

THE EXAMINATION OF THE LIFELONG LEARNING TENDENCIES OF THE
STUDENTS IN THE INTERNATIONAL EXCHANGE PROGRAM
(ERASMUS+)



BY
GÜLCE KUNTER

Submitted to Graduate School of Educational Sciences
in Partial Fulfillment of the Requirements for the Degree of Master of Curriculum
and Instruction

YEDİTEPE UNIVERSITY

2023

THE EXAMINATION OF THE LIFELONG LEARNING TENDENCIES OF THE
STUDENTS IN THE INTERNATIONAL EXCHANGE PROGRAM
(ERASMUS+)

APPROVED BY:

Prof. Dr. Yelkin Diker Coşkun

(Thesis Supervisor)

(Yeditepe University)

Assoc. Prof. Dr. Öykü Dulun

(Yeditepe University)

Assoc. Prof. Dr. Gökçe Güvercin

(Maltepe University)

DATE OF APPROVAL: 12/06/2023

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

12.06.2023

Name/Surname: Gülce Kunter

ABSTRACT

This study aims to examine the lifelong learning tendencies of Turkish and Foreign students who participated in the Erasmus+ exchange program in the 2021-2022 academic year and to compare their lifelong learning tendencies with various variables. The study group of the research consists of Turkish students studying full-time at a foundation university in the 2021-2022 academic year and participating in the Erasmus program abroad for 1 semester, and foreign Erasmus students coming from abroad to a foundation university in Turkey. Data was collected from 40 students in total. As a data collection tool in the research, the scale named "Lifelong learning tendencies of university students" developed by Diker Coşkun (2009) was used. For the analysis of the research data, the normality of the data was tested and it was found that they were not normally distributed. For this reason, non-parametric tests were used in the study. The arithmetic mean of the scores of Erasmus students from the scale of lifelong learning tendencies is below ($\bar{X}=80.65$) according to the middle score (94,5) of the scale. Accordingly, it can be said that the lifelong learning tendencies of the students are low. According to gender variables, the lifelong learning tendencies of female Erasmus students ($\bar{X}=23.34$) have a higher lifelong learning tendency than male Erasmus students. According to the nationality variable, the lifelong learning tendencies of German Erasmus students have a higher lifelong learning tendency than other nationalities ($\bar{X}=26.33$). According to the faculty variable, the lifelong learning tendencies of Faculty of Pharmacy and Graduate School of Social Sciences students have a higher lifelong learning tendency than other faculties ($\bar{X}=30.00$). According to class variables, the lifelong learning tendencies of 5th grade student

has a higher lifelong learning tendency than other classes ($\bar{X} = 30.00$). According to living away from the family variable the lifelong learning tendencies of the Erasmus students who are not living away from their families have a higher lifelong learning tendency than Erasmus students who are living away from their families ($\bar{X} = 23.13$). In the Persistence sub-dimension, a difference was observed for the students who did not live away from their families ($0.04 < 0.05$). According to the roommate nationality variable the lifelong learning tendencies of Erasmus students who have a roommate with different nationality have a higher lifelong learning tendency than Erasmus students who do not have a roommate with different nationality ($\bar{X} = 21.31$). In the lack of self-regulation sub-dimension, a difference was observed for the students who had a roommate with different nationalities ($0.03 < 0.05$). According to the reason for choosing the country variable, the lifelong learning tendencies of Erasmus students who say the reason for choosing the country as “features of the university” have a higher lifelong learning tendency than Erasmus students who say the other reasons ($\bar{X} = 27.00$). In the lack of self-regulation sub-dimension, a difference was observed for the students who said the reason for choosing the country was the features of the university ($0.03 < 0.05$). According to the master/doctorate application variable the lifelong learning tendencies of Erasmus students who would like to apply for master/phd programs have higher lifelong learning tendencies than students who do not want to apply ($\bar{X} = 22.13$). In the lack of curiosity sub-dimension, a difference was observed for the students who would like to apply for the master/phd programs ($0.04 < 0.05$).

Keywords: Lifelong learning, Lifelong learning tendency, Erasmus+, Exchange students

ÖZ

Bu çalışma, 2021-2022 eğitim-öğretim yılında Erasmus+ değişim programına katılan Türk ve Yabancı öğrencilerin yaşam boyu öğrenme eğilimlerinin incelenmesini ve öğrencilerin çeşitli değişkenlerle karşılaştırılmasını amaçlamaktadır. Çalışma grubunu 2021-2022 eğitim-öğretim yılında bir vakıf üniversitesinde tam zamanlı öğrenim gören ve yurt dışında 1 dönem Erasmus programına katılan Türk öğrenciler ile Türkiye'deki bir vakıf üniversitesine yurt dışından gelen yabancı uyruklu Erasmus öğrencileri oluşturmaktadır. Toplam 40 öğrenciden veri toplanmıştır. Araştırmada veri toplama aracı olarak Diker Coşkun (2009) tarafından geliştirilen “Üniversite öğrencilerinin yaşam boyu öğrenme eğilimleri” adlı ölçek kullanılmıştır. Araştırma verilerinin analizi için verilerin normalliği test edilmiş ve normal dağılmadığı görülmüştür. Bu nedenle çalışmada parametrik olmayan testler kullanılmıştır. Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri ölçeğinden aldıkları puanların aritmetik ortalaması ($\bar{X}=80.65$), ölçeğin orta puanının (94,5) altındadır. Buna göre öğrencilerin yaşam boyu öğrenme eğilimlerinin düşük olduğu söylenebilir. Cinsiyet değişkenine göre kadın Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri ($\bar{X} = 23.34$), erkek Erasmus öğrencilerine göre daha yüksektir. Uyruk değişkenine göre Alman Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri diğer uyruklardan daha yüksektir ($\bar{X} = 26.33$). Fakülte değişkenine göre Eczacılık Fakültesi ve Sosyal Bilimler Enstitüsü öğrencilerinin yaşam boyu öğrenme eğilimleri diğer fakültelere göre daha yüksektir ($\bar{X} = 30.00$). Sınıf değişkenine göre 5. sınıf öğrencilerinin yaşam boyu öğrenme eğilimleri diğer sınıflara göre daha yüksektir ($\bar{X} = 30.00$). Ailesinden uzakta yaşama değişkenine göre, ailesinden uzakta yaşamayan Erasmus öğrencilerinin yaşam boyu

öğrenme eğilimleri, ailelerinden uzakta yaşayan Erasmus öğrencilerine göre daha yüksektir ($\bar{X} = 23,13$). Sebat etme alt boyutunda ise ailesinden uzakta yaşamayan öğrenciler arasında farklılık görülmüştür ($0.04 < 0.05$). Oda arkadaşı uyruğu değişkenine göre, farklı uyruklu oda arkadaşı olan Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri, farklı uyruklu oda arkadaşı olmayan Erasmus öğrencilerine göre daha yüksektir ($\bar{X} = 21,31$). Öz düzenleme eksikliği alt boyutunda, farklı uyruklardan oda arkadaşı olan öğrenciler arasında farklılık görülmüştür ($0.03 < 0.05$). Ülkeyi seçme nedeni değişkenine göre, ülkeyi seçme nedenini “üniversitenin özelliği” olarak belirten Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri, diğer nedenleri belirten Erasmus öğrencilerine göre daha yüksektir ($\bar{X} = 27,00$). Öz düzenleme eksikliği alt boyutunda üniversitenin özellikleri olarak ülkeyi seçme nedenini diyen öğrenciler arasında farklılık görülmüştür ($0.03 < 0.05$). Yüksek lisans/doktora başvuru değişkenine göre yüksek lisans/doktora programlarına başvurmak isteyen Erasmus öğrencilerinin yaşam boyu öğrenme eğilimleri, başvurmak istemeyen öğrencilere göre daha yüksektir ($\bar{X} = 22,13$). Merak eksikliği alt boyutunda ise yüksek lisans/doktora programlarına başvurmak isteyen öğrenciler arasında farklılık görülmüştür ($0.04 < 0.05$).

Anahtar kelimeler: Hayat boyu öğrenme, Hayat boyu öğrenme eğilimi, Erasmus+, Değişim öğrencileri

TABLE OF CONTENTS

Abstract.....	i
Öz.....	iii
Table of Contents.....	v
List of Tables.....	vii
List of Figures.....	ix
Abbreviations.....	x
 Chapter I.....	 1
Introduction.....	1
1.1. Problem Statement.....	1
1.2. Importance of Research	2
1.3. Assumptions.....	2
1.4. Limitations	2
1.5. Definitions.....	3
Chapter II	4
Literature Review.....	4
2.1. Internationalization	4
2.2. Bologna Process.....	12
2.3. European Union Education Programs.....	13
2.4. Erasmus Program	15
2.5. Lifelong Learning	21
2.6. Related Studies.....	29
Chapter III.....	33
Methodology	33
3.1. Research Model	34
3.2. Study Group	36
3.3. Demographic Variables of Study Group.....	36
3.4. Data Collection Tools	49
3.5. Analysis and Interpretation of Data	51
3.6. Analysis of Data.....	51
3.7. Reliability Analysis of Lifelong Learning	52
3.8. Normal Distribution Test of Lifelong Learning Scale.....	53
Chapter IV	55
Findings.....	55
4.1. Findings Related to The Problem Statement	55
4.2. Findings Related to the First Sub-Problem.....	59
4.3. Findings Related to the Second Sub-Problem	61

4.4. Findings Related to the Third Sub-Problem	65
4.5 Findings Related to the Fourth Sub-Problem.....	70
4.6. Findings Related to the Fifth Sub-Problem	73
4.7. Findings Related to the Sixth Sub-Problem.....	76
4.8. Findings Related to the Seventh Sub-Problem	79
4.9. Findings Related to the Eight Sub-Problem.....	83
Chapter V	86
Conclusion	86
Suggestions	91
References	94
Appendix A	116
Appendix B	117

LIST OF TABLES

Table 3. 1. Demographic Variables of Study Group.....	35
Table 3. 2. Level of Participation in the Lifelong Learning Tendency Scale.....	50
Table 3. 3. Reliability Analysis of Lifelong Learning.....	53
Table 3. 4. Kolmogorov-Smirnov and Shapiro-Wilk Test.....	54
Table 3. 5. Skewness The Symmetry of a Distribution Test.....	54
Table 4. 1. Erasmus Students' Levels of Lifelong Learning Tendencies.....	56
Table 4. 2. Erasmus Students' Levels of Lifelong Learning Tendencies According to Sub-Dimensions.....	56
Table 4. 3. Arithmetic Mean and Standard Deviation Values of Erasmus Students' Levels of Lifelong Learning.....	57
Table 4. 4. Lifelong Learning Tendency Levels of Erasmus Students by Gender Variable.....	60
Table 4. 5. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Gender Variable.....	61
Table 4. 6. Lifelong Learning Tendency Levels of Erasmus Students by Nationality Variable.....	63
Table 4. 7. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Nationality Variable.....	63
Table 4. 8. Lifelong Learning Tendency Levels of Erasmus Students by Faculty Variable.....	66

Table 4. 9. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Faculty Variable.....	67
Table 4. 10. Lifelong Learning Tendency Levels of Erasmus Students by Class Variable.....	71
Table 4. 11. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Class Variable.....	72
Table 4. 12. Lifelong Learning Tendency Levels of Erasmus Students by Living Away from the Family Variable.....	74
Table 4. 13. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Living Away from Family Variable.....	75
Table 4. 14. Lifelong Learning Tendency Levels of Erasmus Students by Roommate Nationality Variable.....	77
Table 4. 15. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Roommate Nationality Variable.....	77
Table 4. 16. Lifelong Learning Tendency Levels of Erasmus Students by the Reason of Choosing the Country Variable.....	79
Table 4. 17. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Reason of Choosing the Country Variable.....	80
Table 4. 18. Lifelong Learning Tendency Levels of Erasmus Students by Master/Doctorate Application Variable.....	83
Table 4. 19. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on Master/Doctorate Application Intention Variable.....	84

LIST OF FIGURES

Figure 1. Structure of the Erasmus+ Programme 2014-2020.....	17
Figure 2. Structure of the Erasmus+ Programme 2021-2027.....	19
Figure 3. Research Model.....	33



ABBREVIATIONS

EC European Commission

ECA European Court of Auditors

ECTS European Credit Transfer and Accumulation System

EU European Union (**UA** Ulusal Ajans)

HEI Higher Education Institution (**YÖK** Yüksek Öğretim Kurumu)

ICT Information and Communication Technology

IoHE Internationalization of Higher Education

MoNE The Ministry of National Education (**MEB** Millî Eğitim Bakanlığı)

LLL The Lifelong Learning

LLP The Lifelong Learning Program

OECD The Organisation for Economic Cooperation and Development

UNESCO United Nations Educational, Scientific and Cultural Organization

Chapter I

Introduction

In this section, the problem statement of the research is given, sub-problems are given, importance of research is given, assumptions of the research are given, limitation of the research is given, and definitions of the research are given.

In the last 10 years, primary sources of motivation for students in university is student exchange programs. The duration of recognizing and understanding different cultures and contributing to individual development through exchange programs is more effective than ever before. Using this study's findings, the connection LLL and recognizing, experiencing and understanding different cultures through the Erasmus+ program has been examined.

1.1. Problem Statement:

What are the lifelong learning tendencies levels of the students in the international exchange program (Erasmus+)?

1.1.1. Sub-Problems;

1) Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their

- a) gender
- b) nationality
- c) faculty
- d) class
- e) living away from the family
- f) roommate nationality
- g) reason for choosing the country
- h) intention of applying master/doctorate?

1.2. Importance of Research

This study aims to examine the LLL tendencies of Turkish and Foreign students who participated in the Erasmus+ exchange program in the 2021-2022 academic year and aims to compare the students with different variables. The literature is examined and realized that there is no similar study about the LLL tendencies of Erasmus students. For this reason, the purpose of this study is to contribute to the literature.

1.3. Assumptions

- 1) It is assumed that the individuals who participated in the research reacted the items in the questionnaire sincerely and in a way that reflects their real situation.
- 2) It was assumed that the data collection tools provided sufficient information to decide the LLL tendencies of Erasmus students.

1.4. Limitations

This research is limited to incoming and outgoing Erasmus students in the 2021-2022 academic year at the university included in the sample.

1.5. Definitions

Erasmus+ Exchange Program: It is an exchange program that provides student mobility within the framework of bilateral agreements between candidate countries and HEI in European Union countries.

National Agency: It is the national institution that was established to carry out the Education and Youth programs in the EU countries, organizes all education-related activities in their own countries, and acts as an intermediary between the European Commission and universities.

Lifelong Learning: The term "lifelong learning" refers to the different activities that people engage in with the aim of learning from "cradle to grave." "LLL encompasses all-purpose learning activities, whether formal, non-formal, or natural, that are continuous and conducted to develop knowledge, skills, and abilities within the framework of personal, social, and business life." (Commission of the European Communities, 2000: 7).

Chapter II

Literature Review

2.1. Lifelong Learning and Internationalization

Internationalization is one of the biggest challenges of the twenty-first century. During this transition period, the European Union's member states aimed to construct new programs and perform reform and development activities within the framework of a plan. Mobility growth and change may also be witnessed in higher education institutions. Internationalization has become a technique for obtaining acceptable levels of cross-cultural skills and efficacy for students and academic staff higher education. Students can gain experience in other nations and better prepare for their future occupations by living and learning in a new cultural, political, and economic context (Marcotte, Desroches & Poupart, 2007).

According to Yang (2002) the internationalization for higher education has been described as:

Internationalization refers to a institution's knowledge and operation of cultural exchanges between its research teaching, and responsibilities in service provision, with the eventual goal of fostering shared comprehension across cross-cultural understanding. Internationalization in a national higher education system makes reference to a conversation with those in other nations. Faculty and students who have been exposed to

global norms and practices should inspire their peers to learn more and be more successful. Faculty members and students who participate in international educational training contribute to a stronger global community. LLL helps improve the quality of the life by discovering passions, boost creativity, reduce boredom, open future opportunities and makes people to learn and achieve more. In LLL, learning is centered on doing, knowing, being, and living together.

The goal of study abroad programs was to internationalize students. Universities are made to change themselves and their curricula to send and accept students through study abroad programs. Internationalization is considered an extension of universities' longstanding commitment to study and knowledge sharing (Şahin, 2008).

2.1.1. Internationalization of Higher Education

Internationalization of higher education, as Jane Knight defines it, is “The idea of making postsecondary education more "global", "intercultural" or "international" in terms of the purposes. It has allowed us to see IoHE as a continuous process. It has facilitated a variety of understandings and enactments based on varied national and institutional settings by staying purposefully non-prescriptive. However, higher education institutes (HEIs) have abused the phrase for their purposes (Hunter, 2015).

