



Investigating lifelong learning dispositions of faculty members who teach foreign languages

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Abstract

This study aims to determine lifelong learning dispositions of faculty members who teach foreign languages in terms of gender and academic title variables. Although it was intended to reach the whole population which consisted of 62 faculty members who teach in the faculties of English Language and Literature, German Language and Literature, French Language and Literature and the School of Foreign Languages at Cumhuriyet University in the spring semester of the 2014 – 2015 academic year rather than making a sample selection, 55 faculty members were included in the study. Research data were collected with Lifelong Learning Tendency Scale. Faculty members were also asked to describe their lifelong learning dispositions through a metaphor. Data were analyzed using descriptive statistics, independent sample t test, one way variance analysis (ANOVA) and content analysis, one of qualitative analysis techniques. The results revealed that faculty members who teach foreign languages had high level of lifelong learning dispositions. While no significant differences were observed in terms of gender variable, there were significant differences in terms of academic title in favor of research assistants and assistant professors. On the other hand, lifelong learning was emphasized as being an ongoing process over the individual's lifespan through metaphors created by the faculty members.

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Keywords: Lifelong Learning Tendency Scale; metaphor; mixed methods; academicians

1. Introduction

Although changes happened over just one or two generations in the past, today the changes have been occurring within a life span. Education systems must keep up with changes that occur mostly in scientific, technological, economic and socio-cultural areas “in order to resupply society's stocks of knowledge and enable each successive young cohort to survive into the next century” (de Moura Castro & Verdisco, 2002, p. 41). In 1960s when educational and social crises affected the world because of the reduction of resources allocated to education in developing countries, the concept of “lifelong learning for everyone” was emerged as a response by the Organization for Economic

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Cooperation and Development (the OECD) and the United Nations Educational, Scientific, and Cultural Organization (the UNESCO) “in order to foster lifelong learning as an organizing principle for educational planning in developing as well as in western countries” (DPT, 2001, p.13). Thus, the concepts of lifelong learning and learning society have been involved in education literature.

1.1. Literature review

Based on the expression “constant change requires continuous learning” (Cropley & Dave, 1978, p.2), lifelong learning has become an increasingly popular slogan in the field of the European Union’s educational policy and has led to the reflection of rapid changes and developments occurring in the economic, cultural, social and political areas on education as well. The contemporary concept of lifelong learning emerged in the 1990s and it has been defined as “individual learning from the cradle to the grave and development process over the individual’s lifespan,” (the UNESCO, 1996). One of the primary features of lifelong learning is that it “makes each individual benefit from universal learning opportunities regardless of their age, gender and status” (Sweeting, 2000, p. 261). Additionally, for the other features, lifelong learning provides a systematic overview of learning, motivates learning and it is learner- centered (the OECD, 2001). In this context, McCombs (1991) stressed the importance of motivation in lifelong learning and defined a lifelong learner as “the motivated person is a lifelong learner, and the lifelong learner is a motivated person” (p.117). Some traits that an ideal lifelong learner possesses are his/her: (a) aware of the relationship between learning and real life; (b) being aware of the need for lifelong learning; (c) being highly motivated to undertake lifelong learning; and (d) having a self-concept that is conducive to lifelong learning (Knapper & Cropley, 2000).

The rapid spread of internationalism in higher education all over the world affects lifelong learning positively. Universities are institutions that provide professional formation as well as prepare individuals to life with the intellectual and academic purposes. Therefore, the most frequently emphasized function of universities is the training of individuals who are able to think critically, solve problems, decide independently, and use lifelong learning skills (Göksan, Uzundurukan & Keskin, 2009). In line with this, primarily faculty members are expected to be lifelong learners and role models for their students. According to Jalongo (1986), “in order to develop a love of learning in students, teachers must first be learners themselves” (p. 355). As stated by the European Union, effective communication in foreign languages is a prerequisite for the maintenance and improvement of individuals’ level of qualification (Akbaş & Özdemir, 2002) and therefore, faculty members who teach foreign languages have responsibilities in educating students to be lifelong learners.

1.2. Research questions

The purpose of this study is to determine lifelong learning dispositions of faculty members who teach foreign languages in terms of gender and academic title variables. Depending on this general purpose, the following research questions were handled:

1. What level of lifelong learning dispositions do faculty members who teach foreign languages have?
2. How do faculty members’ lifelong learning dispositions differ in terms of gender and academic title variables?
3. What are the metaphorical images that reflect faculty members’ lifelong learning dispositions?

