



A Research on Academic Staff and Students' Perceptions and Views about Lifelong Learning ¹² Gönül Kalak ³

ABSTRACT

In this study made by using the Screening Model, in order to determine the opinions and competences of vocation school students towards lifelong learning approach, interviews relevant to the purpose of the research were made with teaching assistant and the students studying in the Graduate Studies in Social Sciences of İstanbul University, and the research was begun as a result of these interviews.

The sampling of the research constitutes a total of 100 people that consist of the teaching assistant and the students studying in the Graduate Studies in Social Sciences of İstanbul University,

The data obtained in this research was collected by “Lifelong Learning Scale” developed by the researcher and of which validity and reliability studies were made. Lifelong learning survey was constituted of 23 items

For the analysis of the research data, frequency (f), percentage (%), arithmetic mean, standard deviation (SD), the lowest and highest values, t test, one-factor variance analysis (ANOVA) and simple correlation technique were used.

KEYWORDS: Lifelong Learning, Learning Theories, Educator Education, Adult Education

1. CONCEPTUAL FRAMEWORK

1.1. Definition of Lifelong Learning

In order to be able to access the developing information and communication technologies for the individuals, there is a constant need for renewal and development. To meet this requirement, formal training is not enough by itself. In order to renew itself as a community the training they have received, should be continued from birth to death, and the individual must constantly improve themselves from birth to death. (Can, 2011)

Lifelong learning, which is used in conjunction with terms such as continuing education and adult education, makes it easier for individuals to adapt to the information and technology society, which is out of the boundaries of formal education and includes informal education, is a combination of all kinds of knowledge, skills, values and competences. (Candy, 2003)

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Lifelong learning is also expressed in terms of lifelong learning, unlimited learning, continuous learning, public education or adult education as a concept (Ersoy and Yılmaz, 2010).

Unlike adult education, the concept of lifelong learning encompasses all the processes of life from birth to death; digresses of the formal education and and covers a large area which includes informal education. (Coşkun and Demirel, 2012)

1.2. Scope of Lifelong Learning

Lifelong learning covers all kinds of learning activities covering the period from cradle to grave in order to develop knowledge, skills and competencies in cooperation with individual, civil, social or business fields. (Aksoy, 2008)

The area covered by lifelong learning in Turkey is determined as follows. (Güleç, Çelik and Demirhan, 2012)

1. The entire education system will be restructured to raise lifelong learners.
2. It should be benefited from the sectors of continuous education (everyday life, educational factors and environmental resources each person's life is a time zone in which attitudes, values, knowledge and skills acquired from everyday life, educational factors and environmental sources, from families, neighbors, work, games, marketplace, books and mass media - attitudes, values, knowledge and skills) as much as possible.
3. The emphasis will be on the importance of independent learning (learning to learn). As a matter of fact, lifelong learning is a continuous renewal of a person's knowledge, skills and competences during his / her lifetime. Thus this learning includes education from the primary education to the higher education as well as the education of various governmental institutions and private institution. In addition to this, learning based on life experience and working experience is also covered by lifelong learning. (Andresen and Cohen, 1995; Erdoğan and Toprak, 2012)

1.3. The Importance of Lifelong Learning

Lifelong learning is a continual concept that renews an individual's potential and competences from birth until death. This should not mean that we will go to school for the rest of our lives. Learning is an open stance: it is the desire to reach new information by acting on one's curiosity and personal instincts. This change means openness and desire. Lifelong learning creates flexibility and adaptability for the individual. The individual is active and allows to participate in changes that will continue in the social field as well as in business life. (Berberoğlu, 2010)

According to Knapper and Cropley (2000), lifelong learning is essential because the world is changing rapidly in the social, economic and cultural arena. In the past, the pace of change was slower when compared to the lives of individuals, and they were not forced to adapt to situations in which individuals remained almost constant throughout their lives. But the pace of today's change has increased so much that individuals have had to stay in their learning

cycle for the rest of their lives. Rapidly developing technology and therefore increasing knowledge, make it compulsory for individuals to receive training during their lifetime. These innovations are causing great changes in the cultural, political and social spheres. The important point here is that collecting what they have in the individual and for them to adapt to this rapid change is necessary. In the old education models, education was given during childhood and youth, and the learnings that took place during adulthood were generally simple daily learning. Such educational models are no longer acceptable. (Akkuş, 2008)

Lifelong learning includes capabilities and features that enable new knowledge and new skills to be acquired in the future, both in the individual and the business life. The pace of globalization and changing business conditions bring about some problems both in our country and in developed countries. Job opportunities are changing, and things are done without the skills. People need more knowledge and skills in order to be able to continue their work. For this reason, people feel the need to continue their education and improve themselves after completing their formal education. (Koç, 2007)

1.4. Functions of Lifelong Learning

The functions of lifelong learning can be listed in the following way:

1. The individual needs an active learning process that exists throughout his / her life in order to be able to cope with the rapid developments experienced in the world and not to fall behind the times. Lifelong learning aims to create a society that learns the learning by meeting this need.
2. Lifelong learning has a great influence on personal development. Lifelong learning allows the individual to develop a strong personality, enabling the development of willing, determined and creative minds. In this way, the individual who develops self discipline will be able to demonstrate a reasonable attitude in the face of rapid changes.
3. Lifelong learning is a learning without discriminating time, place and gender. This is a great opportunity for the individuals who have not been able to acquire learning opportunities in their life or who have left their learning due to certain reasons.
4. In the lifelong learning, it is desirable to increase the productivity of knowledge and raise awareness of the new knowledge and skills that have emerged and to lift generational disparities.
5. It aims to increase the possibilities of intercultural communication by carrying out international projects for education and thus to provide social integrity by removing the differences of religion, language and thought.

2. RESEARCH AND METHODOLOGY

2.1. Purpose of the research

In the research, the approach of lifelong learning of the faculty member and students of Istanbul University Social Sciences Institute will be determined and the success of Lifelong Learning education programs will be investigated.

2.2. The Importance of Research

Scientific and technological developments in the 20th century required a rapid transformation in the world. This transformation has affected people's living spaces and necessitated different skills and personal-professional development. This necessity for the living spaces of individuals has increased the importance of the concept of lifelong learning. The concept of lifelong learning has caused our day to be called an information society and the importance in the world and our country has increased by taking every age group and social needs into consideration including lifelong learning.

For educators priority is given to the pedagogical formation for the individuals in the age of compulsory education, while the concept of lifelong learning and adult education (Andrology) has gained importance. Individuals maintain the vast majority of their lives as adults and show significant differences compared to the learning policies in children.

It is believed that this research will lead to the identification and development of the current situation in the conceptual framework of lifelong learning, adult education and trainer education programs, by identifying the trainer's education, learning and attention to elements in the educational process.

2.3. Method of Research

In this study, the questionnaire was used as the data collection method. The questionnaire consists of 23 questions. The answers of survey questions were rated according to the Likert type scaling method.

2.4. Universe and Sampling

The universe of the research is composed of 100 people from the instructors and students of İstanbul University, Faculty of Social Sciences. In this study, 5% confidence level was taken as reference.

The sample was formed by simple unselected sampling method. Simple unsupervised sampling is the withdrawal of sampling units from the universe list. (Büyüköztürk, 2012)

A face-to-face survey technique was used to collect data and information in the survey. Before the questionnaire was prepared, the literature review was done. The main variables obtained from the literature are analyzed. Findings obtained from the research results are shared.

2.5. Research Hypotheses

Hypotheses between independent variables and dependent variables

1. H₀: There is a statistically significant relationship between "the Need for Education" independent variable and "the Success of Lifelong Learning, adult education and educational training programs".

H₁: There is no statistically significant relationship between "the Need for Education" independent variable and "the Lifelong Learning, the success of adult education and training programs".

2. H2: There is a statistically significant relationship between "the Need for Personal Development" independent variable and "the Lifelong Learning, the success of adult education and trainer training programs".

H3: There is no statistically significant relationship between "the Need for Personal Development" independent variable and "the Lifelong Learning, the success of adult education and training programs".