We frequently see IoHE as an end in itself. We do not see it as improve the quality of research and teaching. Often, there is an overemphasis on quantitative outcomes: how

many students, agreements, flows, positions earned in rankings, and so on. This is related to an increasing emphasis in IoHE on economic rationales, the tendency toward privatization through income creation, and the requirement to place the institution according to international ranking factors. This is not to say that political, intellectual, and socio-cultural rationales are no longer significant; rather, they may lose ground or clash with economic interests. Finding the right balance is difficult (Hunter, 2015).

Knight (1993) describes IoHE as "the process of incorporating an intercultural / international component into the research, teaching, and service responsibilities of the institution."

It is seen in the literature that the causes of internationalization are defined in four basic categories. These are listed as economic, political, academic, and socio-cultural reasons. While the reasons affecting the IoHE such as technical assistance, foreign policy, peace, national security, national and regional identity, and mutual understanding are within the scope of political reasons; Economic reasons include widening and competing, the national demand for education, labor market, and financial incentives. When the socio-cultural reasons in the third group are examined, it can be mentioned that the role of research and education methods of universities in creating an intercultural awareness and competence, and the potential for individually changes will occur that academicians and students in an international environment socially. In the last group, there are academic reasons such as developing an intercultural and international approach in research and teaching, improving academic horizon, quality, compliance with international academic

standards, and university profile and status are becoming more dominant, especially with the increasing importance of international rankings (De Wit, 2002).

According to Knight (2004), internationalization in higher education is generally associated with the factors such as student-teaching staff exchange, the international area of education programs and teaching methods, and cooperation with international organizations.

According to Knight (2008), “the internationalization of higher education on a national, sectoral and institutional basis; is the process in which the purpose, function, and service of a higher education institution are integrated from the institutional and national level to an intercultural, international or global dimension”.

2.1.2. Internationalization of Higher Education in Europe

Institutes throughout the world cannot ignore the challenges and possibilities presented by higher education globalization. Higher education's international component is becoming increasingly significant as a consequence of globalization of the economy, job market needs, and rivalry for students, faculty, and financing. Internationalization strategies must be established and implemented consistently for each institution.

It is widely acknowledged that studying abroad is an essential method of internationalizing higher education. According to Teichler (1996), after higher education became a part of EC agendas in 1996, a study was conducted to examine the structure of student exchanges in the mid-1980s.

Most exchange programs in Western Europe are founded on networks of departments that collaborate on curricular topics, which add value to making the study term abroad a good academic experience and facilitating the acknowledgment of academic accomplishments abroad upon return. Second, most professionals in charge of study abroad programs emphasized that increased involvement in study abroad was more possible if not only institutions got grants for exchange programs (Şahin, 2008).

Wit (2002) outlines the historical progression as follows: Internationalization has appeared as a critical concern in the advancement of higher education.

Migration and short-duration study abroad for comprehensive studies were key elements in the 15th century when higher education was more widely available throughout Europe. Universities became de-Europeanized and nationalized because of the emergence of the nation-state. The Reformation and Counter-Reformation had a significant detrimental influence on mobility by the mid-16th century.

When the Cold War ended, the European Community engaged in member-state research and development cooperation projects. The 1980s saw significant advances in internationalization.

The transition from aid to trade in the UK and Australia; the advancement of European programs, research, and education; the growth of transnational education, as well as the prominence of internationalization into mission statements, strategic plans, and policy papers of higher education institutions, were all apparent symptoms of this trend. In 1987, the Erasmus Program introduced significant advances in collaboration and exchange within the European Union's higher education system. (Şahin, 2008).

2.1.3. Internationalization of Higher Education in Turkey

Simultaneously with Turkey's huge breakthrough in the field of higher education, its economic development and international recognition have been an important driving force in an increase in the number of international students and lecturers in Turkey.

On the other hand, the experience of the Bologna Process, which has been going on for many years, has increased the mobility in teaching staff and student exchange programs with European Union countries (Özer, 2017).

It can be seen that the Bologna Declaration includes priorities such as increasing scientific research capacity, increasing internationalization in higher education, and establishing quality control and accreditation systems at international standards.

Turkey was included in the Bologna Process, which is a significant practice in line with Turkey's higher education goals, with the 2001 Prague Meeting.

The internationalization strategy in terms of the Bologna Process brings some standards in the scope of higher education and making structural and non structural arrangements in many years is necessary.

This process includes principles such as harmonizing the tools regarding the content of higher education with the world and European countries, ensuring their comparability, transparency and competitiveness.

According to the diploma supplement of the internalization of higher education in Turkey for internalization policies which are included credit system, LLL, academic cultural richness, bilateral agreements, joint diploma European Higher Education Area, number of international students, selection exam, post-graduate stay in the country, and branch campus. According to the findings of this investigation, Turkey's higher education system maintains its international policies by implementing initiatives like the Bologna process, advancing its programs for international students and faculty members, and

conducting research on skilled personnel, cooperation, and alliances, the organization strives to achieve its goals. (Ericok, B., & Arastaman, G., 2022).

2.2. Bologna Process

The Sorbonne Declaration issued in 1998, set the groundwork for the Bologna Process. It was issued at the conclusion of a conference of the Education Ministers of Italy, England, France, and Germany at the Sorbonne. In 1999, the Bologna Declaration was signed and published by the Ministers of Higher Education representing 29 European nations, marking the official initiation of the Bologna Process. With this announcement, the Bologna Process's six key objectives were stated. These goals are create higher education diplomas or degrees that are similar to one another, to transition to a two-stage degree system in higher education as undergraduate and graduate degrees, to implement the European Credit Transfer System (ECTS), to secure and expand teacher and student mobility, and to establish a network of quality assurance systems in higher education.

The Bologna Process is an agreement between governments to increase international mobility (student, academician, etc.) (Süngü and Bayrakçı, 2010). Ensuring and broadening the mobility of students and educators are among the primary goals of the Bologna Process due to this rationale. In the Bologna process, It is not intended to create a consistent higher education system throughout the member nations' education systems. It is the goal of the process to make higher education systems similar and compatible with one another while keeping their particular qualities. It is intended to smooth the transfer

from one nation or higher education system to another, hence improving student and staff mobilities. (YÖK, 2010).

2.3. European Union Education Programs

Since their inception, EU Education programs that have undergone major modifications in terms of goals and structures, such as Socrates I-II, LLL, and Schreiner (2007) indicated that Erasmus+ have been given multiple names. The Lifelong Learning Program (LLP) is the most impactful of these initiatives, with "a major step in Europeanization of education from above" and the greatest number of beneficiaries: schools, instructors, students, families, etc. LLP aspires to accomplish a social integration that builds an information society under the auspices of the European Union as well as to promote more coherence between training and education initiatives and facilitate the implementation of LLL more effectively (Kesik & Beycioğlu, 2020).

According to Kısakürek (2006), in 1976, the Council of EU Education Ministers initiated the education action plan for the first time and the education action plan was implemented twice as 3+3 for three-year periods. Education action plans paved the way for laying the foundations of educational programs such as Eurydice, Arion, Lingua, and Erasmus (Çiftçi, 2012). Among these programs, Erasmus is the most closely related to higher education. The program has paved the way for academic staff and student mobility between EU member countries (Süngü, 2009).

EU Education programs have undergone multiple adjustments in terms of goals and frameworks, such as Socrates I-II (1995-2006), LLL (2007-2013), and Erasmus+ (2014-2020), which have been given different names. LLP is "a significant step towards Europeanization of education from above" (Schreiner, 2007, p. 7) and has the greatest impression regarding its large number of beneficiaries: schools, instructors, families, students, and etc.

The aim of the LLP is to foster social integration and promote an information society within Europe and the Union (Toygur, 2012). Additionally, it seeks to enhance the alignment between training and educational efforts while supporting the implementation of LLL more effectively (Schreiner, 2007, p. 7). There are four sub-programs by sector within the scope of this program, Programs under the scope of this initiative, the primary goal of which is to boost the EU's commitment to training and education (European Commission, 2011). The four sectoral sub-programs are Comenius (School Education), Erasmus (Higher Education), Leonardo da Vinci (Vocational Education), and Grundtvig (Adult Education).

Since 2014, a new program called Erasmus+ has been replaced with the LLP, which intends to build a one integrated program that brings most of the EU's programs together to have a more coherent, simply adaptable, and simple framework. Since 2004, Turkey has actively participated in EU Education Programs and has been involved in the process of aligning Turkish education policy with European standards and the system has been

substantially assured by educational programs aimed at improving educational quality (Kesik, & Beycioğlu, 2020).

2.4. Erasmus Programme

The European Community Action Program for Mobility of University Students started as a pilot student exchange program from 1981 to 1986. The Programme covered 11 countries (Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Netherlands, Portugal, Spain, and the United Kingdom) in 1987; It started to be implemented under the name “Erasmus Programme” (National Agency-Uluslararası Ajans, 2017).

Erasmus is a sophisticated program that provides options for mobility for students, academics, and administrative employees. The program began in 1987 and has continued to operate under the guidance of the so-called LLL Program. The program's major goals are to assist students in adapting to the demands of the EU-wide labor market by allowing them to develop specialized abilities such as gain work experience and language skills; to foster collaboration between higher education institutions and employers; and the aim is to foster the development of a group of highly skilled, open-minded, and globally experienced young European individuals who will become future professionals. (European Commission, 2013a).

2.4.1. Erasmus Plus Program (2014-2020)

Carried out between 2014- 2020, Erasmus+ program is a grant program covered by the EU in following fields; youth, education and sports. The Erasmus + Program aims gaining latest abilities and self-enlightenment, no matter what their educational background and age.

In 2014, the Erasmus+ Program was launched, which combines all EU initiatives in the fields of Education, Youth, and Sports under a single program (UA, 2017).

Erasmus Plus (formerly Erasmus for All), which brought together European Union education, youth, and sports activities, and provided mobility between 2014-2020, had a former Higher Education Erasmus Charter and currently actively participated in the European Union programs. It took place between institutions in the member states of the European Union, Iceland, Turkey, Macedonia, Liechtenstein, Norway, and Switzerland (Çetin, 2013).

With Erasmus Plus, which focuses on mobility, cooperation, and policy development, innovations are made in international education, internship, teaching, volunteering activities, and university and vocational school students, trainees, teachers, trainers, and youth workers can get advantage of these innovations (EAEA News, 2013).

The difference between Erasmus Plus from previous EU programs is, it is an integrated program that considers practices as basic activities, not separating them into educational areas (Çetin, 2013).

It can be seen in figure 1 that the activities under the Erasmus + Program got together under three Main Key Actions and two Special Actions (National Agency-Uluslararası Ajans, t.y.).

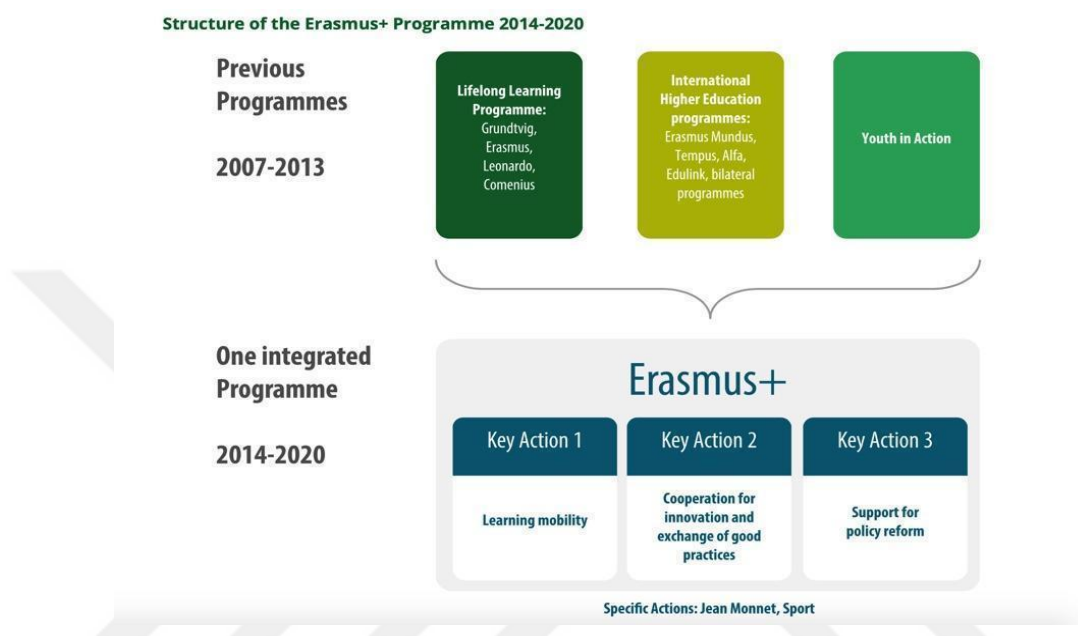


Figure 1. **Structure of the Erasmus+ Programme 2014-2020** (Source: ECA.)

2.4.1.1. Structure of The Erasmus+ Programme

The Erasmus+ Programme carries out the following steps in order to accomplish its goals: (European Commission, 2019)

2.4.1.1.1. Key Action 1 – Learning Mobility

Key Action 1 supports:

- Learner and staff mobility: It is a chance for young people, students, trainees, instructors, professors young people, youth workers, education institution personnel, and civil society organizations, to gain profession experience and learning in another nation.
- Erasmus Mundus Joint Master Degrees: Consortia of higher education institutions provide top-level integrated international study programs that they can provide full degree scholarship to the accomplished master degree students.

2.4.1.1.2. Key Action 2 – Cooperation for Innovation and The Exchange of Good Practices

This Key Action supports:

- Transnational Key Associations pointed to creating activities tending to one or more areas of instruction preparing and youth and advance development, trade of involvement, and know-how between diverse sorts of associations included in instruction, preparing, and youth or in other significant areas;
- Information Unions between higher instruction teach and endeavors which point to cultivate advancement, business, imagination, employability, information trade, and multidisciplinary educating and learning;

- Segment Aptitudes Collusions supporting the plan and conveyance of joint professional preparing educational programs, programs and educating and preparing strategies, drawing on proof of patterns in a particular financial segment, and abilities required in arrange to be able to perform in one or more proficient areas;

2.4.1.1.3. Key Action 3 – Support for Policy Reform

This Key Action supports:

- Information within the areas of instruction, preparing youth for evidence-based approach making and checking, in specific:
 - 1) The country specific and topical investigation, counting by participation with scholarly systems;
 - 2) Peer surveys and peer learning by the Open Strategy of Coordination in instruction, preparation, youth.
- Activities for approach advancement to fortify inventive approach improvement among partners and to empower open specialists to test the viability of inventive approaches by field trials depend on sound assessment techniques.
- Bolster to European arrangement devices to encourage straightforwardness and acknowledgment of aptitudes and capabilities, also the exchange of the credits, to cultivate

quality confirmation, back approval of informal and casual learning, aptitudes administration, and direction. This Activity moreover incorporates the back-to systems that encourage cross-European trades, the working and learning portability of citizens also the advancement of adaptable learning paths between diverse areas of instruction, preparation, youth;

- Partner exchange, approach, and Program promotion involving open specialists, suppliers, and partners within the areas of instruction, preparing and youth for raising mindfulness around European arrangement motivation, in specific Europe, 2020, Instruction and Preparing, 2020, the EU Youth Procedure, also the outside measurement of the European instruction, preparing and youth approaches. These exercises are fundamental to creating the partners' capacity to effectively back the execution of arrangements by fortifying the abuse of the Program comes about and producing an unmistakable affect.

2.4.2 Erasmus Plus Program (2021-2027)

Erasmus+ 2021-2027 is an EU initiative for training, education, sport, and youth that enriches lives and opens minds. Erasmus+ mobility benefits educational, social, personal, and professional development by improving understanding, abilities, and attitudes increasing work-readiness, promoting self-determination, stimulating interest and change, fostering to be able to understand others (European Commission, 2021).

As in the previous program periods, the program continues to support the learning mobility of tens of thousands of individuals, especially young people, students, teachers, education participants, and staff of all ages, and cross-border collaborations of institutions and organizations. Application details can be accessed in the Erasmus+ Program Guide, which is the main resource for individuals and institutions that can apply in the area of training, education, sports, and youth. During the Erasmus+ period, which covers 2021-2027 years, issues such as inclusion, digitalization, and the environment came to the fore. One of the main objectives of the program is to implement environmentally friendly and sustainability-based practices at every stage of their mobility to be included in the Erasmus+ Programme. It is underlined that the beneficiaries make environmentally friendly practices, from travel planning to materials to be used in activities. In the programme, beneficiary institutions are also expected to use digital tools and learning methods to increase interaction with their partners and improve learning and teaching. In addition to the emphasis on inclusion in order to increase access to the Program for institutions and individuals, the importance of taking measures to increase the participation of disadvantaged people in the programs is emphasized (National Agency- Ulusal Ajans, 2021).