2. Method

Mixed methods approach was applied in this study. Methodologists remarked that by combining quantitative and qualitative research, studies can maximize the strengths of each approach and develop more complete and complementary understandings (Creswell & Plano Clark, 2011). Sequential explanatory mixed methods design, which implies collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study (Tashakkori & Teddlie, 2003), was used to reveal lifelong learning dispositions of the faculty members. While the quantitative phase of the study involved a descriptive research design, the qualitative phase included phenomenological research design. Descriptive research is used to describe a current situation that existed in the past or exists now in the way it is (Karasar, 2009). According to Creswell (1998), in a phenomenological design, “human experience is examined by obtaining detailed descriptions of the individuals being studied and by seeking to understand the experiences as they were lived” (p. 54).

2.1. Participants

The population of the present study consisted of 62 faculty members who teach in the Faculties of English Language and Literature, German Language and Literature, French Language and Literature and the School of Foreign Languages at Cumhuriyet University, Sivas, Turkey. The study was carried out on the whole population rather than making a sample selection. However, five faculty members were excluded from the study due to not filling out the creating metaphor part of the form and two participants were excluded as they failed to create a reasonable basis in spite of using a metaphor. Therefore, 55 faculty members, 30 females (54.5%) and 25 (45.5%) males, were included in the study. Of the faculty members, 1.8% (n=1) was an associate professor, 23.6% (n=13) were assistant professors; 14.5 % (n=8) were research assistants; 5.5% (n=3) were instructors, 54, 5% (n=30) were lecturers.

2.2. Instrument(s)

The research data were obtained through Lifelong Learning Tendency Scale (LLTS) developed by Diker Coskun (2009). This six-point scale, ranging from 1-6, consists of 27 items and four sub-dimensions, namely, motivation, perseverance, lack of self-regulation and lack of curiosity. The Cronbach's alpha internal consistency coefficient of the scale was computed as .89 (Coskun & Demirel, 2012). Pearson correlations coefficient was at the level of .67. The total maximum score of the scale is (27 x 6) 162, the minimum score is (27 x 1) 27 and the medium score is (27 x 3.5) 94.5 (Coskun & Demirel, 2012).

Within the scope of this study, while the maximum score of the 1st, 2nd and 3rd sub-dimensions (motivation, perseverance and lack of self-regulation) of the scale was (6x 6) 36, the minimum score was (6 x 1) 6 and the medium score was (6 x 3.5) 21, the maximum score of the 4th sub-dimension (lack of self-curiosity) was (9 x 6) 54, the minimum score was (9 x 1) 9 and the medium score was (9 x 3.5) 31.5. Kaiser-Meyer-Olkin (KMO) value was found to be .89. The Cronbach's alpha, showed an internal consistency of .91 for the sample of this study which composed of 55 faculty members

Furthermore, each faculty member was asked to complete a form which included personal information to indicate their gender and academic titles and the phrase of ‘Lifelong learning is like a/an.....because.....’ to reveal their dispositions about lifelong learning

2.3. Data collection procedures

Data for the study was collected during the 2014-2015 academic year from the faculty members teaching in the Faculties of English Language and Literature, German Language and Literature, French Language and Literature and the School of Foreign Languages. First, all the participants were informed verbally that their participation was completely voluntary and then they were asked to fill in the questionnaire and create a metaphor regarding lifelong learning. Fifty-five of the 62 faculty members who fully completed the form were involved in the study. Five of the participants were excluded due to some missing information related to creating a metaphor part of the form.

2.4. Data analysis

In the analysis of quantitative data, the SPSS 18.0 package program was used focusing on frequencies, percentages, arithmetic mean, standard deviation, independent sample t-test, and one-way ANOVA. Qualitative data were analyzed through the content analysis technique. In this context, the metaphors created by the faculty members were interpreted at five stages as (1) classification, (2) elimination and reorganization, (3) coding, (4) category development, and (4) ensuring validity and reliability (Yıldırım & Şimşek, 2008). In order to ensure reliability and validity of the study findings, the data were analyzed separately by the researcher and a colleague (expert) from the school of foreign languages. As a result of the calculation made using the formula $[\text{Consensus} / (\text{Consensus} + \text{Dissensus}) \times 100]$ recommended by Miles and Huberman (1994), the cohesion between the coders was calculated as .83. According to Miles and Huberman (1994), in order to assess the reliability and validity of the findings, an overall agreement rate of about 70% is acceptable among the researcher and the coders.