3. H4: There is a statistically significant relationship between "the Trust in Lifelong Learning, adult education and training programs" independent variable and "the success of Lifelong Learning, adult education and training programs."

H5: There is no statistically significant relationship between "the Trust in Lifelong Learning, adult education and training programs" independent variable and "the success of Lifelong Learning, adult education and training programs."

4. H6: There is a statistically significant relationship between "the qualification of the instructor in the lifelong learning, adult education and educational training programs " independent variable and "the Success of Lifelong Learning, adult education and educational training programs".

H7: There is no statistically significant relationship between "the qualification of the instructor in the Lifelong Learning, adult education and educational education programs" independent variable and "the Success of Lifelong Learning, adult education and educational training programs."

5. H8: There is a statistically significant relationship between "the originality of Lifelong Learning, Adult Education and Trainer Education" independent variable and "the Success of Lifelong Learning, Adult Education and Educational Education Programs."

H9: There is no statistically significant relationship between "the originality of Lifelong Learning, the adult education and trainer education" independent variable and "the Success of Lifelong Learning, adult education and trainer education programs."

Hypotheses between variables according to demographic characteristics

1. H10: There is no statistically significant difference between "the Need for Education" independent variable and Gender, Age, Expenditure, Family Income Status of Participants.

H11: There is a statistically significant difference between "the Need for Education" independent variable and Gender, Age, Unemployment, Family Income Status of Participants.

2. H12: There is no statistically significant difference between "the Need for Personal Development" independent variable and Gender, Age, Unemployment, and Family Income of Participants.

H13: There is a statistically significant difference between " the Need for Personal Development " independent variable and Gender, Age, Unemployment, and Family

Income Status of Participants.

3. H14: There is no statistically significant difference between " the Trust in Lifelong Learning, adult education and training programs" independent variable and Gender, Age, Unemployment, and Family Income Status of Participants

H15: There is a statistically significant difference between " the Trust in Lifelong Learning, Adult Education and Educational Education Programs" independent variable and Gender, Age, Unemployment, and Family Income Status of Participants.

4. H16: There is no statistically significant difference between " the qualification of instructor in Lifelong Learning, adult education and trainer education programs" independent variable and Gender, Age, Unemployment, and Family Income Status of Participants,

H17: There is a statistically significant difference between " the qualification of the instructor in the Lifelong Learning, adult education and training programs" independent variable and Gender, Age, Unemployment, and Family Income of the Participants.

5. H18: There is no statistically significant difference between " the originality of Lifelong Learning, Adult Education and Educational Instruction" independent variable and Gender, Age, Unemployment, and Family Income Status of Participants.

H19: There is a statistically significant difference between " the originality of Lifelong Learning, adult education and educational training" independent variable and Gender, Age, Unemployment, and Family Income Status of Participants.

2.6. Analysis of Data

2.6.1. Reliability and Validity Analysis of Survey Questions

Factor analysis is used to test the validity of our scale. Factor analysis is a multivariate statistic aiming to find a small number of unrelated and conceptually meaningful new variables (factors) by combining number of p correlated variables. Factor analysis is a statistical technique that aims to explain the measurement by collecting variables that measures the same structure or quality with a few factors.

need to look at the Kaiser-Meyer-Olkin coefficient and the Bartlett sphericity test statistic for the answer to the question "Can our factor analysis be applied?"

The values for these tests are given in Table 1.

Table 1 - Analysis Results

Kaiser-Meyer-Olkin (KMO)		0.852
Bartlett Sphericity Test	Chi-Square	860,305

As seen in Table 1, the results of the Bartlett sphericity test showed that there were significant correlations between variables (Chi-square = 860,305, $p < 0,05$) and that the data were appropriate for factor analysis.

H_0 = Our data do not comply with factor analysis. H_s = Our data show conformity to factor analysis. $Sig < 0,05$ H_0 denied.

As a result, the survey questions proved to be valid.

In this study, Cronbach Alpha Coefficient Method was used for reliability analysis. The Cronbach Alpha Coefficient of 0.934 is obtained when the reliability analysis is performed without separating the groups into the survey questions. Alpha coefficients indicate that the scales are highly reliable. In addition, to see the effect of each questionnaire on the reliability analysis and the Cronbach Alpha Coefficient of the groups belonging to independent variables in detail, Cronbach's Alpha Values in terms of deletion of the relevant problem are shared in Table 1.

Reliability Analysis for the Independent Variable of " Need For Education "

In the case of the reliability analysis without separating the surveyed groups, the Cronbach Alpha Coefficient is 0.656. Alpha coefficients indicate that the scales are fairly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 3.

Table 3 - Results of the Reliability Analysis for the Items of Need For Education

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
Every individual needs education.	0.724
An individual provide development in the individual life with the education.	0.543
An individual provide development in the social life with education.	0.476
The individuals involved in education Are dynamic entities.	0.541

Cronbach's Alpha Value rises to 0.724 with the removal of the item of "Every individual needs education". It is decided that the item should be removed.

Reliability Analysis for the Independent Variable of "Need For Personal Development"

When the reliability analysis is performed without separating into the groups determined by the survey questions, the Cronbach Alfa coefficient is obtained as 0.782. Alpha coefficients indicate that the scales are fairly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 4.

Table 4 - Results of the Reliability Analysis for the Items of Need For Personal Development

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
The individuals need to constantly develop the qualities they possess.	0.838
To maintain development as an individual, I want to learn more.	0.645
New knowledge and skills must be acquired constantly in order to provide personal development.	0.607

Cronbach's Alpha Value rises to 0.838 with the removal of the item of "Individuals need to constantly improve the qualities they possess." For this reason it has been decided to remove the item.

Reliability Analysis For The Independent Variable of "Trust in Lifelong Learning, Adult Education and Educational Education Programs"

When the reliability analysis is performed without separating the questionnaire into the groups, the Cronbach Alpha Coefficient is obtained as 0,743. Alpha coefficients indicate that the scales are fairly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 5.

Table 5 - Results of the Reliability Analysis of Component's Trust on Lifelong Learning, Adult Education and Trainer Education Programs

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
Everyone in the LLL institutions has the opportunity of self-realization in the field of interest.	0.697
LLL institutions conduct training activities in every field that citizens need.	0.75
LLL institutions are able to fully meet the learning needs of the target.	0.668
Training activities in LLL institutions are continuous.	0.663
LLL institutions address the entire community.	0.712

Reliability Analysis For The Independent Variable of "Competence of instructor in Lifelong Learning, adult education and trainer training programs"

When the reliability analysis is performed without separating the questionnaire into the groups, Cronbach Alpha Coefficient of 0,637 is obtained. Alpha coefficients indicate that the scales are fairly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 6.

Table 6 - Results of the Reliability Analysis for the Items of Competence of Instructor in Lifelong Learning, Adult Education and Trainer Education Programs

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
I am learning enough about the subjects taught in education.	0.615
Education meets my expectations of the topics it contains.	0.547
Trainer is an expert on his / her subject.	0.455

Reliability Analysis For The Independent Variable of "Lifelong Learning, the originality of adult education and educational education"

When the reliability analysis is performed without separating the questionnaire into the groups, The Cronbach Alpha coefficient of 0.716 is obtained. Alpha coefficients indicate that the scales are fairly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 7.

Table 7 - Results of the Reliability Analysis for the Items of The originality of Lifelong Learning, adult education and educational education

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
The trainings given at LLL institutions are in different fields.	0.67
Technology is followed in the trainings given in LLL institutions.	0.588
Importance is given to practice in the trainings given in LLL institutions.	0.711
The trainings given in LLL institutions are usually in areas of need.	0.645

Reliability Analysis For The Independent Variable of "The success of Lifelong Learning, adult education and educational training programs"

When the reliability analysis is performed without separating the questionnaire into the groups, The Cronbach Alpha coefficient of 0,838 is obtained. Alpha coefficients indicate that the scales are highly reliable. On the other hand, the effect of each questionnaire on the reliability analysis is shown in Table 8.