Erasmus+ is reacting to big global problems in this new programming term by concentrating on three prime-concerns: becoming more inclusive, digital, and green. In terms of inclusion, the Commission cites to people who have less opportunity to participate in the program due to socioeconomic or geographic factors. People who dropped out of school early, are jobless, and are victims of exclusion and prejudice, also those who live in distant places, fall into this category. The Covid-19 dilemma has highlighted the importance of hastening the digital revolution, notably in education. The curriculum includes a "Digital Erasmus+" strand that prioritizes digital capability development, hybrid programs, and e-learning platforms. In the end, the program is under the EU Green Deal incorporates cross-cutting activities to aid in the ecological transition. It also focuses on expanding the engagement of young people in democratic life. (Euronovia, 2021)



Figure 2. Structure of the Erasmus+ Programme 2021-2027 (Source: Euronovia.)

The main priorities of the Erasmus + Program in the period 2021-2027: (European Commission, 2021)

- Inclusive Erasmus+: Inclusive Erasmus+: giving expanded chances to persons from diverse cultural, economic and social backgrounds, also those living in rural and isolated places.
- Digital Erasmus+: Erasmus+ will assist the development of digital skills in accordance with the Digital Education Action Plan. ETwinning will promote top-quality digital education and interchange, as well as encourage trainees in the digital sector, using platforms such as the School Education Gate and the European Youth Portal. Mixed/hybrid intense programs, will enable brief periods of physical mobility abroad to be supplemented by online learning and group work. The program's execution will be further digitized and streamlined with the launch of the European Student Card.
- Green Erasmus+: In accordance with the European Green Consensus, the initiative will provide financial incentives to participants who use environmentally friendly forms of transportation. It will also invest in programs that enhance environmental awareness and foster dialogue on climate change mitigation. Environmentally friendly and sustainable practices will be prioritized at all stages of Erasmus+ mobility.

- Erasmus+ for young people: DiscoverEU is becoming an essential component of Erasmus+, providing 18-year-olds with a train tour throughout Europe to learn about various cultures and meet European peers. Erasmus+ will also support new youth involvement initiatives to be able to participate in democratic life, to raise awareness of European principles and fundamental rights.

2.5. Lifelong Learning

LLL has emerged as a fundamental element of the education strategy employed by the EU. The aim of LLL is to support personal development by providing learning opportunities to individuals; Strengthening active citizenship via social integration learning and supporting goal attainment by enhancing economic well-being, capabilities, and ability in favor of job prospects. The concept of LLL encompasses all educational levels and forms. Educated people should be capable of keeping up with change, entrepreneurial, self-developing, and working with other people. Consequently, education systems have to go over the limits of conventional education understanding and addressing societal demands via LLL (Cansever, 2009).

UNESCO's International Commission for the Advancement of Education defines LLL as the continuous development of personal capabilities and knowledge related to job, employment, whether it is formal education, non-formal education, or individual learning. Based on this definition, all learning activities that take place anytime and anywhere, with or without purpose, can be called LLL (Chițîba, 2012).

The MoNE defines the concept of LLL on its LLL portal as “LLL is not limited to schools; that can take place at work, at home, every part in life. It was defined as it shows that learning can be continued without any barriers, in spite of social, age, education level, economic status.” (MoNE, n.d.)

Candy (2002) expressed LLL as a process in which individuals can apply the knowledge, values, and capabilities they have obtained in their lives by transferring them to their own lives. Antikainen (2001) on the contrary, defined LLL as a learning situation that continues throughout life, as well as a concept that affects the whole of one's life.

Since LLL exists in every area of individuals' lives, it is a process that includes their social, personal and professional development (Günüç, Odabaşı, & Kuzu, 2012).

Aspin and Chapman (2000) conveyed the thoughts of Gelphi, who is considered to be one of the oldest authorities in this field, on LLL as follows:

1. The individual's preparation for adult self-management,
2. The distribution of education across a person's life,
3. Education is provided through an individual's life experience.
4. Education finding identity with the whole of life.

In general, when all the definitions made for the concept in question are examined, it is understood that LLL covers both pre-school, school, and after-school periods

According to this, it can be said that LLL is a process that affects the whole life of individuals, as the name suggests (Çatal, 2019).

Candy (2003) summarizes all the explanations made for LLL with his definition as follows: LLL which provides the adaptation of the individual to the contemporary social environment, takes place together with concepts such as an uninterrupted education and adult education. It includes informal education together with formal education (Çatal, 2019).

LLL increases socialization, personal development, active citizenship, also competing and profession (Coşkun & Demirel, 2012). LLL is the ability of all segments of society to continuously benefit from the educational opportunities they may need throughout their lives. From the past to the present, the idea of eliminating the differentiation between young people, the education of children, the education of adults is explained with the philosophy of LLL (Bağcı, 2011).

LLL is a notion that entails developing and encouraging flexible learning techniques and opportunities for employees throughout time. The National Agency in Turkey announces and follows the Leonardo da Vinci, Erasmus, Comenius, Grundtvig, Jean Monnet, and Transversal projects in the European dimension, which aim to apply the LLL concept. The responsibility for educational growth is entrusted to the person under the notion of LLL. For employable persons, the individual, like a client, chooses the education that best meets her demands from the education and training market (Akbaş & Özdemir, 2002).

LLL provides 10 major advantages, such as (Nordstrom, 2008; Chiřiba, 2012):

- Enables in the full development of personal capabilities.
- It expands the intellect.
- Fosters an inquisitive, hungry mind.
- Expands our knowledge.
- Contributes to a better world.
- Assists people in adapting to change.
- Assists people in finding purpose in their life.
- Keeps us involved as active members of society.
- Assists us in making new acquaintances and developing meaningful relationships.
- Leads to a more fulfilling life of self-actualization.

2.5.1. The Importance and Purpose of Lifelong Learning

LLL is vital for adapting to new tasks, fulfilling job responsibilities, increasing job performance, and developing skills (Aspin & Chapman, 2001; Toprak & Erdoğan, 2012).

The concept of LLL in education systems is becoming more important day by day. LLL also helps us solve the problems we experience in our education system (Epçařan, 2013).

The understanding of LLL accepts that learning can be realized anywhere and anytime (Cořkun, 2009).

LLL, which is emphasized as a basic policy in Europe, is to establish a society that offers people equal opportunities to be able to receive quality education throughout their lives and to be able to establish an education system that takes into account the needs of individuals in society. Ensuring the adjustment of individuals to the rapidly changing the business and professional structures; To enhance the involvement of individuals in various aspects of contemporary life and equip them with the qualifications they need for this purpose (Gündoğan, 2003).

Organizations with a workforce with a high average LLL tendency can plan their future more clearly, optimize their systems to satisfy their clients' expectations today and in the future, and achieve their strategic goals (Cendon, 2018).

LLL focuses on human and knowledge elements. Scientific and technological developments increase the need for learning, increasing the importance of LLL today.

2.5.2. Lifelong Learning Policies in Turkey

LLL was established in Turkish culture that there are no time or place constraints for learning and that learning may occur at any point in a person's existence. Although, the idea of LLL has been examined in the past few years as a way within training and education paradigms in Turkey and other countries. Therefore, with the consent of the MoNE, the General Directorate of LLL Education system was implemented in Turkey in 2000 (Güleç et al., 2012). Related department is in charge of creating strategy, executing it, observing it, and assessing it in Turkey.

Furthermore, it engages in non-formal education initiatives to assist those who are unable to access formal education, has dropped out of school, or have graduated from the formal education in the fields of technical and vocational training (European Commission, 2020).

The State Planning Organization's 8th Five-Year Development Plan (DPT, 2001) describes the goals of LLL as follows: "Based on the recognition that education must be a continuous and global journey to foster the holistic development of individuals amidst rapid scientific, technological, social, and economic transformations, lifelong education aims to empower individuals to effectively navigate political, cultural, and economic shifts within society. In conclusion, lifelong education encompasses three major objectives. These are to issue individuals with opportunities for personal growth via LLL, to ensure economic success and achieve social integration."

According to Turkey LLL Strategy Paper proceed in 2009, LLL described that people whose participation to all the learning activities over the course of their lifetime is to enhance their knowledge, interests, capability and, skills with a personal, social and employment-related approach (MoNE, 2009: 7).

The National LLL Strategy Paper in the Period of 2014-2018 highlights the following problems to develop the effectiveness, competence of the LLL system (Lifelong Learning Strategy Paper, 2020):

- Fostering a culture of LLL and improving societal awareness
- Expanding possibilities and accessibility for LLL,
- Improving access to opportunities for LLL,

- Enhancing the lifelong counseling and guidance system,
- Enhancing the system's identification of first concern learning;
- Enhancing the lifetime learning observing and assessment system

According to this knowledge, LLL is regarded as a significant fact in Turkey and it is organized with the agreement of the MoNE.

2.5.3. European Union and Lifelong Learning

In 1996, UNESCO, OECD, and European Commission considered LLL as a social democracy project within the scope of the welfare reform under neoliberalism that they planned to prevent possible crises that may arise especially in England and other countries (Griffin 1999b: 432).

The aims of the 1996 European Year of LLL[with the influence of UNESCO and OECD policies] have been determined as follows (EC 2003: 4):

- General education should be open to all, without distinction between individuals. In addition, this education should increase students' self-learning abilities and prepare them for LLL.
- Vocational training should be encouraged so that all young people are qualified. This training should be a preliminary preparation for a smooth transition to the business life of young people.

In addition, this education should provide equal opportunities for men and women. It should be based on personnel development for people to adapt to the job market again.

- Continuing education and training should be encouraged, and education and training should be provided based on quality and transparency, in harmony with school education and pre-employment education, relevant to the new needs of society and the business world.

- Learning experiences should be developed for the benefit of groups who have so far benefited little or never from education and learning opportunities.

- There should be developed collaboration between education and training institutions and the world of the economy (especially small/medium-sized companies).

- The creativity of social classes should be increased and LLL opportunities should be provided throughout Europe for high employment and competitive economic development.

- Awareness of parents should be increased for the significance of training and education of young people and children in the perspective of LLL, and parents should be provided to play a more important role in this regard.

- Until full cooperation on education in Europe is achieved, mobility and mutual understanding should be promoted and awareness of the European Union and European

citizenship should be ensured. Language skills should be encouraged by paying particular attention to the compatibility of academic and professional recognition, diplomas, and qualifications with the system.

The basic criteria of LLL, which are deemed necessary for social cohesion, employability, and active citizenship in the information society, are stated by the European Commission as follows (EC 2007, p.3):

- 1) Interactions in the Native Language,
- 2) Interactions in a Foreign Language,
- 3) Use of Mathematics and Basic Skills in Science and Technology,
- 4) Numerical Skills,
- 5) Learning to Learn,
- 6) Cultivating Civic and Social Skills
- 7) Entrepreneurial Spirit
- 8) Cultural Understanding

In general, LLL has three main components of any learning situation; It includes the necessary resources (opportunities), individuals, and knowledge (the sum of cultural experiences). The purpose of these three components is to enable individuals to continue to develop themselves without hindering the personal development of others throughout their lives, to ensure the progress and economic welfare of the individuals in their country, to protect the health of biological and environmental systems, to serve their country without hindering others, to be aware that others have the right to create different communities

within the development of human communities. It is to enable them to gain the ability to organize in a way that will enable them to gain the skills of living, learning, and sharing (Akkuş, 2008).

In addition to the, formal and informal training and education provide general, vocational education, and training, LLL also includes learning that leads the individual to obtain knowledge and capabilities outside of educational institutions. In this context, aside from LLL, in schools and universities; It can be done at work, at home, or anywhere. It is not subject to any restrictions in terms of age, gender, socioeconomic status, and education level. LLL should be seen as a continuous and designated activity that supports the acquisition of knowledge, comprehending, and capabilities in a way that will lead to the social and professional success of whole humanity (MEGEP, 2007).

Kalen (1979) states the importance of LLL philosophy as follows (Akkuş, 2008: 4): A philosophy of LLL that incorporates the idea of people, society and education has been established for the first time in the Faure report. This report offered a positive view regarding inherent nature of humans and the ability of education to transform society. The desire to learn has a deep-rooted place in human nature and if the limitations caused by external factors are removed, the motivation to learn will provide the necessary motivation for LLL. The future society will be a learning society, and the culture of the future society will be 'scientific humanitarianism'. The report emphasizes that LLL if properly organized, has the capacity to enable every individual to participate fully in the future scientific-technological evolution. Lifelong education is democratic education. It is essential for a democratic society.

A person's abilities and potential are continually increased via the process of LLL. It increases the person's curiosity and interest in a positive way and s/he is interested in learning new information. Thus, it makes it possible for the ability of an individual to adapt to social and business-related developments making it effectual in every situation in life (Akkuş, 2008).

2.6. Related Studies

There are many studies which conducted research on LLL tendencies of the relevant study groups.

2.6.1. National Studies on LLL

According to Yılmaz's (2016) study "evaluating teachers' lifelong learning tendencies," 73 instructors demonstrated a substantial variation in LLL tendencies based on professional seniority. It has been observed that it favors professors with 11-15 years of professional and more than 20 years of experience. It has been established that instructors have a high proclivity toward LLL.

According to the study "LLL tendencies of teacher candidates studying in pedagogical formation program" by Gökyer, Bakcak, Cihangiroğlu, Koçak, and Yılmaz (2018), women teacher candidates had a greater degree of LLL tendencies than males by 719 aspiring teachers. The LLL tendencies of graduating aspiring teachers differ

considerably from those of third and fourth-grade aspiring teachers. graduating aspiring teachers aged 19-21 had lower levels of LLL tendencies than those aged 22, 24, 25, and above.

According to Demir-Başaran and Sesli's (2019) study "primary and middle school teachers' lifetime learning tendencies," 380 teachers had poor LLL tendencies. LLL tendencies among teachers exhibit variations based on factors such as educational level of service, gender, frequency of reading printed materials, and professional field. However, it is worth noting that professional experience or seniority does not appear to impact LLL tendencies in this context.

According to Şentürk, Duran's (2020) study "In a study conducted on 354 trainers in public education centers, examining the LLL tendencies of trainers in adult education, it was observed that there is a notable gender difference in the lack of regulation and lack of curiosity dimensions, favoring females in terms of LLL tendencies. The propensity to persist, which is a sub-factor of LLL tendencies, rises with age. Education level rises, perseverance level falls, and regulation skill rises. Trainers who did not acquire pedagogical training had a greater proclivity in the areas of motivation and tenacity. A difference was observed in the lack of learning regulation sub-dimension, specifically regarding the presence of a curriculum that is connected to their specific area of study, favoring those who responded "no" to the availability of such a curriculum.

According to Pesen's (2017) study "high school students' LLL tendencies," According to the responses of 466 students from various high schools in Siirt's central province, the participants demonstrated high levels of motivation and persistence in terms of their LLL tendencies. However, the subcomponents of lack of interest and lack of organization in learning were reported to be at a moderate level. There was a substantial difference in the females' proclivity for LLL.

According to Ayçiçek and Karafil's (2021) study "university students' lifelong learning tendency," 500 university students studying at a state university in Turkey determined that it differed depending on their gender, age, following advancements in ICT, faculty involvement, and participate in the activities such as conferences and panels which are held at the university.

2.6.2. International Studies on LLL

Kirby, Knapper, Lamon, and Egnatoff (2010) carried out a study called "Development of a Scale To Measure LLL" to measure LLL tendencies. In the study, a 14-item LLL disposition scale was developed and the study was carried out with 309 undergraduate and associate degree students. Differences in LLL tendencies were determined according to the program studied.

Adams (2007) carried out a study with 34 teacher candidates in the study of "LLL competencies and perceptions of senior teacher candidates in Australia" and found that teacher candidates' LLL competencies are high.

Woonsun (2014) carried out a study with 449 teachers to be able to examine the LLL skills of teachers working in Korea and concluded that the LLL tendencies of the employees who attended 34 in-service pieces of training were higher, in other words, in-service training increased their LLL tendencies.

Jovannova- Mitkavska and Hristovka (2011) studied 286 teachers in the study "Contemporary Teacher and Key Competencies for LLL". He identified the qualifications of contemporary teachers as cognitive skills, self-esteem, problem-solving skills, utilizing information and communication technologies, mathematics and language literacy, and experimental research ability.