3. Results

The results of the study obtained from qualitative and quantitative applications were presented separately.

3.1. Results related to qualitative data

The first research question asked what level of lifelong learning dispositions that the participants had. The mean scores of the participants obtained from the scale and the standard deviation of the distribution are presented in Table 1.

Table 1. The level of lifelong learning dispositions of the faculty members

Lifelong Learning Tendency Scale	n	Minimum	Maximum	Mean	SD
Overall Scale	55	65	120	95.11	10.01
Motivation		19	36	31.00	4.24
Perseverance		16	36	27.75	5.93
Lack of self-regulation		6	29	15.22	5.21
Lack of curiosity		9	42	21.14	6.19

According to the scores that faculty members obtained from the overall scale, as is indicated in Table 1, the least score was 65, the highest score was 120, and the mean score was 95.11. This result shows that the participants have a high level of lifelong learning dispositions with respect to being in the upper value of the medium score of the scale (94,5).

According to Coskun and Demirel (2012), while the first two dimensions of the Lifelong Learning Tendency Scale (LLTS) aim to determine affective organization related to lifelong learning desire and effort, the last two dimensions tend to make regulations related to lifelong learning reasons and conditions. According to the findings obtained from the sub-dimensions of the scale, while the mean scores of the sub-dimensions motivation (mean =31.00) and perseverance (mean = 27.75) were higher than the medium score (mean= 21), the mean scores of lack of self-regulation (mean =15.22) and lack of curiosity (mean =21.14) were at lower levels than the medium scores calculated related to these sub-dimensions. High scores from the first two sub-dimensions and low scores from the last two sub-dimensions are expected as an indicator of high level of lifelong learning dispositions (Ayra & Kösterelioğlu, 2015).

3.1.1. Results regarding the gender variable

To find out the answer to the second research question on how faculty members' lifelong learning dispositions differed in terms of gender and academic titles, the following analyses were carried out.

Mean, standard deviation, independent t test and Mann-Whitney U test scores of the participants in terms of the gender variable are indicated in Table 2.

Table 2. Independent group t-test and Mann-Whitney U test scores of the participants in terms of gender variable

Lifelong Learning Tendency Scale	N 55	Female (n= 30; 54.5 %)		Male (n= 25; 45.5 %)		T &P Values		Levene's Test	
		Mean	SD	Mean	SD	t	P	F	P
Overall Scale		95.97	11.90	94.08	7.25	-.692	.492	3.474	.068
Motivation		30.93	4.84	31.08	3.49	.126	.900	1.066	.307
Perseverance		28.50	5.79	26.84	6.09	-1.034	.306	.243	.624
Lack of self-regulation		14.77	5.20	15.76	5.29	.700	.487	.341	.542

Mann-Whitney U Test

Lack of curiosity		Mean Rank	Sum of Ranks	U	Z	P
Female	30	28.62	858.50	356.500	-,314	.754
Male	25	27.26	681.50			

Levene's Test $F=15.12$ $P=.000^*$

$P>.05$

As given in Table 2, Levene's test was first used to test whether variances of group distribution was homogeneous. Variances were found to be homogenous in the Overall scale [Levene= 0.068; $P> 0.05$], and the sub-dimensions "Motivation" [Levene= 0.307; $P> 0.05$], "Perseverance" [Levene= 0.624; $P> 0.05$], and "Lack of self-regulation" [Levene= 0.542; $P> 0.05$] and therefore, independent group t test was preferred at this point. Since variances were not found to be homogenous in the sub-dimension

“Lack of curiosity” [Levene= .000; $P < 0.05$], Mann-Whitney U test was used. However, no statistically significant gender differences [$p > .05$] in terms of mean scores of the participants can be seen according to the results of the independent group t test and Mann-Whitney U test. Kösterelioğlu, 2015).

3.1.2. Results regarding the academic title variable

The mean scores of lifelong learning dispositions of the faculty members and standard deviations in terms of their academic titles are presented in Table 3.