Table 8 - Results of the Reliability Analysis for the Items of The success of Lifelong Learning, adult education and training programs

ITEMS	Cronbach's Alpha Value With The Removal of Relevant Variable
Trainings usually reach their purpose.	0.866
The participants in the training are genuinely satisfied.	0.755
The participants can easily apply their life to their learning.	0.765
I quite often attend to the training provided.	0.782

When the questions of "Every individual needs education" and "Individuals need to constantly develop the qualities they possess" were removed, total of 21 questions were asked.

2.1.1. Information Obtained From the Sample of the Study

Findings containing information on the demographic characteristics of a total of 153 participants in the survey are shown in Table 9.

Table 9 - Information on Participants' Demographic Characteristics

Gender	Frequency (n)	Percentage (%)
Male	37	37
Female	63	63
Title	Frequency (n)	Percentage (%)
Student	31	31
Research Assistant	44	44
Instructor	25	25
Age	Frequency (n)	Percentage (%)
18-22	30	30
23-30	26	26
31-45	22	22
46 and over	22	22
Family Income Status	Frequency (n)	Percentage (%)
1000-3000 TL	28	28
3000-5000 TL	40	40
5000 TL or more	32	32

According to Table 9, 63% of the total 100 respondents are female. In the universe distribution, while 44% are Research Assistants, 31% of them are students. In the age distribution, while 30% of the participants are between the ages of 18-22 and 22% of the participants are over 46 years old. While 40% of the participants have a family income of 3000-5000 TL, 32% of the participants have a income of 5000 TL and above.

2.1.2. Statistical Interpretation of Survey Results

Statistical interpretation of the results of the questionnaire was carried out in order to determine the level of realization of some responses given to the scale and to support the descriptive research.

2.1.2.1. Distributions Related to Educational Needs Assessment

Table 10 - Distribution of Frequency and Percentage of Relative to the "Educational Needs" of the Participants

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
An individual provide development in the individual life with the education.	Totally Agree	42	42
	Agree	42	42
	Neither Agree nor Disagree	14	14
	Disagree	1	1
	Totally Disagree	1	1
	Total	100	100
An individual provide development in the social life with education.	Totally Agree	21	21
	Agree	66	66
	Neither Agree nor Disagree	9	9
	Disagree	4	4
	Totally Disagree	0	0
	Total	100	100
The individuals involved in education are dynamic entities.	Totally Agree	26	26
	Agree	51	51
	Neither Agree nor Disagree	21	21
	Disagree	2	2
	Totally Disagree	0	0
	Total	100	100

When Table 10 is examined,

84% of the participants answered the item of " An individual provide development in the individual life with the education. " as " Totally agree and I agree. "

66% of the respondents gave the answer " Agree " in the item of " An individual provide development in the social life with education. "

It has been observed that respondents are indecisive for the item of " The individuals involved in education are dynamic entities. " 51% of the respondents answered as "Agree".

From this, it can be concluded that the respondents need training and the education contributes to the person himself.

2.1.2.2. Distributions Related to the Scale of “Personal Needs For the Development”

Table 11 - Distribution of Frequency and Percentage Related to the "Need of the Personal Development"

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
To maintain development as an individual, I want to learn more.	Totally Agree	22	22
	Agree	49	49
	Neither Agree nor Disagree	24	24
	Disagree	4	4
	Totally Disagree	1	1
	Total	100	100
New knowledge and skills must be acquired constantly in order to provide personal development.	Totally Agree	30	30
	Agree	47	47
	Neither Agree nor Disagree	19	19
	Disagree	4	4
	Totally Disagree	0	0
	Total	100	100

49% of the respondents gave the answer "I agree" to the item of "To maintain development as an individual, I want to learn more."

47% of the respondents gave the answer "I agree" to the item of "New knowledge and skills must be acquired constantly in order to provide personal development."

From here it is concluded that the participants need to develop themselves continuously to learn more and to acquire new knowledge and skills, which they attach importance to personal development.

2.1.2.3. Distributions Related to Reliability of Lifelong Learning, Adult Education and Educator Education Programs

Table 12 - Distribution of Frequency and Percentage of Component's Trust on Lifelong Learning, Adult Education and Trainer Education Programs

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
Everyone in the LLL institutions has the opportunity of self- realization in the field of interest.	Totally Agree	27	27
	Agree	41	41
	Neither Agree nor Disagree	27	27
	Disagree	3	3
	Totally Disagree	2	2
	Total	100	100
LLL institutions conduct training activities in every field that citizens need.	Totally Agree	30	30
	Agree	34	34
	Neither Agree nor Disagree	26	26
	Disagree	9	9
	Totally Disagree	1	1
	Total	100	100
LLL institutions are able to fully meet the learning needs of the target.	Totally Agree	21	21
	Agree	61	61
	Neither Agree nor Disagree	16	16
	Disagree	1	1
	Totally Disagree	1	1
	Total	100	100
Training activities in LLL institutions are continuous.	Totally Agree	20	20
	Agree	60	60
	Neither Agree nor Disagree	17	17
	Disagree	2	2
	Totally Disagree	1	1
	Total	100	100
LLL institutions address the entire community.	Totally Agree	21	21
	Agree	66	66
	Neither Agree nor Disagree	12	12
	Disagree	0	0
	Totally Disagree	1	1
	Total	100	100

41% of the respondents gave the answer "Agree" to the item of "Everyone in the LLL institutions has the opportunity of self-realization in the field of interest."

34% of the respondents gave the answer "Agree" to the item of "LLL institutions conduct training activities in every field that citizens need."

61% of the respondents gave the answer "Agree" to the item of "LLL institutions are able to fully meet the learning needs of the target."

60% of the respondents gave the answer "Agree" to the item of "Training activities in LLL institutions are continuous"

66% of the respondents gave the answer "Agree" to the item of "LLL institutions address the entire community."

Participants were encouraged to participate in Lifelong Learning programs, and the training provided by the institutions addressed widespread masses and training was organized according to the needs of the people. In sum, they rely on Lifelong Learning, adult education and educational training programs.

2.1.2.4. Distributions Related to Reliability of Adequacy of instructor in Lifelong Learning, adult education and training programs

Table 13 - Distribution of Frequency and Percentage of Adequacy of instructor in Lifelong Learning, adult education and training programs

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
I am learning enough about the subjects taught in education.	Totally Agree	23	23
	Agree	48	48
	Neither Agree nor Disagree	25	25
	Disagree	3	3
	Totally Disagree	1	1
	Total	100	100
Education meets my expectations of the topics it contains.	Totally Agree	29	29
	Agree	55	55
	Neither Agree nor Disagree	12	12
	Disagree	2	2
	Totally Disagree	2	2
	Total	100	100
Trainer is an expert on his / her subject.	Totally Agree	22	22
	Agree	54	54
	Neither Agree nor Disagree	22	22
	Disagree	1	1
	Totally Disagree	1	1
	Total	100	100

48% of the respondents gave the answer " Agree" to the item of " I am learning enough about the subjects taught in education. "

55% of the respondents gave the answer " Agree " to the item of " Education meets my expectations of the topics it contains."

54% of the " respondents gave the answer " Agree " to the item of " Trainer is an expert on his / her subject. "

From here it can be seen that the participants sees the Lifelong Learning programs as unique. It is also seen that the trainers were experts in their subjects, the content of the training was adequate and the training given was transferred into the participants by using the correct material.

2.1.2.5.Distributions Related to The originality of Lifelong Learning, adult education and educational education

Table 14 - Frequency and Percent Distribution of The originality of 'Lifelong Learning, Adult Education and Educational Instruction

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
The trainings given at LLL institutions are in different fields.	Totally Agree	28	28
	Agree	55	55
	Neither Agree nor Disagree	13	13
	Disagree	2	2
	Totally Disagree	2	2
	Total	100	100
Technology is followed in the trainings given in LLL institutions.	Totally Agree	29	29
	Agree	63	63
	Neither Agree nor Disagree	6	6
	Disagree	2	2
	Totally Disagree	0	0
	Total	100	100
Importance is given to practice in the trainings given in LLL institutions.	Totally Agree	18	18
	Agree	63	63
	Neither Agree nor Disagree	16	16
	Disagree	2	2
	Totally Disagree	1	1
	Total	100	100
The trainings given in LLL institutions are usually in the areas of need.	Totally Agree	18	18
	Agree	59	59
	Neither Agree nor Disagree	19	19
	Disagree	3	3
	Totally Disagree	1	1
	Total	100	100

55% of the respondents gave the answer "Agree" to the item of "The trainings given at LLL institutions are in different fields."