Chapter III

Methodology

In this chapter, the research model, study group, data collection tools, data acquisition, data analysis, reliability analysis, and normal distribution analysis were explained.

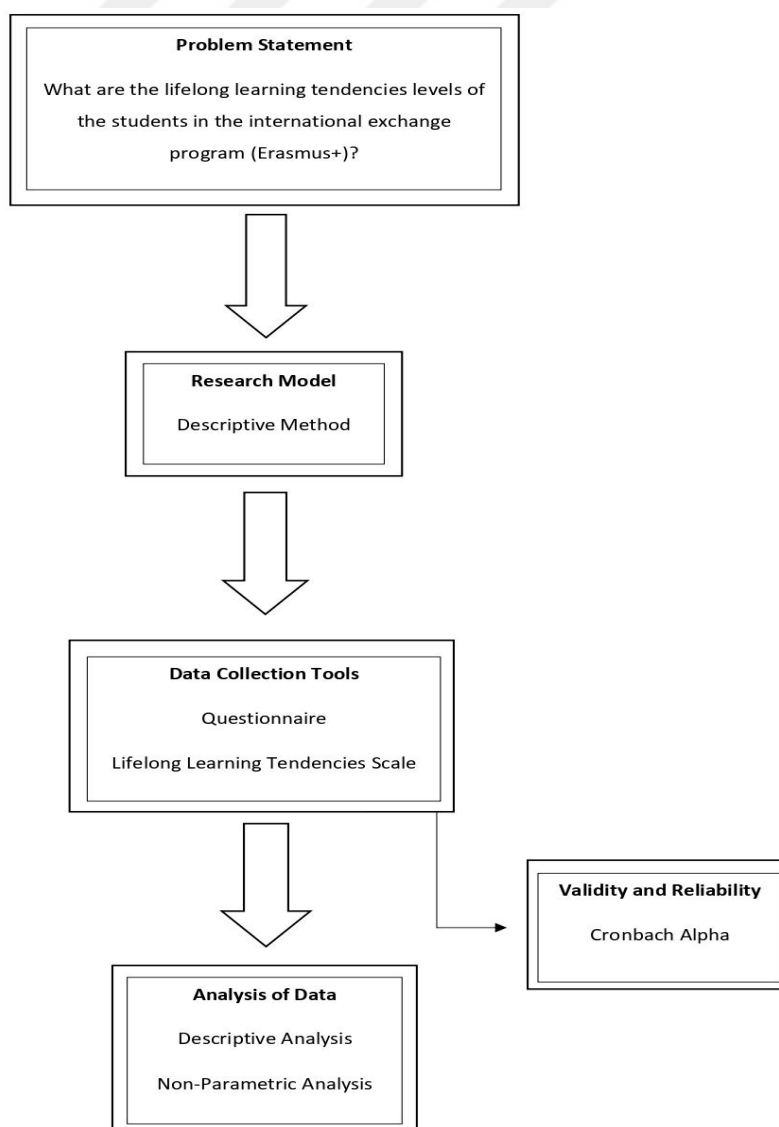


Figure 3. Research Model

3.1. Research Model

The research followed a quantitative research approach. The descriptive method was used as the research model.

In this study, descriptive method was used which was conducted to examine LLL Tendencies of Erasmus Students according to their gender, nationality, faculty, class, living away from the family, roommate nationality, reason for choosing the country, and master/doctorate application variables.

According to Karasar (2007), the descriptive model identifies the existing situation. The research approach in question is descriptive, aiming to answer the question of "what is it?" by providing a detailed and comprehensive understanding of the subject.

Descriptive research is a very suitable type of research to obtain a general perspective on the research topic. The research aimed to uncover the general characteristics of the examined sample by utilizing various statistical measures such as frequency distribution and mean values. Descriptive studies provide clues as to what to focus on in future descriptive research on the same topic.

In descriptive studies, quantitative data collection techniques are used if the researcher aims to provide a general-level description of specific features within a large sample. Descriptive research is research that includes describing the data obtained about the studied phenomenon or sample and describing its features. It is a very suitable type of

research to gain a general perspective on the research topic or to understand a phenomenon or situation in depth. In my research, descriptive research was utilized to investigate the LLL tendencies of the university students participating in the International Exchange Program (Erasmus+) regarding different variables. It is a type of research used to gain a general perspective on the examination of Erasmus students' LLL tendencies and to understand their tendencies in terms of gender, nationality, faculty, class, living away from the family, roommate nationality, reason for choosing the country, and master/doctorate application variables.

3.2. Study Group

University students in Istanbul who participated in Erasmus+ program and went abroad and also students who came to the university for Erasmus+ program consists of the participants who were included in the study. The sample was collected among undergraduate/graduate 40 Erasmus students in the academic year of 2021-2022, fall and spring semester.

3.3. Demographics of Study Group

A total of 40 students answered the data collection tools. The distributions of the students who participated the study are given in the table 3.1 below.

Table 3. 1. **Demographic Variables of Study Group***Gender*

	Frequency	Percent	Valid Percent
Female	28	70.0	70.0
Male	12	30.0	30.0
Total	40	100.0	100.0

Age

18-20	7	17.5	17.5
21-23	23	57.5	57.5
24-25	8	20.0	20.0
27-28	2	5.0	5.0
Total	40	100.0	100.0

Nationality

Czech	1	2.5	2.5
Dutch	2	5.0	5.0
French	2	5.0	5.0

Greek	1	2.5	2.5
Italian	1	2.5	2.5
Spanish	2	5.0	5.0
Turkish	25	62.5	62.5
Uzbek	2	5.0	5.0
German	3	7.5	7.5
Romanian	1	2.5	2.5
Total	40	100.0	100.0

GPA

2.37-2.60	7	17.5	17.5
2.67-3.00	6	15.0	15.0
3.05-3.37	8	20.0	20.0
3.40-3.70	8	20.0	20.0
3.71-4.00	9	22.5	22.5
I do not know	2	5.0	5.0
Total	40	100.0	100.0

Faculty

Faculty of Education	4	10.0	10.0
Faculty of Health Sciences	3	7.5	7.5
Faculty of Engineering	7	17.5	17.5
Faculty of Arts and Sciences	5	12.5	12.5
Faculty of Fine Arts	1	2.5	2.5
Faculty of Commerce	4	10.0	10.0
Faculty of Pharmacy	1	2.5	2.5
Faculty of Communication	4	10.0	10.0
Faculty of Economics and Administrative Sciences	7	17.5	17.5
Faculty of Law	3	7.5	7.5
Graduate School of Social Sciences	1	2.5	2.5
Total	40	100.0	100.0

Department

Journalism	1	2.5	2.5
International Business and Trade	1	2.5	2.5
Physiotherapy and Rehabilitation	3	7.5	7.5
Pharmacy	1	2.5	2.5
Industrial Engineering	2	5.0	5.0
Information Systems and Technologies	3	7.5	7.5
Radio, Television and Cinema	1	2.5	2.5
Genetics and Bioengineering	1	2.5	2.5
Translation and Interpreting Studies	1	2.5	2.5
Civil Engineering	1	2.5	2.5
Political Science and International Relations in French	2	5.0	5.0
Chemical Engineering	1	2.5	2.5

Political Science and International Relations in English	5	12.5	12.5
Computer Engineering	1	2.5	2.5
Guidance and Psychological Counseling	2	5.0	5.0
Advertising Design and Communication	2	5.0	5.0
Law	3	7.5	7.5
History	1	2.5	2.5
Philosophy	2	5.0	5.0
Psychology	1	2.5	2.5
English Language Teaching	2	5.0	5.0
MBA	1	2.5	2.5
Mechanical Engineering	1	2.5	2.5
English Language and Literature	1	2.5	2.5
Total	40	100.0	100.0

Class

2nd grade	8	20.0	20.0
3rd grade	10	25.0	25.0
4th grade	19	47.5	47.5
5th grade	1	2.5	2.5
Master's Degree	2	5.0	5.0
Total	40	100.0	100.0

Language Of Instruction

English	36	90.0	90.0
French	2	5.0	5.0
Turkish	2	5.0	5.0
Total	40	100.0	100.0

Abroad Experience

Yes	24	60.0	60.0
No	16	40.0	40.0
Total	40	100.0	100.0

Abroad Stay Time

1-2 weeks	4	10.0	10.0
2 weeks - 1 month	3	7.5	7.5
1-3 months	5	12.5	12.5
3-6 months	5	12.5	12.5
6 months - 1 year	1	2.5	2.5
1 year or more	5	12.5	12.5
Never	16	40.0	40.0

1 week or less	1	2.5	2.5
Total	40	100.0	100.0

Living Apart From Family

Yes	25	62.5	62.5
No	15	37.5	37.5
Total	40	100.0	100.0

Country Preference

Germany	1	2.5	2.5
The Netherlands	11	27.5	27.5
Spain	4	10.0	10.0
Poland	1	2.5	2.5
Turkey	15	37.5	37.5

Austria	2	5.0	5.0
Hungary	1	2.5	2.5
Belgium	1	2.5	2.5
Latvia	1	2.5	2.5
Finland	1	2.5	2.5
France	1	2.5	2.5
Sweden	1	2.5	2.5
Total	40	100.0	100.0

*Foreign Nationality
Roommate*

Yes	24	60.0	60.0
No	16	40.0	40.0
Total	40	100.0	100.0

Benefited From The Program

Yes	40	100.0	100.0
-----	----	-------	-------

Recommending The Program

Yes	40	100.0	100.0
-----	----	-------	-------

The Reason For Choosing The Country

	N	Percent	Percent of Cases
Quality of Life	25	25.8%	62.5%
Economic	9	9.3%	22.5%
Cultural	22	22.7%	55.0%
Quality of Education	13	13.4%	32.5%
Features of the University	14	14.4%	35.0%

	Features of the History	14	14.4%	35.0%
	Total	40	100.0%	242.5%
<i>Established Effective Communication</i>				
	Yes	32	80.0	80.0
	Uncertain	7	17.5	17.5
	No	1	2.5	2.5
	Total	40	100.0	100.0
<i>Master/Doctorate Application Intention</i>				
	Yes	30	75.0	75.0
	No	10	25.0	25.0
	Total	40	100.0	100.0

According to table 3.1, the gender ratio of Erasmus students participating in the study was calculated as 70% female and 30% male. Accordingly, the female participants' number is higher. The age ratio of Erasmus students participating in the study was calculated as

%17.5 18-20 years old, %57.5 21-23 years old, %20.0 24-25 years old, %5.0 27-28 years old. Accordingly, the ratio of 21-23 years old participants participating in the study is higher. The nationality ratio of Erasmus students participating in the study was calculated as %2.5 Czech, %5.0 Dutch, %5.0 French, %2.5 Greek, %2.5 Italian, %5.0 Spanish, %62.5 Turkish, %5.0 Uzbek, %7.5 German, and %2.5 Romanian. According to the nationality ratio, it was found that Turkish students constitute a large part of the study group as 25 students. The GPA ratio of Erasmus students participating in the study was calculated as %17.5 2.37-2.60, %15.0 2.67-3.00, %20.0 3.05-3.37, %20.0 3.40-3.70, %22.5 3.71-4.00, %5.0 I do not know. According to the GPA ratio, it was found that the students who have got 3.71-4.00 GPA are higher in the study group as 9 students. The faculty ratio of Erasmus students participating in the study was calculated as %10 Education, %7.5 Health Sciences, %17.5 Engineering, %12.5 Arts and Sciences, %2.5 Fine Arts, %10 Commerce, %2.5 Pharmacy, %10 Communication, %17.5 Economics and Administrative Sciences, %7.5 Law, %2.5 Graduate School of Social Sciences. According to the faculty ratio, it was found that the majority of the Erasmus students are from both the Engineering and the Economics and Administrative Sciences faculties. 7 students from each faculty participated. The department ratio of Erasmus students participating in the study was calculated as %2.5 journalism, %2.5 international business and trade, %7.5 physiotherapy and rehabilitation, %2.5 pharmacy, %5.0 industrial engineering, %7.5 information systems and technologies, %2.5 radio, television and cinema, %2.5 genetics and bioengineering, %2.5 translation and interpreting studies, %2.5 civil engineering, %5.0 political science and international relations in french, %2.5 chemical engineering, %12.5 political science and international relations in english, %2.5 computer engineering, %5.0 guidance and psychological

counseling, %5.0 advertising design and communication, %7.5 law, %2.5 history, %5.0 philosophy, %2.5 psychology, %5.0 english language teaching, %2.5 mba, %2.5 mechanical engineering, and %2.5 english language and literature. According to the department ratio, it was found that the majority of the Erasmus students are from political science and international relations in the English department. 5 students from the relevant department participated in the study. The class ratio of Erasmus students participating in the study was calculated as %20.0 2nd grade, %25.0 3rd grade, %47.5 4th grade, %2.5 5th grade, and %5.0 master's degree. According to the class ratio, it was found that the majority of the Erasmus students are from the 4th grade. 19 students from the 4th grade participated in the study. The language of instruction ratio of Erasmus students participating in the study was calculated as %90.0 English, %5.0 French, and %5.0 Turkish. According to the language of instruction ratio, it was found that the majority of the Erasmus students take their courses in English. 36 students from different departments take their courses in English. The abroad experience ratio of Erasmus students participating in the study was calculated as %60.0 of the students responded as "yes" and %40.0 of the students responded as "no". According to the abroad experience ratio, it was found that the majority of the Erasmus students had gone abroad before their Erasmus+ exchange program experience. 24 students have gone abroad before Erasmus+ program. The abroad stay time ratio of Erasmus students participating in the study was calculated as %10.0 1-2 weeks, %7.5 2 weeks-1 month, %12.5 1-3 months, %12.5 3-6 months, %2.5 6 months, 1 year, %12.5 1 year or more, %40.0 never, %2.5 1 week or less. According to the abroad stay time ratio, it was found that the majority of the Erasmus students had gone abroad and stayed there for 3-6 months before Erasmus+ program. 8 students had gone abroad and

stayed there for 3-6 months. The living apart from family ratio of Erasmus students participating in the study was calculated as %62.5 of the students responded as “yes” and %37.5 of the students responded as “no”. According to the living apart from family ratio, it was found that the majority of the Erasmus students lived apart from their families before Erasmus+ program. 25 students lived apart from their families before. The country preference ratio of Erasmus students participating in the study was calculated as %2.5 Germany, %27.5 The Netherlands, %10.0 Spain, %2.5 Poland, %37.5 Turkey, %5.0 Austria, %2.5 Hungary, %2.5 Belgium, %2.5 Latvia, %2.5 Finland, %2.5 France, and %2.5 Sweden. Since the study has sent both the national and international students who are studying in the university. 15 International Erasmus+ students who came to the university in Istanbul make up the majority of this chart. For the national students the majority of the country preference is The Netherlands where 11 students had gone for the Erasmus+ program. The foreign roommate ratio of Erasmus students participating in the study was calculated as %60.0 of the students responded as “yes” and %40.0 of the students responded as “no”. According to the foreign roommate ratio, it was found that the majority of the Erasmus students lived with foreign roommates in the room where they live in the Erasmus+ program. Getting benefit from the program ratio of Erasmus students participating in the study was calculated as %100.0 of the students responded as “yes”. According to the result, it seems that all the participants agreed that they benefited from the Erasmus+ program. Recommending the program ratio of Erasmus students participating in the study was calculated as %100.0 of the students responded as “yes”. According to the result, it seems that all the participants agreed that they would like to recommend the Erasmus+ program to other students. The reason for choosing the country

ratio of Erasmus students participating in the study was calculated as %62.5 quality of life, %22.5 economic, %55.0 cultural, %32.5 quality of education, %35.0 features of the university, and %35.0 features of the history. According to the reason for choosing the country ratio, it was found that the majority of the Erasmus students indicated that the quality of life was the reason for choosing the country. Establishing an effective communication ratio of Erasmus students participating in the study was calculated as %80.0 of the students responded as “yes”, %17.5 of the students responded as “uncertain”, and %2.5 of the students responded as “no”. According to the results, it was found that the majority of the Erasmus students indicated that they established effective communication. The master/doctorate application intention ratio of Erasmus students participating in the study was calculated as %75.0 of the students responded as “yes” and %25.0 of the students responded as “no”. According to the results, it was found that the majority of the Erasmus students indicated that they would like to apply for the master or doctorate program in the future.

3.4. Data Collection Tools

The Lifelong Learning Scale was applied as a data collection tool in the study. The scale was applied in an electronic environment via email and google forms.

Data collection tools consisting of personal information, Information Questionnaire for Erasmus Exchange Students, Lifelong Learning Scale, varies according to the parts to be answered by the participant group.