Table 3. The descriptive statistical results of the participants in terms of academic title

	Overall Scale		Motivation		Perseverance		Lack of Self-regulation		Lack of curiosity	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
N=54										
Assistant Professor (n= 13; %23.6)	99.50	8.05	32.36	3.22	28.36	6.09	16.00	4.56	22.78	7.68
Research assistant (n= 8; %14.5)	104.25	10.17	33.38	1.92	32.38	2.92	18.37	5.60	20.12	4.22
Instructor (n= 3 %5.5)	94.00	3.00	30.67	3.21	27.33	6.35	18.00	2.64	18.00	5.19
Lecturer (n= 30; %54.5)	90.73	8.94	29.76	4.82	26.26	5.97	13.73	5.20	20.96	6.00

As indicated in Table 3, due to being one associate professor among the faculty members included in this study, this academic title was excluded from the analysis performed according to academic title variable.

Variance analysis was done to determine whether the difference observed in the mean scores of the faculty members (see Table 3) was significant or not according to academic title variable. Comparison and contrast between the groups are given in Table 4.

Table 4. Total score results of multi-comparison between groups in terms of academic title variable

Variance source		Total of Squares	Mean of Squares	Std. deviation	F	Sig. (p)	Group Difference
Overall Scale	Between groups	1516.479	505.493	3	6.609	.001*	assistant professor - lecturer (p= .031*) research assistant - lecturer (p=.004*)
	Within groups	3900.867	76.488	51			
	Total	5417.345		54			
Motivation	Between groups	116.877	38.959	3	2.324	.086	-
	Within groups	855.123	16.767	51			
	Total	972.000		54			
Perseverance	Between groups	242.814	80.938	3	2.490	.071	-
	Within groups	1657.623	32.502	51			
	Total	1900.436		54			

Lack of self-regulation	Between groups	177.640	59.213	4	2.341	.084
	Within groups	1289.742	25.289	3		-
	Total	1467.382		51		
Lack of curiosity	Between groups	76.638	25.546	3	.654	.584
	Within groups	1992.199	39.063	51		-
	Total	2068.836		54		

P<.05

When the overall scale is considered, lifelong learning dispositions of the participants range between (mean =90.73) and (mean=104.25). While the research assistants have the highest lifelong learning dispositions, the lecturers have the lowest ones. The research assistants have also the highest scores obtained from the sub-dimensions “Motivation” (mean=33.38), “Perseverance” (mean=32.38), and “Lack of self-regulation” (mean =18.37). For the sub-dimension “Lack of curiosity”, the assistant professors have the highest mean scores (mean=22.78) (seeTable3).

As illustrated in Table 4, a statistically significant difference was found between the groups in terms of the scores of the overall scale at the level of 0.05. Therefore, the Tukey technique was used as a multi-comparison technique to determine which group the difference favored. Considering the overall scale, a significant difference was found between the assistant professors (mean=99.50) and the lecturers (mean =90.73) in favor of the assistant professors; the research assistants (mean =104.25) and the lecturers (mean =90.73) in favor of the research assistants [F(3- 51)= 6.609; p<0,05].

3.2. Results related to quantitative data

According to the results of the content analysis, the 55 faculty members expressed their lifelong learning dispositions with 32 metaphors. Based on their common features, these metaphors were grouped under four conceptual categories: (1) Basic Necessity and Obligation, (2) Discovering unknown, (3) Self-realization, and (4) Learning to learn.

3.2.1. Basic necessity and obligation

Under this conceptual category, 11 faculty members created eight different metaphors. The most frequent metaphors used in this category are “a way of life”, “time”, “eating”, “water”, “breathing”, “oxygen”, “light”, and “the sun.” Some expressions of the participants regarding this category are as follows:

"Lifelong learning is like *a way of life*, because it is a constant effort."

"Lifelong learning is like *time*, because you cannot avoid it"

"Lifelong learning is basic necessity like *eating* and *drinking*, because it is one of the indispensable elements of life"

"Life-long learning is like *breathing*, because both are absolutely compulsory for everyone."

"Lifelong learning is like the *oxygen* of the mind, because it gives life"

"Lifelong learning is like *a light*, because it has an important place at every stage of life"

"Life-long learning is like *the sun*, because there will be no humanity without the sun."

3.2.2. Discovering unknown

Within this category, 15 faculty members created 11 different metaphors. The most frequent metaphors used in this category are “discovery”, “new horizons”, “skeleton key”, “road map”, “key”, “treasure”, “vehicle”, “decoration”, “puzzle”, “compass”, and “lighthouse.” Some related expressions are as follows:

“Lifelong learning is like *a discovery*, because as long as you discover something, you are curious about new discoveries.”

“Life-long learning is like *a skeleton key* opening any lock because you can access any kind of knowledge as long as you demand it.”

“Lifelong learning is like *a road map* because learning is the most important determinant in reaching our goal.”