63% of the respondents gave the answer "Agree" to the item of "Technology is followed in the trainings given in LLL institutions."

63% of the respondents gave the answer "Agree" to the item of " Importance is given to practice in the trainings given in LLL institutions. "

"59% of the respondents gave the answer "Agree" to the item of " The trainings given in LLL institutions are usually in the areas of need. "

From this, it can be seen that the participants were assured of the Lifelong Learning programs, the training provided by the institutions was provided in the areas required and via following the technology. It has also reached the conclusion that the trainings are directed towards practice and given in different areas. To sum up, the participants find Lifelong Learning, adult education, and educational training unique.

2.1.2.6. Distributions Related to The success of Lifelong Learning, adult education and training programs

Table 15 - Distribution of Frequency and Percentage of The success of Lifelong Learning, adult education and training programs

ITEMS	OPTIONS	SCALE RESPONSES	
		f	%
Trainings usually reach their purpose.	Totally Agree	26	26
	Agree	48	48
	Neither Agree nor Disagree	23	23
	Disagree	2	2
	Totally Disagree	1	1
	Total	100	100
The participants in the training are genuinely satisfied.	Totally Agree	22	22
	Agree	49	49
	Neither Agree nor Disagree	24	24
	Disagree	4	4
	Totally Disagree	1	1
	Total	100	100
The participants can easily apply their life to their learning.	Totally Agree	30	30
	Agree	47	47
	Neither Agree nor Disagree	19	19
	Disagree	4	4
	Totally Disagree	0	0
	Total	100	100
I quite often attend to the training provided.	Totally Agree	27	27
	Agree	41	41
	Neither Agree nor Disagree	27	27

	Disagree	3	3
	Totally Disagree	2	2
	Total	100	100

48% of the respondents gave the answer "Agree" to the item of " Trainings usually reach their purpose. "

49% of the respondents gave the answer "Agree" to the item of "The participants in the training are genuinely satisfied."

47% of the respondents gave the answer "Agree" to the item of "The participants can easily apply their life to their learning."

41% of respondents gave the answer "Agree" to the item of "I quite often attend to the training provided."

From here it can be seen that, the participants find the Lifelong Learning, adult education and educational training programs successful. The participants stated that they apply what they learn in their lives, they are generally satisfied and they are performed appropriately for the purpose of their education.

3.7.4. Correlation Analyzes

Correlational relation does not mean cause-effect relation. Correlation analysis was applied to determine whether the main variables are related to each other and to the dependent variable and to determine the direction and strength of the relationship in case of a relationship. The correlation coefficient r is between +1 and -1. The correlation coefficient increases from 0 (zero) to +1 (in the same direction) and -1 (in the opposite direction). The closer the coefficient is to zero, the weaker it is. Table 17 shows the Pearson correlation coefficient table showing the relationships among the variables.

Table 17 - Results of Correlation Analysis

	Success of education programs	Need for the education	Need for Personal Development	Confidence in training programs	Competence of instructor	Originality of the Education
Success of education programs	1	,681**	,933**	,750**	,570**	,666**
Need for the education		1	,623**	,541**	,500**	,559**
Need for Personal Development			1	,685**	,535**	,627**
Confidence in training programs				1	,682**	,631**
Competence of instructor in training programs					1	,599**
Originality of the Education						1

According to the results obtained, "the success of Lifelong Learning, adult education and training programs" dependent variables and independent variables were investigated.

- There is a positive and moderate relationship ($r = 0.681$) between "Need for education"

and "Success of Lifelong Learning, adult education and educational training programs."

- There is a positive and very high degree of relationship ($r = 0.933$) between "Need for Personal Development " and "the success of Lifelong Learning, adult education and educational training programs".
- There is a positive and high degree of relationship ($r = 0,750$) between the "trust in Lifelong Learning, adult education and educational training programs" and "the success of Lifelong Learning, adult education and educational training programs".
- There is a positive and moderate relationship ($r = 0.570$) between "the competence of the instructor in Lifelong Learning, adult education and training programs" and "the success of Lifelong Learning, adult education and training programs".
- There is a positive and moderate relationship ($r = 0.666$) between "the originality of Lifelong Learning, adult education and educational training" and "the success of Lifelong Learning, adult education and educational training programs".

3.7.5. Descriptive Statistics

In order to be able to see the profile of the data, the descriptive statistics of the mean, median, mode, standard deviation, skewness and kurtosis values were examined. The statistics are given in Table 19.

The skewness value is the measure of how far the dispersion is deviated from the average symmetry. In the case of normal distribution, the mean, mode and median are equal and the skewness coefficient is zero. If the mean is larger than the median, it is positive and it is distorted to the right. If the mean is smaller than the median, it is negative and it is distorted to the left. (Kalaycı, 2006) According to Tabachnick and Fidell (2001), it is considered normal for the coefficient of skew to be between +2 and -2 or between +3 and -3. According to these criteria, all variables of the study are considered normal because the skewness coefficient is between +2 or -2.

Another important identifier for the normal distribution of variables is the statistical kurtosis value. The kurtosis shows how steep or flat the normal distribution curve is. In the case of normal distribution, the kurtosis coefficient is zero.

The positive kurtosis coefficient indicates that the curve is more perpendicular than normal, and the negative kurtosis coefficient indicates that the curve is more flattened than normal. According to Tabachnick and Fidell (2001), it is considered normal for the kurtosis coefficient to be between +3 and -3. It is assumed that the kurtosis coefficient of all variables of the study is between 2 and -2 or between +3 and -3 according to the recommended criteria.

Table 18 - Descriptive Statistics of Basic Variables

	Gender	Age	Family	Income status
Average	1,6300	1,9400	2,3600	2,0400
Median	2,0000	2,0000	2,0000	2,0000
Mode	2,00	2,00	1,00	2,00
Standard Deviation	,48524	,74968	1,13280	,77746
Skewness	-,547	,099	,185	-,070
Kurtosis	-1,736	-1,198	-1,360	-1,333

The kurtosis coefficient of all the variables of the study is considered normal because it is between 2 and -2 or between +3 and -3 according to the recommended criteria. It is considered normal because all variances of the search are between +2 or -2 of the skewness coefficient. It is also considered normal because the kurtosis coefficient is between 2 and -2 or between +3 and -3 according to the recommended criteria.

3.8 Results and Comments

One of the tests used to examine differences between groups is the t-test. One sample t-test is used to test differences between independent two groups (independent samples t-test) and paired samples t-test (difference between two matched groups). In interpretation of the t-test results, it is assumed that the difference between the two groups is compared if the significance level, which corresponds to the value of t, is greater than 0.05 for the 5% level of significance. Otherwise there is no significant difference between the two groups.

Differences in more than one group can be determined by the ANOVA test, also known as "analysis of variance". One way ANOVA is the simplest analysis of variance. There can be two or more groups in the argument. Unidirectional Anova tests whether there is a difference between these groups according to the averages in the dependent variable.

A significant difference between the two groups is assessed if the F value given in the analysis report is less than 0.05 (significant $F < 0.05$). This difference can also be confirmed by examining the averages of the variables.

One-way analysis of variance (ANOVA) was conducted to determine whether the relationship between participants, titles, ages, and income status of their families (independent variables) are changed or not. T-tests were conducted to determine whether the relationship between groups had changed according to the participants gender.