The questionnaire is applied to the students electronically and it includes two parts. In the first part, the personal information about the respondents is collected. It consists of 18 questions in total. The second part consists of Likert-type questions.

The LLL Tendency scale was developed by Diker-Coşkun (2009) to measure the LLL tendencies of university students. This 6 point likert scale involves 27 items. 6 point likert contains suits very much, suits partially, suits merely, does not suit merely, does not suit partially and does not suit at all. The lowest score that can be obtained from the first three dimensions of the scale is (6x1) 6, the middle score (6x3.5) 21, and the highest score (6x6) 36. The last dimension, lack of curiosity, was determined as the lowest (9x1) 9, the middle (9x3.5) 31.5, and the highest (9x9) 81 points. In the general average of the scale, the minimum score that can be obtained from the scale (27x1) was 27, the middle score (27x3.5) was 94.5, and the highest score (27x6) was 162 (Diker-Coşkun and Demirel, 2009).

The score limits used in the interpretation of the options in the scale are given in Table 3.2.

Table 3. 2. Level of Participation in the Lifelong Learning Tendency Scale

Score Range	LLL Scale
1,00-1,83	Does not suit at all (1)

1,84-2,67	Does not suit partially (2)
2,68-3,50	Does not suit merely (3)
3,51-4,33	Suits merely (4)
4,34-5,17	Suits partially (5)
5,18-6,00	Suits very much (6)

According to Table 3.2. It has been made "continuous" in order to interpret the results obtained statistically in order to determine the participation levels of the students participating in the research.

3.5. Analysis and Interpretation of Data

After the data collection tool, which was prepared to collect data from private university students who participated in the Erasmus+ exchange program in the 2021-2022 academic year, the data was analyzed using the SPSS 25.0 Statistics program. To determine students' LLL tendencies, descriptive analysis and non-parametric statistics were applied. In the research, the obtained data was analyzed using descriptive analysis methods. In this context, analysis of the research data was performed with research problems. Non-parametric approaches are commonly utilized for analyzing data that does not meet the distributional requirements of parametric methods. These non-parametric approaches are preferred when dealing with skewed data, even though data transformations can sometimes render the data suitable for parametric analyses. (Altman & Bland, 2009).

3.6. Analysis of Data

The analysis program was used to analyze the data which the data was obtained in the research. In the analysis of the research data, firstly, the frequency analysis method was conducted for the socio-demographic characteristics of the respondents. Reliability analysis was applied to the LLL scale which was used in the research. It was concluded by the normality test that the data obtained in the study were suitable for non-parametric tests. Finally, Mann-Whitney U and Kruskal-Wallis analyses were implemented to see whether there was a difference between research variables.

3.7. Reliability Analysis of Lifelong Learning Scale

The higher the reliability of a test or scale, the higher the reliability of the data to be obtained. The data obtained with an unreliable scale is worthless because it is impossible to interpret these results if the results are different when the same test is applied on different people at different times (Coşkun vd., 2015: 124). The most common method used in reliability analysis is Cronbach's Alpha. The Cronbach's Alpha value calculated for the sum of each variable varies between "0" and "1". If the alpha value is between 0.60 and 0.80, the reliability is good; If it is between 0.80 and 1.00, it is stated that the reliability is high (Kozak, 2015: 146).

In order to test the reliability of the LLL scale, reliability analysis was applied and the Cronbach's Alpha values of the scale were calculated. The results of the analysis regarding the reliability of the LLL scale is given in Table 3.3.

Table 3. 3. **Reliability Analysis of Lifelong Learning Scale**

Cronbach's Alpha		
Cronbach's Alpha	Based on Standardized Items	N of Items
.805	.798	27

As can be seen in Table 3.3, as a result of the reliability analysis, Cronbach's Alpha was found to be 0.805. If the alpha value is between 0.60 and 0.80, the reliability is good; If the alpha value is between 0.80 and 01.00, the reliability is considered high (Kozak, 2015: 146) Since the reliability analysis of the LLL Scale is ($0.805 > 0.80$), it is seen that the reliability of the scale is high.

3.8. Normal Distribution Test of Lifelong Learning Scale

Kolmogorov-Smirnov and Shapiro-Wilk tests were used to analyze whether the LLL scale was normally distributed.

The fact that the level of significance in the results of the tests is above 0.05, indicates that the data is in a normal distribution (Ural and Kılıç, 2013: 287).

Table 3. 4. **Kolmogorov-Smirnov and Shapiro-Wilk Test**

Kolmogorov-Smirnov ^a	Shapiro-Wilk
---------------------------------	--------------

	Statistic	df	Sig.	Statistic	df	Sig.
Lifelong	.163	40	.009	.892	40	.001
Learning						

Kolmogorov-Smirnov and Shapiro-Wilk tests on the LLL scale shows the result in the Table 3.4. According to the test results ($p: 0.00$; $p>0.05$), it was determined that the scale form did not comply with the normal distribution. For this reason, non-parametric tests were applied to the scale form.

Table 3. 5. Skewness The Symmetry of a Distribution Test

		Statistic	Std. Error
Lifelong	Skewness	-1.302	.374
Learning	Kurtosis	4.414	.733

"Skewness The symmetry of a distribution is measured; in most cases, it is compared to a normal distribution. A positively skewed distribution has few large values and long tails to the right, whereas a negatively skewed distribution has few tiny values and long tails to the left. Skewness values outside of the range of -1 to +1 indicate a significantly skewed distribution." (Hair, Black, Babin, and Anderson, 2013). According to Hair, J. F.,

Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2013) the data within the range of -1 to +1 have a normal distribution.

It was determined that the scale form did not comply with the normal distribution. For this reason, non-parametric tests were applied to the scale form.



Chapter IV

Findings

In this section, the findings related to the problem statement and sub-problems are included.

4.1. Findings Related to The Problem Statement

The problem statement of the research is “What are the lifelong learning tendencies levels of the students in the international exchange program (Erasmus+)?” aimed at obtaining results related to the question. For this reason, firstly, the general descriptive findings related to the LLL tendencies of the students were explained, and then the findings on the dimensions of motivation, persistence, lack of self-regulation and lack of curiosity, which constitute LLL tendencies, were given.

4.1.1. Erasmus Students’ Levels of Lifelong Learning

The arithmetic mean and standard deviation values of the LLL Scale are given in the table 4.1, table 4.2 and 4.3.

Table 4. 1. Erasmus Students’ Levels of Lifelong Learning Tendencies

	N	Min.	Max.	Mean	Std. Deviation
Total Scale	40	36.00	105.00	80.65	11.99

In general, when the scores acquired from the LLL scale are examined, it is found that the lowest score (36.00) and the highest score (105.00), and the scale mean ($\bar{X}$ = 80.65).

Table 4. 2. Erasmus Students' Levels of Lifelong Learning Tendencies According to Sub-Dimensions

	N	Min.	Max.	Mean	Std. Deviation
Motivation	40	6.00	20.00	10.55	3.68
Persistence	40	6.00	30.00	13.60	5.49
Lack of self-regulation	40	11.00	30.00	23.77	5.14
Lack of curiosity	40	10.00	45.00	32.72	8.29

When the LLL tendencies of Erasmus students are examined, the highest average is in the "lack of curiosity" sub-dimension " ($\bar{X}$ =32.72), and the lowest average is in the "motivation" ($\bar{X}$ =10.55) sub-dimension". When looking at the other dimensions, it is seen that the "persistence" average is ($\bar{X}$ =13.60), and the "lack of self-regulation" average is ($\bar{X}$ =23.77). It can be seen that Erasmus students' curiosity and motivation level on LLL is not high.

Table 4. 3. Arithmetic Mean and Standard Deviation Values of Erasmus Students' Levels of Lifelong Learning

	N	Mean	Std. Deviation
To improve myself develop new knowledge and skills in different areas is just for me	40	1.7250	.78406
If I believe that it will provide personal development I could learn easily all kinds of information	40	1.7250	.71567
One of my highest priorities in life is continuously gaining new knowledge and skills to provide personal progress in.	40	1.6500	.86380
Even though sufficient financial means, I would continue to gain new knowledge and skills for personal development.	40	1.5000	.71611
To learn new things is a passion for me.	40	1.8500	.97534
I am more enthusiastic than my friends about learning about new knowledge and skills.	40	2.1000	1.00766
I'd like to spend in order to learn to do research in a large portion of my time.	40	2.6750	1.02250
Even if I have busy program I (could) create my own opportunities to learn new knowledge and skills.	40	2.2000	1.18105
In order to learn new knowledge and skills, I spread the share of private spending.	40	2.3000	1.20256
Without any necessity, I will spontaneously strive for new knowledge and skills.	40	2.0000	.96077
When performing my primary goals I could try to gain new knowledge and skills that are not related to them.	40	2.3250	1.16327
Even if a difficult and complex issue that I've learned, I efforts to find the best possible way.	40	2.1000	1.05733
Subjects that are unrelated to my profession, I do not believe will be good for me to win new knowledge and skills.	40	4.0000	1.26085

To provide only personal progress, gain new knowledge and skills inconstantly is meaningless to me.	40	3.8500	1.27199
I don't care the contributions of my learning process people around me.	40	4.1750	.95776
I don't use the sources of information (book, internet etc.) that is related to my profession except in cases of compulsory.	40	4.2000	1.13680
I think I will have a trouble to learning a new skill or information that I encountered.	40	3.7000	1.13680
My self-evaluation of what I have learned prevents me from learning new topics.	40	3.8500	1.05125
If I m not in a obligation (exams, projects etc) I do not want to lose my time by doing research.	40	3.9250	1.26871
I would prefer to spend time with my loved ones instead of to spend my personal development.	40	3.2250	.97369
If I am not responsible for what I have learned (if I do not have exams, etc.), I do not need to endeavor to complete my deficiencies.	40	3.8000	1.22370
I think that unless it is necessary it would be a waste of time for me to attend courses and seminars just to learn new things.	40	4.1750	1.05945
I don't spend the time to learn a topic for I'm just curious.	40	4.0750	1.20655
I think libraries are boring places.	40	4.2000	1.24447
I prefer to interested with my hobbies instead of make an effort to learn new things except for compulsory situations.	40	3.1250	1.18078
I wouldn't want to endeavor to learn new knowledge and skills if it would make me distressed.	40	2.9500	1.31948
Feeling forced to learn new knowledge and skills constantly that bothers me.	40	3.2500	1.27601

When looking at table 4.3 the ones with the highest average are the expressions "I don't use the sources of information (book, internet etc.) that are related to my profession except in cases of compulsory." and "I think libraries are boring places.". with an average of 4.20. It is seen that there is a tendency at the level of "suits merely". The one with the lowest average is the expression "Even though sufficient financial means, I would continue to gain new knowledge and skills for personal development." with an average of 1.50. It is seen that there is a tendency at the level of "do not suit at all".

The main objective of this study is to determine the level of LLL tendencies of Erasmus+ exchange students. The arithmetic mean of the scores of Erasmus students from the scale of LLL tendencies is below ($\bar{X}=80,65$) according to the middle score (94,5) of the scale. Accordingly, it can be said that the LLL tendencies of the students are low. It is thought that students are not willing enough to participate in LLL and related activities, have difficulties in organizing and maintaining LLL activities, and curiosity, which is an important determining decisive of motivation in LLL, is not found in a student as a very distinctive feature.

4.2. Findings Related to the First Sub-Problem

The first sub-problem of the research is "Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their gender?" aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies

of the students were given, and then these findings were compared and interpreted according to gender.

4.2.1. Findings Related to Lifelong Learning Tendency Levels of Students by Gender Variable

Table 4.4. shows the t-test results of the total mean scores and standard deviations of Erasmus students regarding LLL tendencies by gender.

Table 4. 4. Lifelong Learning Tendency Levels of Erasmus Students by Gender Variable

	Gender	N	Mean	Sum of Ranks
Lifelong	Female	28	23.34	653.50
Learning	Male	12	13.88	166.50
	Total	40		

When Table 4.4. is examined, it is seen that the mean of LLL tendencies of female Erasmus students ($\bar{X} = 23.34$) and the mean of LLL tendencies of male Erasmus students ($\bar{X} = 13.88$). It shows that girls have a higher LLL tendency than boys.

Table 4. 5. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Gender Variable

	Gender	N	Mean	Sum of Ranks	U	Z	P
motivation	Female	28	19.54	547.00			

	Male	12	22.75	273.00			
	Total	40			141.000	-.801	.423
persistence	Female	28	21.07	590.00			
	Male	12	19.17	230.00			
	Total	40			152.000	-.474	.635
lack of self- regulation	Female	28	22.86	640.00			
	Male	12	15.00	180.00			
	Total	40			102.000	-1.957	.050
lack of curiosity	Female	28	22.34	625.50			
	Male	12	16.21	194.50			
	Total	40			116.500	-1.523	.128
Total	Female	28	23.34	653.50			
	Male	12	13.88	166.50			
	Total	40			88.500	-2.352	.019

The Mann Whitney U test was carried out regarding the LLL levels of the participants according to the gender variable. The results of the analysis are shown in Table 4.5 When the table 4.5 was examined, it was determined that the LLL levels of the participants differed according to the gender variable ($p < 0.05$). It is seen that the female students' LLL tendencies are higher than the male students'. When analyzing the total scores of LLL tendencies among Erasmus students based on the gender variable in the study, it was recognized that ($p = .019$) LLL tendencies of female students are higher than male students. On persistence, lack of self regulation and lack of curiosity dimensions, it is seen that female students have a higher level than male students but on motivation dimension it is seen that male students have a higher level than female students.

4.3. Findings Related to the Second Sub-Problem

The second sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their nationality?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to nationality.

4.3.1. Findings Related to Lifelong Learning Tendency Levels of Students by Nationality Variable

Table 4.6. shows the total mean scores of Erasmus students regarding LLL tendencies by nationality.

Table 4. 6. Lifelong Learning Tendency Levels of Erasmus Students by Nationality Variable

	Nationality	N	Mean Rank
Lifelong Learning	Czech	1	3.00
	Dutch	2	24.50
	French	2	22.75
	Greek	1	4.50
	Italian	1	24.00
	Spanish	2	20.00
	Turkish	25	22.48
	Uzbek	2	3.25
	German	3	26.33
	Romanian	1	6.50
	Total	40	

When Table 4.6. is examined, it is seen that the lowest mean of LLL tendencies of nationality variable is Czech Erasmus student ($\bar{X} = 3.00$) and the highest mean of LLL tendencies of nationality variable is German Erasmus students ($\bar{X} = 26.33$). It shows that German students have a higher LLL tendency than other nationalities and Czech student has a lower LLL tendency than other nationalities.

Table 4. 7. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Nationality Variable

	Nationality	N	Mean	Kruskal-Wallis H.	P
motivation	Czech	1	14.00		
	Dutch	2	16.00		
	French	2	23.00		
	Greek	1	10.00		
	Italian	1	10.00		

	Spanish	2	23.25		
	Turkish	25	21.54		
	Uzbek	2	25.50		
	German	3	22.67		
	Romanian	1	4.00		
	Total	40		5.136	.822
persistence	Czech	1	24.00		
	Dutch	2	29.25		
	French	2	22.50		
	Greek	1	11.50		
	Italian	1	5.00		
	Spanish	2	20.00		
	Turkish	25	21.54		
	Uzbek	2	16.00		
	German	3	17.50		
	Romanian	1	13.00		
	Total	40		4.770	.854
lack of	Czech	1	6.50		
self-	Dutch	2	37.50		
regulation	French	2	15.75		
	Greek	1	3.00		
	Italian	1	28.50		

	Spanish	2	15.75		
	Turkish	25	21.40		
	Uzbek	2	3.50		
	German	3	21.50		
	Romanian	1	37.50		
	Total	40		15.688	.074
lack of curiosity	Czech	1	7.50		
	Dutch	2	19.25		
	French	2	22.00		
	Greek	1	24.50		
	Italian	1	35.50		
	Spanish	2	23.50		
	Turkish	25	20.88		
	Uzbek	2	6.25		
	German	3	27.50		
	Romanian	1	6.00		
	Total	40		8.831	.453

The Kruskal-Wallis H test was carried out regarding the LLL levels of the participants according to the nationality variable. The results of the analysis are given in Table 4.7. When table 4.7 was examined, it was concluded that the LLL levels of the participants did not differ according to the nationality variable ($p>0.05$). According to

Table 4.7. no significant difference was found in the perseverance, motivation, lack of self regulation and lack of curiosity dimension regarding nationality variable ($p > 0.05$).

4.4. Findings Related to the Third Sub-Problem

The third sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their faculty?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to faculty.

4.4.1. Findings Related to Lifelong Learning Tendency Levels of Students by Faculty Variable

Table 4.8. shows the total mean scores of Erasmus students regarding LLL tendencies by faculty.