“Lifelong learning is like *a key*, because it allows you both to get out of the gate of ignorance and to open the future door which is full of opportunities.”

“Lifelong learning is like *treasure*, because when you get it, it changes your life; it will not benefit anyone as long as it remains buried.”

“Lifelong learning is like *a vehicle*, because as long as it's pleasant and safe, you can develop a passion for travelling with it.”

“Lifelong learning is like *decoration*, because no matter how much you work on it to flourish, there is always something to add.”

“Lifelong learning is like *a compass*, because it leads you in the way you should go.”

3.2.3. Self-realization

This category consists of seven metaphors created by 10 faculty members. The most frequent metaphors used in this category are “the virtuous way”, “game”, “musical note”, “delicious food”, “ladder”, “money”, and “marathon”. Some expressions are as follows:

“Lifelong learning is *the virtuous way*, because it helps people move towards the brightness”

“Lifelong learning is like *a game* that you have just learned how to play, because it requires efforts to perceive the rules in order to develop your own strategies and win the game”.

Lifelong learning is like *a ladder*, because the more you try to climb, the more you will come a long way to reach the summit.”

“Lifelong learning is like *money* you add your bank account, because the more money you make, the more self-confident you are”.

“Life-long learning is like *a marathon* because you try to attain the goal despite all weather conditions.”

3.2.4. Learning to learn

Twelve faculty members created six different metaphors under this category. The most frequent metaphors are “driving a car”, “bridge”, “child”, “space”, “window”, and “school”. Some expressions related to these metaphors are as follows:

“Lifelong learning is like *driving a car*, because you master as long as you gain experience.”

“Lifelong learning is like *a bridge*, because it provides a link between what you know and what you need to know.”

“Lifelong learning is like *an infinite space*, because when you enter into this place, it pulls you in deeper and deeper.”

“Lifelong learning is a *world school* where there is no graduation, because it contains knowledge you need every time and every area.”

4. Discussion

The findings obtained from this study revealed that the faculty members had high level of lifelong learning dispositions. Similarly, in the studies performed by Köğçe et al. (2014) and Yavuz Konokman and Yanpar Yelken (2014), lifelong learning competences of faculty members were found at high levels. Furthermore, Ayra and Kösterelioğlu (2015) found teachers' lifelong learning dispositions at high level. A study performed by Özcan (2011) revealed that lifelong learning perceptions of English language teachers were at the “most” competent level (4.04 out of 5). Likewise, in other studies performed by Demirel and Akkoyunlu (2010) and Oral and Yazar (2015), prospective teachers' lifelong learning levels were at high levels. However, in the studies conducted by Kılıç (2014) and Karakus (2013), the lifelong learning perceptions and competences of students were found to be at the medium level. In contrast to the findings of this study, Diker Coskun and Demirel (2012) indicated that lifelong learning dispositions of university students were lower than the medium score of the scale which was used in this study as well.

No significant differences were found between the scores of female and male faculty members. It can be related to increasing women's participation in academic careers and having a nearly equal ratio of women and men in academic life. Similarly, studies performed by Sahin, Akbaslı and Yanpar Yelken, (2010), Sahin and Arcagök (2014), Oral and Yazar (2015) revealed no significant gender differences. Likewise, in the analysis of gender as one of the fundamental variables in lifelong training, large differences between male and female participants were not found by Desjardins et al. (2006). However, in a study conducted by Yavuz Konokman and Yanpar Yelken (2014), lifelong learning perception levels of female faculty members were found higher than the levels of their male counterparts.

On the academic title variable, this study revealed a significant difference between the research assistants and the lecturers resulting in favor of the research assistants; the assistant professors and the lecturers resulting in favor of the assistant professors in the scores obtained from the overall scale. This makes think that assistant professors and research assistants who are in promotion process in terms of getting academic rank engage in their own learning activities more than lecturers. According to Lowe (1985), the more you have to be in education, the more you have the education of desire; or vice-versa. In the studies performed by Demirel and Akkoyunlu (2010) and Diker Coşkun (2009), lifelong learning dispositions of the students who wanted to pursue an academic career were higher than those who were undecided or did not want to pursue postgraduate studies. In contrast, a study performed by Yavuz Konokman and Yanpar Yelken (2014) revealed that lifelong learning competences of faculty members were not different in terms of academic title.