3.8.1. Significance Distributions Relating to Need for Education

3.8.1.4. Significance Distributions according to Gender of Participants

Table 19 - Significance Distributions according to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
	Male	37	2,027	0,92756	2,521	0,013
An individual provide development in the individual life with the education.	Woman	63	1,619	0,68223		
An individual provide development in the social life with education.	Male	37	2,0811	0,68225	1,37	0,174
	Woman	63	1,8889	0,67468		
The individuals involved in Education are dynamic entities.	Male	37	2,0811	0,64024	0,936	0,352
	Woman	63	1,9365	0,80067		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference between the Need for education and the genders of the participants.

3.8.1.5. Significance Distributions according to Participants' Titles

Table 20 - Significance Distributions according to Titles of Participants

Survey Questions		Sum of squares	sd	F	p
An individual provide development in the individual life with the education.	Between groups	8,38	2	7,346	0,001
	Inside groups	55,33	97		
	Total	63,71	99		
An individual provide development in the social life with education.	Between groups	0,921	2	0,994	0,374
	Inside groups	44,919	97		
	Total	45,84	99		
The individuals involved in education are dynamic entities.	Between groups	2,26	2	2,078	0,131
	Inside groups	52,73	97		
	Total	54,99	99		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference between the Need For Education and Participants' titles.

3.8.1.6. Significance Distributions according to the Participants' Age

Table 21 - Significance Distributions according to the Participants' Age

Survey Questions		Sum of squares	sd	F	p
An individual provide development in the individual life with the education.	Between groups	0,896	3	0,456	0,713
	Inside groups	62,814	96		
	Total	63,71	99		
An individual provide development in the social life with education.	Between groups	0,542	3	0,383	0,766
	Inside groups	45,298	96		
	Total	45,84	99		
The individuals involved in education are dynamic entities.	Between groups	1,814	3	1,092	0,356
	Inside groups	53,176	96		
	Total	54,99	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the Need For education and the Age of Participants.

3.8.1.7. Significance Distributions according to Family Income

Table 22. Significance Distributions According to Family Income

Survey Questions		Sum of squares	Sd	F	P
An individual provide development in the individual life with the education.	Between groups	0,677	2	0,521	0,596
	Inside groups	63,033	97		
	Total	63,71	99		
An individual provide development in the social life with education.	Between groups	1,807	2	1,99	0,142
	Inside groups	44,033	97		
	Total	45,84	99		
The individuals involved in education are dynamic entities.	Between groups	3,296	2	3,093	0,05
	Inside groups	51,694	97		
	Total	54,99	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between Participants' Need For Education and Family Income.

3.8.2. Significance Distributions Relating to Need For Personal Development

3.8.2.1. Significance Distributions according to Gender

Table 23. Significance Distributions according to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
To maintain development as an individual, I want to learn more.	Male	37	2,2703	0,83827	1,289	0,2
	Woman	63	2,0476	0,83141		
New knowledge and skills must be acquired constantly in order to provide personal development.	Male	37	2,1892	0,77595	2,11	0,037
	Woman	63	1,8413	0,80735		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference between the Need For Personal Development and the genders of the participants.

3.8.2.2. Significance Distributions according to participants' title

Table 24. Significance Distributions According to participants' Titles

Survey Questions		Sum of squares	Sd	F	p
To maintain development as an individual, I want to learn more.	Between groups	1,22	2	0,869	0,423
	Inside groups	68,09	97		
	Total	69,31	99		
New knowledge and skills must be acquired constantly in order to provide personal development.	Between groups	2,83	2	2,211	0,115
	Inside groups	62,08	97		
	Total	64,91	99		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference between the Need For Personal Development and the title of the participants.

3.8.3.3. Significance Distributions according to the Participants' Age

Table 25. Significance Distributions according to the Age

Survey Questions		Sum of squares	sd	F	p
To maintain development as an individual, I want to learn more.	Between groups	0,777	3	0,363	0,78
	Inside groups	68,533	96		
	Total	69,31	99		
New knowledge and skills must be acquired constantly in order to provide personal development.	Between groups	0,424	3	0,211	0,889
	Inside groups	64,486	96		
	Total	64,91	99		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference

between the Need For Personal Development and the age.

3.8.3.4. Significance Distributions according to Family Income

Table 26. Significance Distributions According to Family Income

Survey Questions		Sum of squares	sd	F	p
To maintain development as an individual, I want to learn ore.	Between groups	5,031	2	3,796	0,026
	Inside groups	64,279	97		
	Total	69,31	99		
New knowledge and skills must be acquired constantly in order to provide personal development.	Between groups	3,727	2	2,954	0,057
	Inside groups	61,183	97		
	Total	64,91	99		

As the probability level is greater than 0.05 ($p > 0,05$), there is no significant difference between the Need For Personal Developmental and the participants' family incomes.

3.8.3. Significance Distribution Relating to "the Reliability for Lifelong Learning, Adult Education and Educational Education Programs"

3.8.3.1. Significance Distributions According to Gender

Table 27. Significance Distributions According to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
Everyone in the LLL institutions has the opportunity of self-realization in the field of interest.	Male	37	2,1892	0,8768	0,579	0,564
	Woman	63	2,0794	0,9385		
LLL institutions conduct training activities in every field that citizens need.	Male	37	2,2703	0,9902	0,77	0,443
	Woman	63	2,1111	1,0018		
LLL institutions are able to fully meet the learning needs of the target.	Male	37	2,0541	0,6644	0,581	0,563
	Woman	63	1,9683	0,7398		
Training activities in LLL institutions are continuous.	Male	37	2,1351	0,7875	0,989	0,325
	Woman	63	1,9841	0,7069		
LLL institutions address the entire community.	Male	37	2,0811	0,4932	1,682	0,096
	Woman	63	1,8571	0,7152		

There is no significant difference between the gender and participants' confidence in Lifelong Learning, adult education and trainer training programs, as the probability level is greater than 0.05 ($p > 0,05$).

3.8.3.2. Significance Distributions According to Participant's Title

Table 28. Significance Distributions According to Participant's Title

Survey Questions		Sum of squares	sd	F	p
Everyone in the LLL institutions has the opportunity of self- realization in the field of interest.	Between groups	3,917	2	2,416	0,095
	Inside groups	78,643	97		
	Total	82,56	99		
LLL institutions conduct training activities in every field that citizens need.	Between groups	2,472	2	1,253	0,29
	Inside groups	95,638	97		
	Total	98,11	99		
LLL institutions are able to fully meet the learning needs of the target.	Between groups	4,996	2	5,385	0,006
	Inside groups	45,004	97		
	Total	50	99		
Training activities in LLL institutions are continuous.	Between groups	7,2	2	7,487	0,001
	Inside groups	46,64	97		
	Total	53,84	99		
LLL institutions address the entire community.	Between groups	3,534	2	4,498	0,014
	Inside groups	38,106	97		
	Total	41,64	99		

There is no significant difference between the participants' title and the Reliability for Lifelong Learning, adult education and trainer training programs, since the probability level is greater than 0.05 ($p > 0.05$).

3.8.3.3. Significance Distributions According to the Participant's Age

Table 29. Significance Distributions According to the Age

Survey Questions		Sum of squares	sd	F	p
Everyone in the LLL institutions has the opportunity of self- realization in the field of interest.	Between groups	2,84	3	1,14	0,337
	Inside groups	79,72	96		
	Total	82,56	99		
LLL institutions conduct training activities in every field that citizens need.	Between groups	4,296	3	1,465	0,229
	Inside groups	93,814	96		
	Total	98,11	99		
LLL institutions are able to fully meet the learning needs of the target.	Between groups	0,217	3	0,14	0,936
	Inside groups	49,783	96		
	Total	50	99		
Training activities in LLL institutions are continuous.	Between groups	0,366	3	0,219	0,883
	Inside groups	53,474	96		
	Total	53,84	99		

LLL institutions address the entire community.	Between groups	0,621	3	0,484	0,694
	Inside groups	41,019	96		
	Total	41,64	99		

There is no significant difference between the Reliability for Lifelong Learning, Adult Education and Trainer Education Programs and Age of Participants, as the probability level is greater than 0.05 ($p > 0.05$).