Table 4. 8. Lifelong Learning Tendency Levels of Erasmus Students by Faculty Variable

	Faculty	N	Mean Rank
Lifelong Learning	Education	4	28.00
	Health Sciences	3	19.33
	Engineering	7	18.79
	Arts and Sciences	5	22.30
	Fine Arts	1	24.00
	Commerce	4	17.13

Pharmacy	1	30.00
Communication	4	7.75
Economics and Administrative Sciences	7	23.64
Law	3	19.33
Graduate School of Social Sciences	1	30.00
Total	40	

When Table 4.8. is examined, it is seen that the lowest mean of LLL tendencies of faculty variable belongs to Faculty of Communication Erasmus students ($\bar{X}=7.75$) and the highest mean of LLL tendencies of faculty variable belongs to Faculty of Pharmacy and Graduate School of Social Sciences Erasmus students ($\bar{X}=30.00$). It shows that Faculty of Pharmacy and Graduate School of Social Sciences students have a higher LLL tendency than other faculties and Faculty of Communication students have a lower LLL tendency than other faculties.

Table 4. 9. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Faculty Variable

	Faculty	N	Mean	Kruskal-Wallis H.	P
motivation	Education	4	22.00		
	Health Sciences	3	21.83		
	Engineering	7	14.43		
	Arts and Sciences	5	29.10		
	Fine Arts	1	10.00		
	Commerce	4	29.88		

	Pharmacy	1	29.00	
	Communication	4	19.00	
	Economics and	7	19.36	
	Administrative			
	Sciences			
	Law	3	13.33	
	Graduate School of	1	10.00	
	Social Sciences			
	Total	40		10.792. .374
persistence	Education	4	22.88	
	Health Sciences	3	25.33	
	Engineering	7	9.21	
	Arts and Sciences	5	25.70	
	Fine Arts	1	5.00	
	Commerce	4	24.25	
	Pharmacy	1	34.50	
	Communication	4	25.00	
	Economics and	7	23.07	
	Administrative			
	Sciences			
	Law	3	17.50	

	Graduate School of	1	9.00		
	Social Sciences				
	Total	40		14.019	.172
lack of self-regulation	Education	4	27.63		
	Health Sciences	3	19.33		
	Engineering	7	23.29		
	Arts and Sciences	5	14.60		
	Fine Arts	1	28.50		
	Commerce	4	12.13		
	Pharmacy	1	21.50		
	Communication	4	21.38		
	Economics and	7	19.50		
	Administrative				
	Sciences				
	Law	3	19.17		
	Graduate School of	1	37.50		
	Social Sciences				
	Total	40		8.015	.627
lack of curiosity	Education	4	22.25		
	Health Sciences	3	18.17		
	Engineering	7	23.43		
	Arts and Sciences	5	20.50		

Fine Arts	1	35.50	
Commerce	4	13.88	
Pharmacy	1	12.50	
Communication	4	6.13	
Economics and Administrative Sciences	7	25.50	
Law	3	24.00	
Graduate School of Social Sciences	1	31.50	
Total	40	12.575	.248

The Kruskal-Wallis H test was carried out regarding the LLL levels of the participants according to the faculty variable. The results of the analysis are given in Table 4.9. When table 4.9. was examined, it was determined that the LLL levels of the participants did not differ according to the faculty variable ($p > 0.05$). No notable distinction was observed in the persistence, motivation, lack of self regulation and lack of curiosity dimension regarding the faculty variable ($p > 0.05$).

4.5 Findings Related to the Fourth Sub-Problem

The fourth sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their class?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to class.

4.5.1. Findings Related to Lifelong Learning Tendency Levels of Students by Class Variable

Table 4.10. shows the total mean scores of Erasmus students regarding LLL tendencies by class.

Table 4. 10. Lifelong Learning Tendency Levels of Erasmus Students by Class Variable

	Class	N	Mean Rank
Lifelong Learning	2nd grade	8	20.81
	3rd grade	10	21.60
	4th grade	19	19.71
	5th grade	1	30.00
	Master's Degree	2	16.50
	Total	40	

When Table 4.10. is examined, it is seen that the lowest mean of LLL tendencies of class variable belongs to master’s degree Erasmus students ($\bar{X}$ =16.50) and the highest mean of LLL tendencies of class variable belongs to 5th grade Erasmus student ($\bar{X}$

=30.00). It shows that 5th grade student has a higher LLL tendency than other classes and master's degree students have a lower LLL tendency than other classes.

Table 4. 11. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Class Variable

	Class	N	Mean Rank	Kruskal-Wallis H.	P
motivation	2nd grade	8	19.81	1.983	.739
	3rd grade	10	19.35		
	4th grade	19	21.84		
	5th grade	1	29.00		
	Master's Degree	2	12.00		
	Total	40			
persistence	2nd grade	8	22.25	2.154	.707
	3rd grade	10	21.10		
	4th grade	19	19.13		
	5th grade	1	34.50		
	Master's Degree	2	16.50		
	Total	40			
lack of self-regulating	2nd grade	8	24.63	3.044	.551
	3rd grade	10	23.05		
	4th grade	19	17.21		
	5th grade	1	21.50		
	Master's Degree	2	22.00		
	Total	40			

lack of	2nd grade	8	20.94		
curiosity	3rd grade	10	18.60		
	4th grade	19	21.84		
	5th grade	1	12.50		
	Master's Degree	2	19.50		
	Total	40		1.012	.908

The Kruskal-Wallis H test was carried out regarding the LLL levels of the participants according to the class variable. The results of the analysis are given in Table 4.11. When the table is 4.11. was examined, it was determined that the LLL levels of the participants did not differ according to the class variable ($p>0.05$). According to Table 4.11. no significant difference was found in the perseverance, motivation, lack of self regulation and lack of curiosity dimension regarding class variable ($p > 0.05$).

4.6. Findings Related to the Fifth Sub-Problem

The fifth sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to living away from their family?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to living away from the family.

4.6.1. Findings Related to Lifelong Learning Tendency Levels of Students by Living Away from Family Variable

Table 4.12. shows the total mean scores of Erasmus students regarding LLL tendencies by living away from the family.

Table 4. 12. Lifelong Learning Tendency Levels of Erasmus Students by Living Away from the Family Variable

Living Away From Family		N	Mean	Sum of Ranks
Lifelong	Yes	25	18.92	473.00
Learning	No	15	23.13	347.00
Total		40		

When Table 4.12. is examined, it is seen that the lowest mean of LLL tendencies of living away from family variable belongs to Erasmus students who are living away from their families ($\bar{X} = 18.92$) and the highest mean of LLL tendencies of living away from family variable belongs to Erasmus students who are not living away from their families ($\bar{X} = 23.13$). It shows that Erasmus students who are not living away from their families have a higher LLL tendency than Erasmus students who are living away from their families in general.

Table 4. 13. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Living Away from Family Variable

Living Away		Mean				
From Family	N	Rank	Sum of Ranks.	U.	Z	P

motivation	Yes	25	18.04	451.00			
	No	15	24.60	369.00			
	Total	40			126.000.	-1.728.	.084
persistence	Yes	25	17.58	439.50			
	No	15	25.37	380.50			
	Total	40			114.500.	-2.049.	.040
lack of self-regulating	Yes	25	21.18	529.50			
	No	15	19.37	290.50			
	Total	40			170.500.	-.477.	.633
lack of curiosity	Yes	25	20.54	513.50			
	No	15	20.43	306.50			
	Total	40			186.500.	-.028.	.978
Total	Yes	25	18.92	473.00			
	No	15	23.13	347.00			
	Total	40			148.000.	-1.106.	.269

The Mann-Whitney U test was carried out regarding the LLL levels of the participants according to the variable of living away from the family. The analysis' results are shown in Table 4.13. When the table is 4.13. was examined, it was determined that the LLL levels of the participants differed according to the living away from the family variable ($p < 0.05$). It is seen that the students' who lived apart from their families' LLL tendencies are higher than the students' who didn't live apart from their families' in the

sub-dimension of persistence. According to Table 4.13. no significant difference was found in the motivation, lack of curiosity, and lack of self regulation dimensions according to living away from the family variable ($p > 0.05$), while a notable distinction was observed in the persistence dimension ($p < 0.05$). In the Persistence sub-dimension, a difference was observed for the students who did not live away from their families. It can be said that Erasmus students who live with their families are determined to reach their goals in the obstacles they encounter in their learning, and they participate in related activities and get support from their families while maintaining persistence.

4.7. Findings Related to the Sixth Sub-Problem

The sixth sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their roommate nationality?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to roommate nationality.

4.7.1. Findings Related to Lifelong Learning Tendency Levels of Students by the Roommate Nationality Variable

Table 4.14. shows the total mean scores of Erasmus students regarding LLL tendencies by the roommate nationality.

Table 4. 14. Lifelong Learning Tendency Levels of Erasmus Students by Roommate Nationality Variable

	Roommate Nationality	N	Mean Rank	Sum of Ranks
Lifelong Learning	Yes	24	21.31	511.50
	No	16	19.28	308.50
	Total	40		

When Table 4.14. is examined, it is seen that the lowest mean of LLL tendencies of the roommate nationality variable belongs to Erasmus students who has not a roommate with different nationality ($\bar{X} = 21.31$) and the highest mean of LLL tendencies of the roommate nationality variable belongs to Erasmus students who has a roommate with different nationality ($\bar{X} = 19.28$). It shows that Erasmus students who have a roommate with different nationality have a higher LLL tendency than Erasmus students who do not have a roommate with different nationality.

Table 4. 15. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Roommate Nationality Variable

	Roommate Nationality	N	Mean Rank	Sum of Ranks.	U.	Z.	P
motivation	Yes	24	23.38	561.00			
	No	16	16.19	259.00			
	Total	40			123.000.	-1.915.	.055
persistence	Yes	24	22.46	539.00			
	No	16	17.56	281.00			
	Total	40			145.000.	-1.304.	.192

lack of	Yes	24	17.35	416.50			
self-	No	16	25.22	403.50			
regulating	Total	40			116.500.	-2.094.	.036
lack of	Yes	24	20.35	488.50			
curiosity	No	16	20.72	331.50			
	Total	40			188.500	-.097.	.923
Total	Yes	24	21.31	511.50			
	No	16	19.28	308.50			
	Total	40			172.500.	-.540.	.589

The Mann-Whitney U test was carried out regarding the LLL levels of the participants according to the variable of the roommate nationality. The results of the analysis are shown in Table 4.15. When the table is 4.15. was examined, it was determined that the LLL levels of the participants differed according to the roommate nationality variable ($p < 0.05$). It is seen that the students' who had a roommate with a different nationality's LLL tendencies are higher than the students' who hadn't a roommate with a different nationality. According to Table 4.15. No notable distinction was observed in the motivation, persistence, and lack of curiosity dimension according to living away from the family variable ($p > 0.05$), while a notable distinction was observed in the and lack of self regulation dimension ($p < 0.05$). In the lack of self-regulation sub-dimension, a difference was observed for the students who had a roommate with different nationalities. It can be

said that the students who had a foreign roommate have a curiosity and motivation to learn about other cultures and high confidence for communicating with a foreigner.

4.8. Findings Related to the Seventh Sub-Problem

The seventh sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their reason for choosing the country?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to the reason for choosing the country.

4.8.1. Findings Related to Lifelong Learning Tendency Levels of Students by the Reason of Choosing the Country Variable

Table 4.16. shows the total mean scores of Erasmus students regarding LLL tendencies by the reason of choosing the country.

Table 4. 16. Lifelong Learning Tendency Levels of Erasmus Students by the Reason of Choosing the Country Variable

	Reason	N	Mean Rank
Lifelong Learning	Quality of Life	7	22.43
	Economic	7	19.07
	Cultural	18	23.61
	Quality of Education	6	12.17
	Features of the University	1	27.00
	Features of the History	1	4.50
	Total	40	

When Table 4.16 is examined, it is seen that the lowest mean of LLL tendencies of the reason of choosing the country variable belongs to Erasmus students who says “features of the history” ($\bar{X} = 4.50$) and the highest mean of LLL tendencies of the reason of choosing the country variable belongs to Erasmus students who says “features of the university”($\bar{X} = 27.00$). It shows that Erasmus students who say the reason for choosing the country as “features of the university” have a higher LLL tendency than Erasmus students who say the other reasons.

Table 4. 17. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on the Reason of Choosing the Country Variable

	Reason	N	Mean Rank.	Kruskal-Wallis H.	P
motivation	Quality of life	7	23.57		
	Economic	7	19.64		
	Cultural	18	19.78		
	Quality of education	6	24.58		
	Features of the university	1	4.00		
	Features of the history	1	10.00		
	Total	40		4.166	.526

persistence	Quality of life	7	23.79		
	Economic	7	19.00		
	Cultural	18	20.14		
	Quality of education	6	24.08		
	Features of the university	1	2.00		
	Features of the history	1	11.50		
	Total	40		4.386	.495
lack of self-regulation	Quality of life	7	19.36		
	Economics	7	18.64		
	Cultural	18	25.17		
	Quality of education	6	10.08		
	Features of the university	1	37.50		
	Features of the history	1	3.00		
	Total	40		12.342	.030

lack of curiosity	Quality of life	7	21.21		
	Economics	7	19.00		
	Cultural	18	22.03		
	Quality of education	6	13.42		
	Features of the university	1	37.00		
	Features of the history	1	24.50		
	Total	40		4.778	.444

The Kruskal-Wallis H test was carried out regarding the LLL levels of the participants according to the variable of the reason for choosing the country. The results of the analysis are shown in Table 4.17. When the table is 4.17. was examined, it was determined that the LLL levels of the participants differed according to the reason for choosing the country variable ($p < 0.05$). It is observed that the highest score of the reason for choosing the country is the features of the university in the lack of self regulation dimension. According to Table 4.17. No notable distinction was observed in the motivation, persistence, and lack of curiosity dimension according to the reason for choosing the country variable ($p > 0.05$), while a notable distinction was observed in the and lack of self regulation dimension ($p < 0.05$). In the lack of self-regulation sub-

dimension, a difference was observed for the students who said the reason for choosing the country was the features of the university.

4.9. Findings Related to the Eight Sub-Problem

The eight sub-problem of the research is “Do lifelong learning tendencies of the Erasmus+ exchange program students differ according to their intention of applying for master/doctorate?” aimed at obtaining results related to the question. For this reason, the findings related to the LLL tendencies of the students were given, and then these findings were compared and interpreted according to their willingness to apply for the master/doctorate degree.

4.9.1. Findings Related to Lifelong Learning Tendency Levels of Students by Master/Doctorate Application Intention Variable

Table 4.18. shows the total mean scores of Erasmus students regarding LLL tendencies by master/doctorate application intention.

Table 4. 18. Lifelong Learning Tendency Levels of Erasmus Students by Master/Doctorate Application Intention Variable

Master/Doctorate Application Intention		N	Mean	Sum of Ranks
Lifelong Learning	Yes	30	22.13	664.00
	No	10	15.60	156.00
Total		40		

When Table 4.18. is examined, it is seen that the lowest mean of LLL tendencies of the master/doctorate application intention variable belongs to Erasmus students who does not want to apply for the master/doctorate ($\bar{X} = 15.60$) and the highest mean of LLL tendencies of the master/doctorate application intention variable belongs to Erasmus students who wants to apply for the master/doctorate ($\bar{X} = 22.13$). It shows that Erasmus students who want to apply for the master/doctorate have a higher LLL tendency than Erasmus students who do not want to apply.

Table 4. 19. Findings of the Students' Lifelong Learning Scale Sub-Dimensions on Master/Doctorate Application Intention Variable

Master/Doctorate							
Application		Mean					
Intention		N	Rank	Sum of Ranks.	U.	Z.	P
motivation	Yes	30	20.52	615.50			
	No	10	20.45	204.50			
	Total	40			149.500.	-.016.	.987
persistence	Yes	30	19.27	578.00			
	No	10	24.20	242.00			
	Total	40			113.000.	-1.161.	.246
lack of self- regulating	Yes	30	20.85	625.50			
	No	10	19.45	194.50			
	Total	40			139.500.	-.329	.742
	Yes	30	22.63	679.00			

lack of	No	10	14.10	141.00			
curiosity	Total	40			86.000	-2.003	.045
Total	Yes	30	22.13	664.00			
	No	10	15.60	156.00			
	Total	40			101.000	-1.534	.125

The Mann- Whitney U test was carried out regarding the LLL levels of the participants according to the variable of applying for a Master/Doctorate. The results of the analysis are shown in Table 4.19. When the table is 4.19. was examined, it was determined that the LLL levels of the participants differed according to the master/doctorate application variable ($p < 0.05$). It is seen that the students' who would like to apply for Master/Doctorate LLL tendencies are higher than the students' who wouldn't like to apply. According to Table 4.19. No notable distinction was observed in the motivation, persistence, and lack of self regulation dimension according to the master/doctorate application variable ($p > 0.05$), while a notable distinction was observed in the and lack of curiosity dimension ($p < 0.05$). In the lack of curiosity sub-dimension, a difference was observed for the students who would like to apply for the master/phd programs. It can be said that students who would like to apply for the master/phd programs, have a better motivation and persistence level of continuing their learning skills.