The qualitative findings of this study revealed the faculty members' lifelong learning dispositions through metaphors. As Lakoff and Johnson (1980) have remarked metaphors which involve “understanding and experiencing one kind of thing in terms of another” (p. 5) are important means of transferring concepts and ideas as long as they are relevant to the topic and reduce the complexity of the topic. Therefore, the thirty-two metaphors created by the participants were gathered under the four conceptual categories related to lifelong learning as basic necessity and obligation, discovering unknown, self-realization, and learning to learn.

The metaphors created under the conceptual category “basic necessity and obligation” have revealed that the faculty members are aware of the necessity of lifelong learning and see lifelong

learning as an indispensable/basic feature of their lives. In this regard, it is important to point out that learning to learn is one of the most prominent concepts in acquiring lifelong learning skills (Aspin & Chapman, 2000). The conceptual category “lifelong learning as discovering unknown” disclosed that the faculty members are curious and eager to learn. In that vein, prominent traits of a lifelong learner have been outlined as curious, willingness to make and learn from mistakes, and taking responsibility for his/her own learning (Lake, 1997). Additionally, it has been pointed out that the faculty members are aware of the importance of lifelong learning for their personal developments and self-realization. According to Firmin and Miller (2005), lifelong learners are motivated to learn through a positive attitude, confidence in themselves and the ability to manage negative feelings effectively. Individuals with high self-efficacy are more likely to be engaged in lifelong learning (Smylie, 1988). The last conceptual category “learning to learn” is one of the key competences for lifelong learning and defined as the ability to pursue and persist in learning, to overcome obstacles in order to learn successfully and to organize one's own learning (COM, 2003). The results may be interpreted that the faculty members have positive attitudes to pursue and succeed at learning consciously throughout their academic lives.

5. Conclusions

Primary expectations for faculty members who teach foreign languages are mostly about to have advanced communication skills. Additionally, communicative competence at a foreign language/s is one of the core standards in lifelong learning in terms of intercultural understanding. Therefore, faculty members should be aware that “the ultimate goal of foreign language education is to create a lifelong desire to learn and grow intellectually” (Dimova, 2012, p.21). Correspondingly, when hiring faculty members for foreign language departments, it is suggested that advanced communication skills should be at the forefront. Furthermore, faculty members should be promoted to host international activities such as congress and symposiums by universities in order to contribute to lifelong learning process.

It's quite hard to generalize the results of this study because of a very limited set of population and therefore, more extensive research to determine lifelong learning dispositions of faculty members who teach foreign languages is also suggested for future researchers.

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Yabancı dil öğreten öğretim elemanlarının yaşam boyu öğrenme eğilimlerinin incelenmesi

Öz

Bu çalışmada yabancı dil öğreten öğretim elemanlarının yaşam boyu öğrenme eğilimlerinin cinsiyet ve akademik unvan değişkenlerine göre incelenmesi amaçlanmıştır. Çalışmada 2014-2015 öğretim yılında Cumhuriyet Üniversitesi İngiliz Dili ve Edebiyatı, Alman Dili ve Edebiyatı, Fransız Dili ve Edebiyatı ve Yabancı Diller Yüksekokulunda görev yapan 62 öğretim elemanının herhangi bir örneklem seçimine gidilmeden evrenin tamamına ulaşılmaya çalışılmış ve 55 öğretim elemanı çalışmaya dahil edilmiştir. Araştırma verileri “Yaşam Boyu Öğrenme Eğilimleri Ölçeği” ve öğretim elemanlarından yaşam boyu öğrenme eğilimlerini bir metaforla tanımlamaları istenerek toplanmıştır. Verilerin analizinde betimsel istatistikler, ilişkisiz örneklemeler için t testi, tek yönlü varyans analizi ve nitel veri analizi tekniklerinden içerik analizi kullanılmıştır. Analiz sonuçlarına göre, öğretim elemanlarının yaşam boyu öğrenme eğilimleri yüksek seviyede bulunmuştur. Cinsiyet değişkeni açısından anlamlı bir farklılığa rastlanmazken, akademik unvan değişkeni açısından araştırma görevlisi ve yardımcı doçent unvanına sahip öğretim elemanları lehine anlamlı farklılığa rastlanmıştır. Öğretim elemanlarınca üretilen metaforlarda öğrenmenin gerekliliği ve yaşam boyu devam etmesi gereken bir süreç olduğuna vurgu yapıldığı görülmektedir.

Anahtar sözcükler: Yaşam Boyu Öğrenme Eğilimi Ölçeği; metafor; karma yöntem; akademisyenler

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