3.8.3.4. Significance Distributions of Participants according to Family Income

Table 30. Significance distributions according to Family income

Survey Questions		Sum of squares	sd	F	p
Everyone in the LLL institutions has the opportunity of self-realization in the field of interest.	Between groups	3,928	2	2,423	0,094
	Inside groups	78,632	97		
	Total	82,56	99		
LLL institutions conduct training activities in every field that citizens need.	Between groups	1,421	2	0,713	0,493
	Inside groups	96,689	97		
	Total	98,11	99		
LLL institutions are able to fully meet the learning needs of the target.	Between groups	0,743	2	0,731	0,484
	Inside groups	49,257	97		
	Total	50	99		
Training activities in LLL institutions are continuous.	Between groups	1,226	2	1,13	0,327
	Inside groups	52,614	97		
	Total	53,84	99		
LLL institutions address the entire community.	Between groups	1,143	2	1,368	0,259
	Inside groups	40,497	97		
	Total	41,64	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the Reliability for Lifelong Learning, Adult Education and Trainer Education Programs and Family Income.

3.8.4. Significance Distributions Relating to the "Qualification of the instructor in the Lifelong Learning, adult education and training programs"

3.8.4.1. Significance Distribution According to Gender

Table 31. Significance Distributions According to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
I am learning enough about the subjects taught in education.	Male	37	2,1892	0,65988	0,732	0,466
	Woman	63	2,0635	0,91357		
Education meets my expectations of the topics it contains.	Male	37	2,0811	1,01046	1,42	0,159
	Woman	63	1,8413	0,67696		
Trainer is an expert on his / her subject.	Male	37	2,1351	0,75138	0,861	0,392
	Woman	63	2	0,762		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the adequacy of the trainer in the Lifelong Learning, adult education and trainer training programs and Gender.

3.8.4.2. Significance Distributions According to Participants' Titles

Table 22 - Significance Distributions According to Participants' Titles

Survey Questions		Sum of squares	sd	F	p
I am learning enough about the subjects taught in education.	Between groups	0,296	2	0,213	0,809
	Inside groups	67,494	97		
	Total	67,79	99		
Education meets my expectations of the topics it contains.	Between groups	5,975	2	4,787	0,01
	Inside groups	60,535	97		
	Total	66,51	99		
Trainer is an expert on his / her subject.	Between groups	2,154	2	1,913	0,153
	Inside groups	54,596	97		
	Total	56,75	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the adequacy of trainers in the lifelong learning, adult education and trainer education programs and participants' titles.

3.8.4.3. Significance Distributions According to Participants' Ages

Table 23 - Significance Distributions According to Participants' Age

Survey Questions		Sum of squares	sd	F	p
I am learning enough about the subjects taught in education.	Between groups	0,426	3	0,202	0,895
	Inside groups	67,364	96		
	Total	67,79	99		
Education meets my expectations of the topics it contains.	Between groups	2,098	3	1,042	0,377
	Inside groups	64,412	96		
	Total	66,51	99		
Trainer is an expert on his / her subject.	Between groups	0,595	3	0,339	0,797
	Inside groups	56,155	96		
	Total	56,75	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the participants' age and the adequacy of the trainer in Adult Lifelong Learning, adult education and trainer training programs.

3.8.4.4. Significance Distributions According to Participants' Family Income

Table 24 - Significance Distributions According to Family Income

Survey Questions		Sum of squares	sd	F	p
I am learning enough about the subjects taught in education.	Between groups	1,007	2	0,731	0,484
	Inside groups	66,783	97		
	Total	67,79	99		
Education meets my expectations of the topics it contains.	Between groups	0,138	2	0,101	0,904
	Inside groups	66,372	97		
	Total	66,51	99		
Trainer is an expert on his / her subject.	Between groups	2,078	2	1,843	0,164
	Inside groups	54,672	97		
	Total	56,75	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the adequacy of the trainer in the life long Learning, adult education and trainer training programs and Family Income.

3.8.5. Significance Distributions Relating to the "Lifelong Learning, Adult Education and Instructional Training Originality"

3.8.4.5. Significance Distributions According to Gender

Table 25 - Significance Distributions According to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
The trainings given at LLL institutions are in different fields.	Male	37	2,1081	0,93642	1,485	0,141
	Woman	63	1,8571	0,73741		
Technology is followed in the trainings given in LLL institutions.	Male	37	1,9189	0,59528	1,328	0,187
	Woman	63	1,746	0,64678		
Importance is given to practice in the trainings given in LLL institutions.	Male	37	2,1892	0,77595	1,499	0,137
	Woman	63	1,9683	0,67126		
The trainings given in LLL institutions are usually in areas of need.	Male	37	2,1351	0,85512	0,353	0,725
	Woman	63	2,0794	0,70257		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the Gender of Participants and the Specificity Scale of Adult Education and Educational Education.

3.8.4.6. Significance Distributions According to Participants' Titles

Table 26 - Significance Distributions According to Participants' Titles

Survey Questions		Sum of squares	sd	F	p
The trainings given at LLL institutions are in different fields.	Between groups	3,419	2	2,618	0,078
	Inside groups	63,331	97		
	Total	66,75	99		
Technology is followed in the trainings given in LLL institutions.	Between groups	1,56	2	2	0,141
	Inside groups	37,83	97		
	Total	39,39	99		
Importance is given to practice in the trainings given in LLL institutions.	Between groups	3,661	2	3,771	0,026
	Inside groups	47,089	97		
	Total	50,75	99		
The trainings given in LLL institutions are usually in areas of need.	Between groups	1,79	2	1,572	0,213
	Inside groups	55,21	97		
	Total	57	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between Participants' titles by the scale of Life Long Learning, adult education and

trainer education originality.

3.8.4.7. Significance Distributions According to Participant's Age

Table 27 - Significance Distributions According to Participant's Age

Survey Questions		Sum of squares	sd	F	p
The trainings given at LLL institutions are in different fields.	Between groups	1,502	3	0,737	0,533
	Inside groups	65,248	96		
	Total	66,75	99		
Technology is followed in the trainings given in LLL institutions.	Between groups	0,23	3	0,188	0,904
	Inside groups	39,16	96		
	Total	39,39	99		
Importance is given to practice in the trainings given in LLL institutions.	Between groups	0,313	3	0,199	0,897
	Inside groups	50,437	96		
	Total	50,75	99		
The trainings given in LLL institutions are usually in areas of need.	Between groups	0,617	3	0,35	0,789
	Inside groups	56,383	96		
	Total	57	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the age of participants and the scale of Life Long Learning, adult education and trainer education originality.

3.8.4.8. Significance Distributions according to Family Income

Table 28 - Significance Distributions According to Family Income

Survey Questions		Sum of squares	sd	F	p
The trainings given at LLL institutions are in different fields.	Between groups	0,774	2	0,569	0,568
	Inside groups	65,976	97		
	Total	66,75	99		
Technology is followed in the trainings given in LLL institutions.	Between groups	2,664	2	3,518	0,033
	Inside groups	36,726	97		
	Total	39,39	99		
Importance is given to practice in the trainings given in LLL institutions.	Between groups	0,699	2	0,677	0,51
	Inside groups	50,051	97		
	Total	50,75	99		
The trainings given in LLL institutions are usually in areas of need.	Between groups	0,274	2	0,234	0,792
	Inside groups	56,726	97		
	Total	57	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the family income and the originality of life-long learning, adult education and trainer education.

3.8.5. Significance Distributions According to the Success of Lifelong Learning, Adult Education and Educational Education Programs

3.8.5.1. Significance Distributions According to Gender

Table 29 - Significance Distributions According to Gender

Survey Questions	Gender	N	Mean	Std. Deviation	t	p
Trainings usually reach their purpose.	Male	37	2,1892	0,84452	1,409	0,16
	Woman	63	1,9524	0,79166		
The participants in the training are genuinely satisfied.	Male	37	2,2703	0,83827	1,289	0,2
	Woman	63	2,0476	0,83141		
The participants can easily apply their life to their learning.	Male	37	2,1892	0,77595	2,11	0,04
	Woman	63	1,8413	0,80735		
I quite often attend to the training provided.	Male	37	2,1892	0,87679	0,579	0,56
	Woman	63	2,0794	0,93845		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the gender and the Life Long Learning, adult education and trainer training programs.