Chapter V

Conclusion and Discussion

In this section, the conclusions and discussions based on the findings and literature are included.

This study's primary objective is to assess and determine the level of LLL tendencies among Erasmus+ exchange students. The arithmetic mean of the scores of Erasmus students from the scale of LLL tendencies is below ($\bar{X}=80.68$) according to the middle score (94,5) of the scale. Therefore, it can be said that the LLL tendencies of the students are low. In the study of Coşkun and Demirel (2012); It was concluded that the LLL tendency of university students is insufficient.

When the LLL tendencies of Erasmus students are analyzed, it is understandable the LLL levels from the Erasmus students' expressions on the scale that the highest average is the expression "I don't use the sources of information (book, internet etc.) that are related to my profession except in cases of compulsory." and "I think libraries are boring places.". The one with the lowest average is the expression "Even though sufficient financial means, I would continue to gain new knowledge and skills for personal development."

Although there is no significant difference in the motivation, persistence, lack of curiosity, and lack of self-regulation sub-dimensions in accordance with the gender variable in the LLL tendencies of Erasmus students, the mean score of the female Erasmus

students from the LLL scale in the total score is higher than the mean of the male Erasmus students.

According to Jenkins (2004), the concept of LLL is particularly important for women. He stated that the reasons for this are primarily the fact that women often face the need to change jobs, leave their employment, or take extended breaks from work due to their roles and responsibilities in family and social life, and that men's equal competencies in professional promotion will not be enough and they should gain other characteristics. On this basis, LLL plays a key role for women. According to Jenkins (2004), women tend to benefit less from the education system compared to men, despite their greater interest in participating in learning activities to fulfill their fundamental educational needs. This assertion aligns with findings from the study conducted by Diker Coşkun (2009), the LLL tendency of female students was found to be higher. However, there are different studies (Savuran, 2014; Şahin, M., Akbaşlı, S. ve Yanpar-Yelken, T., 2010; Tunca, N., Şahin, S. ve Aydın, Ö., 2015; Yaman, 2014) that gender does not play a significant role as a determining factor in LLL skills. These differences emerged in the comparisons of LLL tendencies by gender; The study method may be because of the difference in the sample group or the difficulty of generalizing regarding gender to explain LLL willingness or curiosity. The study found that the participants' levels of LLL did not vary based on their nationality. No notable distinction was observed in the perseverance, motivation, lack of curiosity and lack of self regulation dimension regarding nationality variable. It is seen that German students have a higher LLL tendency than other nationalities and Czech student has a lower LLL tendency than other nationalities. They are the nationalities that are quite different from each other in terms of quality and quantity.

It was concluded that the LLL levels of the participants did not differ regarding to the faculty variable. No notable distinction was observed in the perseverance, motivation, lack of curiosity and lack of self regulation dimension regarding faculty variables. It shows that Faculty of Pharmacy and Graduate School of Social Sciences students have a higher LLL tendency than other faculties and Faculty of Communication students have a lower LLL tendency than other faculties. Oral and Yazar (2015) and Kılıç (2014) concluded in their researches with pre-service teachers that perceptions of LLL did not show a notable distinction regarding to the faculty variable. Similarly, as a result of the study in which LLL competencies of vocational school students in Karakuş (2013) were determined, no significant difference was found between faculties. Coşkun (2009) concluded notable distinction was observed in the LLL tendencies of university students compared to faculties, the faculty with the highest average score is fine arts, and the faculty with the lowest score average is the economics and administrative sciences. The reasons why students' approaches to learning are superficial and limited to just acquiring a profession can be understood. In this context, it can be said that students' education in different faculties/institutes does not have a negative or positive effect on their growth as active lifelong learners.

It was concluded that the LLL levels of the participants did not differ regarding the class variable. No notable distinction was observed in the perseverance, motivation, lack of curiosity and lack of self regulation dimension regarding class variables. It shows that 5th grade student has a higher LLL tendency than other classes and master's degree students have a lower LLL tendency than other classes. In the study carried out by Atacanlı (2007), it was found that the LLL preferences of the medical faculty students did not show

a important change regarding the years and that no notable distinction was observed in the learning preferences regarding the grade levels.

It was concluded that the LLL levels of the participants differed according to the living away from the family variable. It is seen that the students' who lived apart from their families' LLL tendencies are higher than the students' who didn't live apart from their families' in the persistence dimension. No notable distinction was observed in the motivation, lack of self regulation, and lack of curiosity dimension according to living away from the family variable, while a notable distinction was observed in the persistence dimension. It shows that Erasmus students who are not living away from their families have a higher LLL tendency than Erasmus students who are living away from their families in general. It can be said that Erasmus students who live with their families are determined to reach their goals in the obstacles they encounter in their learning situations, and they participate in related activities and get support from their families while maintaining persistence.

It was concluded that the LLL levels of the participants differed regarding the roommate nationality variable. It is seen that having a roommate with a different nationality has a higher score than having not a roommate with a different nationality. No notable distinction was observed in the motivation, persistence, and lack of curiosity dimension according to living away from the family variable, while a difference was found in the and lack of self regulation dimension. It can be said that the students who had a foreign roommate have a curiosity and motivation to learn about other cultures and confidence for communicating with a foreigner.

It was concluded that the LLL levels of the participants differed regarding the reason for choosing the country variable. It is observed that the highest score of the reason for choosing the country is the features of the university in the lack of self regulation dimension. No notable distinction was observed in the motivation, persistence, and lack of curiosity dimension according to the reason for choosing the country variable, while a notable distinction was observed in the lack of self regulation dimension. It shows that Erasmus students who say the reason for choosing the country as “features of the university” have a higher LLL tendency than Erasmus students who say the other reasons.

It was concluded that the LLL levels of the participants differed regarding the apply for Master/Doctorate variable. It is seen that applying for a Master/Doctorate program has a higher score than not applying for a Master/Doctorate program. No notable distinction was observed in the motivation, persistence, and lack of self regulation dimension regarding the master/doctorate application variable, while a notable distinction was observed in the and lack of curiosity dimension. It can be said that students who would like to apply for the master/phd programs have a better motivation and persistence level of continuing their learning skills. According to Tan and Morris (2006), a person's efforts at the stage of LLL absolutely affect his personal development. In the study, the fact that individuals receive different education other than formal education positively affects their LLL tendencies and therefore their development.

Upon reviewing the existing literature, it has been observed that the students or teacher candidates who aspire to pursue master/doctorate education have a higher LLL than those who do not (Demirel & Yağcı, 2012; Diker Coşkun, 2009; Erdoğan, 2014). Postgraduate education is carried out, especially for personal development purposes

beyond acquiring a profession, and is carried out completely according to individual preferences. The level of an individual should have knowledge, skills, attitudes, and behaviors that is determined by the market. One of the most important purposes of career guidance systems is to consider career-oriented activities as a whole. While determining the situation in the career, the goal to be reached and the ways to reach the goal constitute the subject of career guidance, taking action to reach the goal is in the context of LLL (Aksoy, 2008). In the analysis made regarding the LLL tendencies of Erasmus students, it is observed that the scale average of LLL tendencies has a low score. When analyzing the data related to the sub-dimensions of the scale, it is understood that Erasmus students differ according to some variables in the sub-dimensions of the scale, but their LLL tendencies are at a low level. When the sub-dimensions consisting of positive and negative statements are evaluated together, it is seen that the LLL tendencies of Erasmus students are low. When the LLL tendencies of Erasmus students are examined, the highest average is in the "lack of curiosity" sub-dimension " ($\bar{X}=32.72$), and the lowest average is in the "motivation" ($\bar{X}=10.55$) sub-dimension". When looking at the other dimensions, it is seen that the "persistence" average is ($\bar{X}=13.60$), and the "lack of self-regulation" average is ($\bar{X}=23.77$). It can be seen that Erasmus students' curiosity and motivation level on LLL is not high. Contrary to this study, regarding the studies of Şahin, Sarıtaş, & Çatalbaş (2020), the examination of the data revealed that teacher candidates obtained high scores in the motivation sub-dimension of the LLL Tendency scale. Although it is not compulsory, it can be said that they want to realize different learnings in line with their own wishes, especially if they have an intrinsic motivation in the direction of their desire for LLL (motivation = suits a lot). According to the OECD (2000) report, there is a positive link

between LLL and motivation, and it has been emphasized that individuals with high motivation can continue learning more easily in their lives.

The fact that the average of the items in the scope of lack of curiosity and lack of self-regulation is high in the research shows that Erasmus students have low LLL tendencies. Based on this observation, it can be concluded that providing family, university, environment and opportunities for students to invest in their social, emotional, and mental capital will affect students' LLL tendencies. According to Şahin, Sarıtaş, & Çatalbaş (2020) study, the obtained score of primary school candidates pursuing a teaching profession in the last two dimensions of the scale, deprivation in controlling the learning process and lack of curiosity, were lower. Accordingly, it can be said that primary school candidates pursuing a teaching profession have LLL motivation, but their tendency to apply this condition to various contexts and to maintain their curiosity is low. It can be interpreted as their low level of effort when faced with difficult and different problems and their lack of willingness to learn something.

According to these results, it can be said that the desire of Erasmus students to participate in activities related to LLL is not sufficient, they are not willing to organize and continue LLL activities, and curiosity, which is an important determining decisive of motivation in LLL is not enough in Erasmus students.

Suggestions

Suggestions for further researches:

- The research should be done again with a larger study group using different methods and techniques.
- LLL tendencies of erasmus students studying at different universities should be examined

Suggestions for higher education programs:

- Adapting all units inside and outside the university campus to the philosophy of LLL to improve the LLL characteristics of Erasmus students; It should be ensured that students have easy access and active use of continuing learning resources such as internet, seminars, libraries, and courses.
- It should be supported to give seminars to Erasmus students on the purpose of the Erasmus+ programme and how to derive advantages from the programme correctly and effectively.
- Workshops on LLL should be held with Erasmus students.
- Since the questionnaire form and scale is presented to Erasmus students online, it can be said that Erasmus students who answer the form are students who actively use information and communication technologies. During their education, Erasmus students should be given the chance to gain more skills in areas such as information literacy and information communication technologies that will improve their LLL skills.

- Erasmus students should be encouraged and supported to study postgraduate education.
- Since exchange programs attract more attention, and develop and provide opportunities every year, it is necessary to guarantee that Erasmus students are constantly and independently motivated to learn for their education, career, and self-development. Therefore, national agencies and higher education institutions collaborate in order to ensure the delivery of exceptional education and training to every Erasmus students.



References

- Adams, D. (2007). Lifelong learning skills and attributes: The perceptions of Australian secondary school teachers. *Issues in Educational Research*, 17(2), 149-160.
- Akbař, O. & Özdemir, S.M. (2002). Avrupa Birliğinde Yařam Boyu Öğrenme (Lifelong Learning in the European Union). *Milli Eğitim Dergisi*, 155-156
- Akkuř, N. (2008). *Yařam Boyu Öğrenme Becerilerinin Göstergesi Olarak 2006 Pısa Sonuçlarının Türkiye Açısından Değerlendirilmesi*. Yüksek lisans tezi: Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü: Ankara.
- Aksoy, M. (2008). *Hayat boyu öğrenme ve kariyer rehberliği ilkelerinin istihdam edilebilirliğe etkileri: Otel işletmeleri üzerine bir uygulama*. Doktora Tezi. Gazi Üniversitesi, Ankara
- Aksoy, Z. (2016). *Kültürlerarası iletişim eğitiminde öğrencilerin kültürlerarası duyarlılık gelişimi öz değerlendirmeleri üzerine bir inceleme*. Selçuk İletişim, 9(3), 34-53. DOI: 10.18094/si.55438
- Altman, D. G. & Bland, J. M. (2009). Parametric v non-parametric methods for data analysis. *Bmj*, 338.
- Antikainen, A. (2001). Is life learning becoming a reality? The case of Finland from a

comparative perspective. *European Journal of Education*, 36 (3), 379-394.

Avcılar, A. (2018). *Üniversite öğrencilerinin kültürlerarası etkililik düzeylerinin çeşitli faktörler açısından belirlenmesi: Bir devlet üniversitesi örneği* (Master's thesis, Recep Tayyip Erdoğan Üniversitesi/Sosyal Bilimler Enstitüsü/Eğitim Bilimleri Anabilim Dalı).

Avrupa Birliği. “*Erasmus+ Programında Yeni Dönem Başlıyor ERASMUS+ 2021 Yılı Çağrıları*”. Access: 5 June 2022, <https://www.ab.gov.tr/52495.html>

Ayçiçek, B., & Karafil, B. (2021). Investigation of University Students' Lifelong Learning Tendencies in Terms of Various Variables. *African Educational Research Journal*, 9(1), 121-133.

Bağcı, E. (2011). Avrupa Birliği'ne üyelik sürecinde türkiye'de yaşam boyu eğitim politikaları. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 139-173.

Baker, W. (2012). Global cultures and identities: Refocusing the aims of ELT in Asia through intercultural awareness. In *Innovating EFL teaching in Asia*. Palgrave Macmillan, London, 23-34.

Bekiroğlu, O. & Balcı, Ş. (2016). Kültürlerarası İletişim Duyarlılığının İzlerini Aramak: “İletişim Fakültesi Öğrencileri Örneğinde Bir Araştırma”. *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi*, (35), 429-459.

Bella, M. & Mody, W. B. G. B. (2002). *Handbook of international and intercultural*

communication. Sage.

Bulduk, S. , Usta, E. & Dinçer, Y. (2017). Kültürlerarası Duyarlılık ve Etkileyen Faktörlerin Belirlenmesi: Bir Sağlık Hizmetleri Meslek Yüksekokulu Örneği. *Düzce Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi*, 7 (2) , 73-77.
Retrieved from <https://dergipark.org.tr/tr/pub/duzcesbed/issue/31475/340507>

Büyüköztürk, Ş. Çakmak, E. K. Akgün, Ö. E. Karadeniz, Ş. & Demirel, F. (2020). *Bilimsel Araştırma Yöntemleri*. (28. Baskı). Ankara: Pegem Yayıncılık

Byram, M. Zarate, G. (1997). Definitions, objectives and assessment of sociocultural competence, in Council of Europe sociocultural competence in language learning and teaching. *Strasbourg: Council of Europe*, 7-43.

Candy, P. C. (2002). *Lifelong learning and information literacy*.

Retrieved from <https://www.researchgate.net>

Cansever, B. A. (2009). Avrupa Birliği eğitim politikaları ve Türkiye'nin bu politikalara uyum sürecinin değerlendirilmesi. *International Online Journal of Educational Sciences*, 1(1), 222-232.

Cendon, E. (2018). Lifelong Learning at Universities: Future Perspectives for Teaching and Learning. *Journal of New Approaches in Educational Research*, 7(2), 81-87.
<https://doi.org/10.7821/naer.2018.7.320>

Chen, G. M. i Starosta, WJ (1996). Intercultural communication competence:

A synthesis. *Communication Yearbook*, 19, 353-383.

Chen, G. M. & Starosta, W. J. (1998). *A review of the concept of intercultural awareness*.

Retrieved from <https://digitalcommons.uri.edu>

Chiřiba, C. A. (2012). Lifelong learning challenges and opportunities for traditional universities. *Procedia-social and behavioral sciences*, 46, 1943-1947.

Commission of the European Communities (2000). *A Memorandum on Lifelong Learning*.

Brussels. Access: 8 July 2023, <http://www.bologna-berlin2003>

Cořkun, Y. D. ve Demirel, M. (2012). Üniversite öğrencilerinin yaşam boyu öğrenme Eğilimleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, s. 108-120.

Çatal, T. (2019) *Geçmişten Günümüze Türkiye’de Hayat Boyu Öğrenme*.

