimlerinin cinsiyetlerine, sınıf düzeyine, anne ve baba eğitim durumlarına göre anlamlı farklılık göstermediğini ortaya koymuştur. Buna rağmen tezlerin yaklaşık üçte ikisi öğretmen adaylarının hayat boyu öğrenme eğilimleri cinsiyete, dörtte birinde ise sınıf düzeyi ve bölümleri lehine anlamlı farklılık gösterdiği sonucu ortaya çıkmaktadır. Bu sonuçlar öğretmen adaylarının profilleri ile ilgili değişkenlerin (sınıf düzeyi, okudukları bölüm, anne ve baba eğitim durumu vb.) öğretmen adaylarının hayat boyu öğrenme eğilimlerini belirlemede önemli bir değişken olmadığı şeklinde yorumlanabilir.

İncelenen tezlerin önerileri ile ilgili elde edilen bulguların araştırma sonuçlarına, gelecek araştırmalara yönelik ve genel öneriler olmak üzere üç başlık altında toplandığı görülmektedir. Araştırma sonuçlarına dayalı olarak tezlerin yaklaşık beşte birinde erkek öğretmen adaylarının hayat boyu öğrenme yeterlilik algıları düşük olduğundan hayat boyu öğrenme konusunda yetersiz olan öğretmen adaylarına etkinlikler (seminer, sempozyum, kongre vb.) düzenlenmesi gerektiğini önerdikleri ortaya çıkmıştır. Bunun yanında gelecekte araştırmalara yönelik olarak da tezlerin yaklaşık yarısına yakınında ise öğretmen adaylarının hayat boyu öğrenme eğilimlerine ve faaliyetlerine katılım düzeyleri ile ilgili deneysel ve nitel araştırmalara ağırlık verilmesi ve hayat boyu öğrenme eğilimleri ve farklı değişkenlere yönelik araştırmaların yapılmasını önerdikleri sonucu ortaya çıkmaktadır. Ayrıca araştırma sonuçları ile doğrudan ilişkili olmayan birçok genel önerinin yapıldığı ortaya çıkmıştır. Tezlerin yaklaşık olarak yarısında "hayat boyu öğrenmenin bireyin hayatının her alanında etkili olması sebebiyle farklı kavramlarla ilişkilendirilerek çalışmalar yapılması ve hizmet içi eğitim uygulamalarına önem verilmelidir" şeklinde hiçbir araştırma sonucuyla doğrudan ilgili olmayan genel bir öneride bulunduğu ortaya çıkmıştır. Alan yazında bilimsel bir

araştırma sonucunda yapılan önerilerin araştırma sonuçları ile ilgili özel öneriler olması (Çepni, 2018) ve problemin kuramsal veya uygulama düzeyinde çözümü için neler yapılması ile ilgili yol gösterici olması ve daha sonra benzer çalışma yapacaklar içinde anlaşılır olması (Karasar, 2009) gerektiği belirtilmektedir. Bu sonuç çalışma kapsamındaki tez yazarlarının araştırma sonuçları ile ilgili öneri sunma konusunda bilimsel yazma kurallarına uymadıkları şeklinde yorumlanabilir.

Anahtar Sözcükler: Hayat Boyu Öğrenme, Lisansüstü tezler, Hayat boyu öğrenme algısı, Hayat boyu öğrenme yeterliliği