3.8.5.2. Significance Distributions According to Participants' Titles

Table 30 - Significance Distributions According to Participants' Titles

Survey Questions		Total of squares	sd	F	p
Trainings usually reach their purpose.	Between groups	0,032	2	0,023	0,977
	Inside groups	65,808	97		
	Total	65,84	99		
The participants in the training are genuinely satisfied.	Between groups	1,22	2	0,869	0,423
	Inside groups	68,09	97		
	Total	69,31	99		
The participants can easily apply their life to their learning.	Between groups	2,83	2	2,211	0,115
	Inside groups	62,08	97		
	Total	64,91	99		
I quite often attend to the training provided.	Between groups	3,917	2	2,416	0,095
	Inside groups	78,643	97		
	Total	82,56	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between participants' titles and the success of the Life Long Learning, adult education and trainer training programs.

3.8.5.3. Significance Distributions According to Participant's Age

Table 31 - Significance Distributions According to Participant's Age

Survey Questions		Sum of squares	sd	F	p
Trainings usually reach their purpose.	Between groups	2,071	3	1,039	0,379
	Inside groups	63,769	96		
	Total	65,84	99		
The participants in the training are genuinely satisfied.	Between groups	0,777	3	0,363	0,78
	Inside groups	68,533	96		
	Total	69,31	99		
The participants can easily apply their life to their learning.	Between groups	0,424	3	0,211	0,889
	Inside groups	64,486	96		
	Total	64,91	99		
I quite often attend to the training provided.	Between groups	2,84	3	1,14	0,337
	Inside groups	79,72	96		
	Total	82,56	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between the age and the success of life-long learning, adult education and trainer training programs.

3.8.5.4. Significance Distributions according to Family Income

Table 32 - Significance Distributions According to Family Income

Survey Questions		Sum of squares	sd	F	p
Trainings usually reach their purpose.	Between groups	0,918	2	0,686	0,506
	Inside groups	64,922	97		
	Total	65,84	99		
The participants in the training are genuinely satisfied.	Between groups	5,031	2	3,796	0,026
	Inside groups	64,279	97		
	Total	69,31	99		
The participants can easily apply their life to their learning.	Between groups	3,727	2	2,954	0,057
	Inside groups	61,183	97		
	Total	64,91	99		
I quite often attend to the training provided.	Between groups	3,928	2	2,423	0,094
	Inside groups	78,632	97		
	Total	82,56	99		

As the probability level is greater than 0.05 ($p > 0.05$), there is no significant difference between of Family Income and the Success of Life Long Learning, Adult Education and Trainers' Education.

3.9. Regression Analysis

The correlation results show whether there is an association between the two variables, but do not explain the causal relationship. For this reason, it is necessary to evaluate the results of the regression analysis in order to support the hypotheses expressing meaningful effect. By the nature of the relationship between the variables in regression analysis; Unlike correlation, is used to examine the effects of one or more variables on another variable. Need for Education, Need for Personal Development, Confidence in training programs, Competence of trainers in training programs and Educational specificity independent variable (X); The success of the training programs was defined as the dependent variable (Y) and the regression model was established in the SPSS program. The R2 value in the analysis table shows the dependent variable explanation power of the independent variable. T values reveal the significance level of the regression model. Regression analysis results are shown in Table 33.

Table 33 - Results of Regression Analysis

	B	t	Sig	R2	Durbin-Watson	F	sig
Need for Education	0,143	2,883	0,005	0,906	1,834	180,403	0
Need for Personal Development	0,65	14,553	0				
Confidence in Lifelong Learning, adult education and training programs	0,218	3,465	0,001				
Adequacy of Instructor in Lifelong Learning, adult education and training programs	- 0,032	-0,61	0,543				
The originality of Lifelong Learning, adult education and educational education	0,067	1,137	0,258				

It was obtained as $b_1: 0,143$, $b_2: 0,65$, $b_3: 0,218$, $b_4: -0,032$, $b_5: 0,067$. The constant coefficient was found to be $b_0: -0.056$. Accordingly, the regression equation was obtained as $y = -0,056 + 0,143x_1 + 0,65x_2 + 0,218x_3 - 0,032x_4 + 0,067x_5$.

Whether each of the independent variables is meaningful or not should be investigated. In other words, whether the mean of the sample is equal to the mean of the sample is tested by a double-sided t test. According to this hypothesis,

- $H_0: \mu_1 = \mu_2 = \dots \mu_k$ "there is no difference between the average"
- $H_1: \mu_1 = \mu_2 = \dots \neq \mu_k$ "At least one average is different from the others."

If the t value of the table at the 5% significance level is compared with the calculated t value of the table,

- The coefficient of the independent variable of ‘ ‘ Need for Education ‘ ‘ is p (sig): 0.005 ($p < 0.005$), so the coefficient is meaningful. The H_0 hypothesis is rejected.
- The coefficient of the independent variable of ‘ ‘Need for Personal Development ‘ ‘ is p (sig): 0.00 ($p < 0.005$), so the coefficient is meaningful. The H_0 hypothesis is rejected.
- The coefficient of the independent variable of "confidence in lifelong learning, adult education and trainer education programs" is p (sig): 0.001 ($p < 0.005$), so the coefficient is meaningful. The H_0 hypothesis is rejected.
- The coefficient of the independent variable of the "adequacy of the instructor in the Lifelong Learning, adult education and trainer training programs" p (sig): 0,543 ($p > 0,005$), so the coefficient is insignificant. The H_0 hypothesis is accepted.
- The coefficient of the independent variable of the "Lifelong Learning, Adult Education and Educational Instructional Specificity" is p (sig): 0,258 ($p > 0,005$), so the coefficient is not significant. The H_0 hypothesis is accepted.

As a result, the two independent variables must be removed from the established model, since the coefficients of the "the sufficiency of the lifelong learning, adult education and trainer training programs" and "the originality lifelong learning, adult education and trainer education" are not significant. In other words, the result of the two specified arguments can not explain the "success of the training programs" in a meaningful way will be obtained.

While testing the parameters one by one in a t statistical regression equation, the F statistic, tests the entire parameters including the variables; that is, checking whether there is a relationship different from zero between the dependent variable and the parameters containing the independent variable. Hypotheses to be established for the F test are,

- H_0 : There is no multiple linear relationship between variables.
- H_1 : There is a multiple linear relationship between variables.

There is a multiple linear relationship between the variables, because of at the F value (180,403) at the 5% significance level is higher the table value. Also $p = 0,000$ at a significance level of 5% was found significant. H_0 hypothesis is rejected.

R^2 indicates how many percent changes in the dependent variable are made with explanatory variables.

The specificity coefficient of the regression equation is $R^2 = 90.6\%$. 90.6% of the "success of training programs" can be explained by five independent variables.

3.10. Assumptions of Least Squares Method

The reliability of the estimates obtained by the least squares regression technique are dependent on the conditions of,

- The independence between prediction errors (autocorrelation)
- Normal dispersion of faults
- Variances of estimation errors are equal.

3.10.1. Autocorrelation Assumption

Autocorrelation is defined as a meaningful relationship between successive error unit values and indicates undesired state in regression analysis. Influence of unit values on each other, in other words if the unit values are not dependent on each other, leads to a systematic relationship (successive dependence) between error terms in regression analysis.

Several methods have been found in a model to determine if the error term is with autocorrelation. Here, the Durbin-Watson test was used for these methods. The Durbin-Watson (d) value calculated in the equation is compared with two critical scale values in dL and dU. As a result of this comparison;

There is positive autocorrelation if $0 < d < dL$

- If $dL \leq d \leq dU$, it is not decided
- If $dU < d < 4 - dU$, there is no autocorrelation.

For investigating if there is an autocorrelation problem for the model, the hypotheses will be established for this as,

- $H_0: \rho = 0$ (no autocorrelation)
- $H_1: \rho \neq 0$ (autocorrelation exists).

According to the SPSS results, the Durbin-Watson (d) value was obtained as 1,834, as shown in Table 33.

There is no autocorrelation when $dU < d < 4 - dU$. The H_1 hypothesis is rejected.

3.10.2. Normal Distribution Assumption of Errors

In order to test the interval estimation and regression coefficients, an assumption about the distribution of errors must be made. This assumption is the assumption that the distribution of error terms is normal dispersion

- $H_0: \mu_1 = \mu_2 = \dots \mu_k$ "there is no difference between the average"
- $H_1: \mu_1 = \mu_2 = \dots \neq \mu_k$ "At least one average is different from the others"

As shown in Table 34, the Kolmogorov-Smirnov test statistic is 0.064 and the Shapiro-Wilk test statistic is 0.982.

Table 34 - Normality Test Table

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	,064	100	,200*	,982	100	,179

There is no difference between the mean values of Kolmogorov-Smirnov test statistic at $0,200 > 0,05$ and the Shapiro-Wilk test statistic at the 5% significance level of $0,179 > 0,05$, so the H_0 hypothesis was accepted. The distribution of faults is suitable for normal distribution.

3.10.3. Equal variances of forecast errors

The variance of the varying variance error term is not the same for all observations. Graphical method and some tests are used for the variance survey. We will test the hypothesis fit using the Spearman rank correlation test.

The absolute values of the errors in the regression model were taken into account for the distribution of variances.

If hypotheses are written,

- $H_0: \mu_1 = \mu_2 = \dots \mu_k$ "There is no difference between the average of estimation. errors"
- $H_1: \mu_1 = \mu_2 = \dots \neq \mu_k$ "At least one average is different from the others. "

According to this, when Spearman's rho statistic is examined in SPSS, Sig. (2-tailed) value is obtained as shown in Table 35.

Table 35 - Table of Variance Test

	Need for Education	Need for Personal Development	Confidence in Lifelong Learning, adult education and training programs	Adequacy of Instructor in Lifelong Learning, adult education and training programs	The originality of Lifelong Learning, adult education and educational education
(sig)	0,72	0,278	0,091	0,356	0,597

For all the independent variables, p-value is reached as a result that the assumption of constant variance over the error terms is valid since $\alpha = 0.05$. H_0 hypothesis has been accepted.

As a result, the established regression model can be used because it provides the conditions for the three assumptions.

CONCLUSION

With the study, the research has been investigated the success of the lifelong learning education programs while determining the approaches related to lifelong learning with the lecturers and students of the Social Sciences Institute of Istanbul University, located in Istanbul.

In this study, the questionnaire is used as the data collection method. The questionnaire consists of 23 questions. The universe of the research is composed of 100 people from the

lecturers and students of Istanbul University, Faculty of Social Sciences. In this study, 5% confidence level was taken as reference.

The Cronbach Alpha Coefficient of 0.934 is obtained when the reliability analysis is performed without separating the groups into the survey questions. Alpha coefficients indicate that the scales are highly reliable.

In addition, when the reliability analysis is repeated on groups in order to see the effect of each problem on the reliability analysis in detail, the items of "Every individual needs training" and "Individuals need to constantly develop the qualities they possess" were removed from the questionnaire.

The kurtosis coefficient of all the variables of the study is considered normal because it is between 2 and -2 or between +3 and -3 according to the recommended criteria. It is considered normal because all variances of the search are between +2 or -2 of the skewness coefficient. It is also considered normal because the kurtosis coefficient is between 2 and -2 or between +3 and -3 according to the recommended criteria.

One-way analysis of variance (ANOVA) was conducted to determine whether the relationship between participants, titles, ages, and groups (independent variables) by income status of their families changed. T-tests were conducted to determine whether the participants had changed the relationship between groups according to their gender.

When the results were examined, it was determined that there was no significant difference between demographic characteristics and independent variables. The accepted hypotheses are as follows:

1. H₁₀: There is no significant difference between the independent variable of the "Need for Education" and Gender, Age, Title, Family Income Status.
2. H₁₂: There is no significant difference between the independent variable of the "Need for Personal Development" and Title Gender, Age, Title, Family Income Status.
3. H₁₄: There is no significant difference between the independent variable of the "Trust in Lifelong Learning, adult education and training programs" and Gender, Age, Title, Family Income Status.
4. H₁₆: There is no significant difference between the independent variable of the "Competence of instructor in Lifelong Learning, adult education and educational training programs" and Gender, Age, Unemployment, Family Income Status.
5. H₁₈: There is no significant difference between the independent variable of the "Lifelong Learning, Adult Education and Trainer Education" and Gender, Age, Unemployment, Family Income Status.

Need for Education, Need for Personal Development, Confidence in training programs, Competence of trainers in training programs and Educational specificity are determined as independent variable (X); the success of training programs is defined as dependent variable (Y) and a regression model is established in SPSS program.

Two independent variables should be removed from the established model, since the coefficients of the independent variables of "competence of the trainer in lifelong learning, adult education and trainer training programs" and "the originality of lifelong learning, adult

education and trainer education" are not significant. In other words, the result is that the two specified arguments can not explain the "success of the training programs" in a meaningful way.

Due to the F table value (180,403) at the 5% significance level, which is calculated as shown in Table 43, is higher than the table value, there is a multiple linear relationship between the variables. Also at $p = 0,000$ significance level of 5% was found significant. The H_0 hypothesis is rejected.

R^2 indicates how many% changes in the dependent variable are made with explanatory variables. The specificity coefficient of the regression equation is $R^2 = 90.6\%$. 90.6% of the "success of training programs" can be explained by five independent variables.

Reliability of estimates obtained by least squares regression technique depends on the condition that,

- There is an independence between prediction errors. (Autocorrelation)
- Normal dispersion of faults
- The variances of estimation errors are equal.

As a result, the regression model established can be used because it provides the conditions for the three assumptions.

Correlational relation does not mean cause-effect relation. Correlation analysis was applied in order to determine whether the main variables are related to each other and to the dependent variable and to determine the direction and strength of the relationship if there is relationship.

According to the results obtained, the relations between the dependent variable of "the success of Lifelong Learning, adult education and training programs" and independent variables were investigated.

- There is a positive and moderate relationship ($r = 0.681$) between "the Need for Education" and "the Success of Lifelong Learning, Adult Education and Educational Education Programs."
- There is a positive and very high degree of relationship ($r = 0.933$) between "the Need for Personal Development" and "the success of Lifelong Learning, adult education and educational training programs."
- There is a positive and high degree of relationship ($r = 0,750$) between "the trust in Lifelong Learning, adult education and educational training programs" and "the success of Lifelong Learning, adult education and educational training programs. ‘’
- There is a positive and moderate relationship ($r = 0.570$) between "the competence of the instructor in Lifelong Learning, adult education and training programs" and "the success of Lifelong Learning, adult education and training programs. "
- There is a positive and moderate relationship ($r = 0.666$) between "the authenticity of Lifelong Learning, adult education and educational training" and "the success of Lifelong Learning, adult education and educational training programs.”

When the results were examined, it was determined that there was a significant relationship between dependent variable and independent variables. The accepted hypotheses are as follows:

1. Ho: There is a meaningful relationship between “The Need for Education” independent variant and “The success of lifelong learning, adult education, and educational education programs.”
2. H₂: There is a meaningful relationship between “The need for personal development” independent variant and “The success of lifelong learning, adult education and training programs.”
3. H₄: There is a significant relationship between “The trust in lifelong learning, adult education and training programs” independent variant and “The success of Lifelong Learning, adult education and training programs.”
4. H₆: There is a meaningful relationship between “The success of lifelong learning, adult education and educational training programs” independent variant and “The qualification of the instructor in the Lifelong Learning, adult education and educational training programs.”
5. H₈: There is a meaningful relationship between “The originality of Lifelong Learning, adult education and educational training” independent variant and “The success of lifelong learning, adult education and educational training programs.”

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