(Yüksek Lisans Tezi). Hacettepe Üniversitesi

Çetin, E. (2013). *ERASMUS ÖĞRENCİ DEĞİŞİM PROGRAMININ YÖNETİMİ ÜZERİNE*

BİR ARAŞTIRMA. (Yüksek Lisans Tezi). Ege Üniversitesi

Çiftçi, F. (2012). *AVRUPA BİRLİĞİ EĞİTİM VE GENÇLİK PROGRAMLARI*

PROJELERİNE İLİŞKİN YÖNETİCİ VE ÖĞRETMEN GÖRÜŞLERİ

(Kahramanmaraş İli Örneğı). (Yüksek Lisans Tezi). Gaziantep Üniversitesi

David N. Aspin & Judith D. Chapman (2000) Lifelong learning: concepts and conceptions,

International Journal of Lifelong Education, 19:1, 2-19

De Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis.*

Greenwood Publishing Group.

Demir-Basaran, S. & Sesli, C. (2019). Examination of primary school and middle school teachers' lifelong learning tendencies based on various variables. *European Journal of Educational Research*, 8(3), 729-741.

Demirel, M. ve Yağcı, E. (2012). Sınıf öğretmenleri adaylarının yaşam boyu öğrenmeye ilişkin algıları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 1, 100-111.

Diker-Coşkun, Y. (2009). *Üniversite öğrencilerinin yaşam boyu öğrenme eğilimlerinin bazı değişkenler açısından incelenmesi* (Doktora tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

DPT. (2001). *Hayat boyu eğitim veya örgün olmayan eğitim özel ihtisas komisyonu raporu* (Sekizinci Beş Yıllık Kalkınma Planı Yayın No: DPT: 2568 – ÖİK: 584). Retrieved from <https://www.sbb.gov.tr/>

EAEA News (2013). *The new programme for education, training, youth and sport is called Erasmus+*. Retrieved from <http://www.eaea.org/news.php?aid=118821>

Epçaçan, C. (2013). Yaşam boyu öğrenme becerilerinin ders kitaplarında yer alma düzeyine örnek bir inceleme. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(11), 353-379.

- EC (European Commission) (2003). Directorate-general for education and culture. *Implementing Lifelong Learning Strategies In Europe: Progress Report On The Follow-Up To The Council Resolution of 2002 EU And EFTA/EEA Countries. Brussels/Belgium*. Retrieved from <http://ec.europa.eu/education/>
- EC (Avrupa Komisyonu) (2007). Directorate-general for education and culture. *Key Competences For Lifelong Learning European Reference Framework, Brussels, Belgium, EC Lifelong Learning Programme*. Retrieved from http://ec.europa.eu/dgs/education_culture
- Erdoğan, D. G. (2014). *Öğretmen adaylarının yaşam boyu öğrenme eğilimlerine etki eden faktörler*. Doktora tezi. Abant İzzet Baysal Üniversitesi, Bolu.
- Ericok, B., & Arastaman, G. (2022). Understanding the internationalization of higher education in Turkey: The meaning and current policies, *International Online Journal of Educational Sciences*, 14(4), 1107-1124.
- European Commission, (2013a), “*On the way to ERASMUS+: A statistical overview of the ERASMUS programme in 2011-12*”, retrieved from http://ec.europa.eu/education/library/reports/erasmus1112_en.pdf
- European Commission, (2019), “*ERASMUS+ Programme Guide*” retrieved from <https://erasmus-plus.ec.europa.eu/>
- European Commission, (2021), “*ERASMUS+ Programme Guide 2021 - 2027*” retrieved from <https://erasmus-plus.ec.europa.eu/sites/default/files>

European Commission, Directorate-General for Education, Youth, Sport and Culture, (2021). *Erasmus+ 2021-2027: enriching lives, opening minds through the EU programme for education, training, youth and sport*, Publications Office.

European Court of Auditors. “*Mobility under Erasmus+*”. Access: 18 May 2022,

<https://op.europa.eu/webpub/eca/special-reports/erasmus-22-2018/en/#figure1>

Euronovia. “*Erasmus+: What’s new for the 2021-2027 programming period?*”. Access:

12 May 2022, <https://euronovia-conseil.eu/en/erasmus-programme>

G. Gutiérrez Almarza, R. Durán Martínez & F. Beltrán Llavador (2015) Identifying students’ intercultural communicative competence at the beginning of their placement: towards the enhancement of study abroad programmes. *Intercultural Education*, 26:1, 73-85

Gökyer, N., Bakcak, S., Cihangiroglu, N., Koçak, O., & Yilmaz, G. (2018). Lifelong Learning Tendencies of Teacher Candidates Studying in Pedagogical Formation Program. *Journal of Education and Training Studies*, 6(n11a), 33-44.

Griffin, Colin (1999b). “Lifelong Learning and Welfare Reform”. *International Journal of Lifelong Education* 18 (6): 431-452.

Gündoğan, N. (2003). Avrupa Birliği'ne üye ülkelerde bir istihdam politikası aracı olarak yaşam boyu öğrenme ve bazı örnek program ve uygulamalar. *Kamu-İş İş Hukuku ve İktisat Dergisi*, 7(2), 2-15. <http://www.kamu-is.org.tr/pdf/7223.pdf>

Günüç, S., Odabaşı, H. F., & Kuzu, A. (2012). Yaşam Boyu Öğrenmeyi Etkileyen Faktörler. *Gaziantep University Journal of Social Sciences*, 11(2).

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2013).
Multivariate Data Analysis: *Pearson Education Limited*.

Hammer M R, Bennett M J and Wiseman R (2003) Measuring Intercultural Sensitivity:
The Intercultural Development Inventory, *International Journal of Intercultural
Relations*, 27(4), 421-443. Retrieved from <https://idiinventory.com/wp-content>

Hunter, F. (2015) *What's in a name? Refocusing internationalisation of higher
education*. European Association for International Education.

Retrieved from <https://www.eaie.org>

İlter, B. G. (2016). How do Mobility Programs Increase Foreign University
Students Intercultural Awareness? *Procedia-Social and behavioral sciences*,
232, 569-574.

Jerkins, R. (2004). *Social identity* (2nd Ed.). Abingdon, UK: Routledge.

Jovanova-Mitkovska, S. & Hristovska, D. (2011). Contemporary teacher and core
competences for lifelong learning. *Procedia-Social and Behavioral Sciences*, 28,
573-578.

Karabuğa-Yakar, H.ve Ecevit- Alpar, Ş.(2017). Kültürlerarası Farkındalık ve
Kültürlerarası Etkililik Ölçeklerinin güvenirlik ve geçerliğinin belirlenmesi.
International Journal of Human Sciences, 14(3), 2748-2761.
doi:10.14687/jhs.v14i3.4885

Karakuş, C. (2013). Meslek yüksekokulu öğrencilerinin yaşam boyu öğrenme yeterlikleri.

Eğitim ve Öğretim Araştırmaları Dergisi/Journal of Research in Education and Teaching, 2(3), 26-35.

Karasar, N. (2007). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayın ve Dağıtım.

Kesik, F. & Beycioğlu, K. (2020). *Avrupa Birliği Eğitim ve Gençlik Programlarının*

Okullara Katkısı: Comenius Çok Taraflı Okul Ortaklıkları Projeleri Örneği.

Eğitimde Nitel Araştırmalar Dergisi, 8 (2) , 519-538. Retrieved from <https://dergipark.org.tr/tr/pub/enad/issue/54160/732560>

Kılıç, Ç. (2014). Öğretmen adaylarının yaşam boyu öğrenmeye yönelik algıları. *Eğitim ve*

Öğretim Araştırmaları Dergisi/Journal of Research in Education and Teaching, 3(4), 79-87.

Kısa, S. (2017). *Turkish Erasmus students' perceptions about the use of English as a means*

of communication and their intercultural awareness in ELF communities (Doctoral dissertation, Karadeniz Teknik Üniversitesi/Sosyal Bilimler Enstitüsü).

Kısakürek, M. A. (2006). *AB Eğitim Programları ve ECTS Uygulamaları*. Ankara:

Ankara Üniversitesi AB Eğitim Programları ve ECTS

Koordinatörlüğü. http://www.ankara.edu.tr/dosya/Ankara_Bologna/

Hareketlilik ve_taninma.pdf (adresinden 07.06.2022 tarihinde indirilmiştir).

Kirby, J. R. Knapper, C., Lamon, P., & Egnatoff, W. J. (2010). Development of a scale to measure lifelong learning. *International Journal of Lifelong Education*, 29(3), 291-302.

Knight, J. (1993). Internationalization: management strategies and issues. *International Education Magazine*, 9, pp. 6, 21-22.

Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, vol. 8, 1: pp. 5-31.

Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Retrieved from <https://www.researchgate.net>

Koehn, P.H, Rosenau, J.N.(2002). Transnational competence in an emergent epoch. *International Studies Perspectives*, 3 (2).105-127.

Marcotte, C. Desroches, J. & Poupart, I. (2007). Preparing Internationally Minded Business Graduates: The Role of International Mobility Programs. *International Journal of Intercultural Relations*, 31, 655-668. <https://doi.org/10.1016/j.ijintrel.2007.05.002>

Mesleki Eğitim ve Öğretim Sisteminin Güçlendirilmesi Projesi MEGEP (2007). *Hayat Boyu Öğrenme Strateji Belgesi (TASLAK)*: Ankara. Access: 8 July 2023, <http://www.megep.meb.gov.tr/megep/genel/hayatboyu/>

Milli Eğitim Bakanlığı (MEB). “*Türkiye’de Hayat Boyu Öğrenmenin Önemi*” Access: 11 May 2022, <https://hbo.meb.gov.tr/portal/>

OECD. (2000). *Motivating students for lifelong learning. What Works in Innovation in Education Series*, OECD, Paris.

Oral, B. ve Yazar, T. (2015). Öğretmen adaylarının yaşam boyu öğrenmeye ilişkin algılarının çeşitli değişkenlere göre incelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 14(52), 1-11.

Öğüt, N. & Olkun, E. O. (2018). Üniversite Öğrencilerinin Kültürlerarası Duyarlılık Düzeyi: Selçuk Üniversitesi Örneği. *Selçuk İletişim*, 11 (2) , 54-73. DOI: 10.18094/josc.430980

ÖZER, M. (2017). Türkiye’de Yükseköğretimde Uluslararasılaşmanın Son On Beş Yılı. *Journal of Higher Education & Science / Yükseköğretim ve Bilim Dergisi*, 7(2), 177–184. <https://doi-org.lproxy.yeditepe.edu.tr>

Pesen, A. (2017). The Analysis of High School Students' Tendencies about Lifelong Learning. *Universal Journal of Educational Research*, 5(n12A), 26-31.

Portalla, T. & Chen, G. M. (2010). *The development and validation of the intercultural effectiveness scale*. Retrieved from <https://digitalcommons.uri.edu>

Savuran, Y. (2014). *İngilizce öğretmen adaylarının mentorlarına kıyasla yaşam boyu öğrenme becerileri*. Yayımlanmamış Yüksek Lisans Tezi, Hacettepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara

Sentürk, S. & Duran, V. (2020). Lifelong Learning Tendencies of Trainers in Adult Education. *International Journal of Evaluation and Research in Education*, 9(1), 1-9.

Simkhovych, D. (2009). The relationship between intercultural effectiveness and perceived project team performance in the context of international development. *International Journal of Intercultural Relations*, 33(5), 383-390.

Sykes, A. O. (1993). *An introduction to regression analysis*. Retrieved from <https://chicagounbound.uchicago.edu>

SPACE, C. I. (2002). *RESEARCH ON INTERCULTURAL EFFECTIVENESS AND ITS RELEVANCE TO MULTICULTURAL*. Retrieved from <https://www.intercultures.ca/cil-cai/pdf/s-e-eng.pdf>

Spitzberg, B. H. (2000). A model of intercultural communication competence. *Intercultural communication: A reader*, 9, 375-387.

Stone, N. (2006). Conceptualizing Intercultural Effectiveness for University Teaching. *Journal of Studies in International Education*, 10(4), 334-356. <https://doi.org/10.1177/1028315306287634>

- Süngü, H. (2009). *TÜRKİYE'DE EĞİTİM FAKÜLTESİ ÖĞRETİM ELEMANLARI İLE ÜNİVERSİTE UZMANLARININ AVRUPA YÜKSEKÖĞRETİM ALANININ OLUŞTURULMASINA İLİŞKİN GÖRÜŞLERİ*. (Doktora Tezi). Ankara Üniversitesi
- Süngü, H. ve Bayrakçı, M. (2010). Bolonya süreci sonrası yükseköğretimde akreditasyon çalışmaları. *Türk Eğitim Bilimleri Dergisi*, 8(4), 895-912.
- Şahin, B. B. (2008). *Students' and Coordinators' Views on the Effectiveness of the Erasmus Student Exchange Program at Middle East Technical University*. (Yüksek Lisans Tezi). Orta Doğu Teknik Üniversitesi.
- Şahin, M., Akbaşlı, S. ve Yanpar-Yelken, T. (2010). Key competences for lifelong learning: The case of prospective teachers. *Educational Research and Review*, 5(10), 545-556.
- Şahin, Ü., Sarıtaş, E. ve Çatalbaş, G. (2020). Lifelong learning tendencies of primary school teacher candidates. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 48, 374-389.doi: 10.9779/pauefd.572500
- Tan, C. L. ve Morris, J. S. (2006). Undergraduate college students, laptop computers, and lifelong learning. *The Journal of General Education*, 54(4), 316-338.
- Teichler, U. (1996). Student mobility in the framework of Erasmus: findings of an evaluation study. *European Journal of Education*, 31(2), 153-179.

Toprak, M. & Erdoğan, A. (2012). *Yaşamboyu Öğrenme: Kavram, Politika, Araçlar ve Uygulama*. Yükseköğretim ve Bilim Dergisi , (2) , 69-91. Retrieved from <https://dergipark.org.tr/tr/pub/higheredusci/issue/61478/917984>

Toygür, İ. (2012). *Türkiye'nin katıldığı Avrupa Birliği programları: Hayatboyu öğrenme programı*. İktisadi Kalkınma Vakfı (IKV): İstanbul.

Tunca, N., Şahin, S. ve Aydın, Ö.(2015). Öğretmen adaylarının yaşam boyu öğrenme eğilimleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(2). 432-446.

Ulusal Ajans. (2017). *Erasmus'tan Erasmus+ 'a 30 Yılın Hikayesi*. Retrieved from <https://www.ua.gov.tr/media/jejdp0rl/erasmus-30-yil.pdf>

Ulusal Ajans. “*What is Erasmus?*”. Access: 11 May 2022, <https://ua.gov.tr/en/home/contents/what-is-erasmus/>

Ulusal Ajans. “*2021 Yılı Erasmus+ Teklif Çağrısı ve Program Rehberi Yayınlanmıştır.*”. Access: 28 May 2022, <https://www.ua.gov.tr/haberler/program-rehberi-2021/>

Woonsun, K. (2014). Korean pre-service teachers' service learning and lifelong learning competency. *Procedia- Social and Behavioral Sciences*, 116, 3502-3505.

- Yaman, F. (2014). *Öğretmenlerin yaşam boyu öğrenme eğilimlerinin incelenmesi (Diyarbakır il örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Dicle Üniversitesi Eğitim Bilimleri Enstitüsü, Diyarbakır.
- Yang, R. (2002). *University internationalization: its meanings, rationales, and implications*. *Intercultural Education*, 13(1), 81-95
- Yılmaz, M. (2016). *Öğretmenlerin Yaşam Boyu Öğrenme Eğilimlerinin İncelenmesi / Examination of Teachers' Lifelong Learning Tendencies*. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 13 (35), 0-0. Retrieved from <https://dergipark.org.tr/tr/pub/mkusbed/issue/24546/259995>
- Yılmaz, M. (2018). Lifelong learning tendencies of prospective teachers receiving pedagogical formation education. *Universal Journal of Educational Research*, 6(8): 1684-1691.
- YÖK. (2010). *Yükseköğretimde yeniden yapılanma: 66 soruda Bologna süreci uygulamaları*. Ankara: YÖK.
- YÖK. (2007). *Türkiye'nin yükseköğretim stratejisi*. Ankara: YÖK.

Appendix A: Demographic Information Form

- 1) Gender: (☐) Female (☐) Male
- 2) Age: _____
- 3) Nationality: _____
- 4) What is your GPA (Grade Point Average)? _____
- 5) Faculty: _____
- 6) Department: _____
- 7) Class: (☐) 2nd year (☐) 3rd year (☐) 4th year (☐) Master's Degree
- 8) Language of Instruction: _____
- 9) Have you been abroad before? (☐) Yes (☐) No
- 10) How long did you stay abroad? (☐) 1-2 weeks (☐) 2 weeks – 1 month (☐) 1 – 3 months (☐) 3 – 6 months (☐) 6 months – 1 year (☐) 1 year or more
- 11) Have you lived far from your family before? (☐) Yes (☐) No
- 12) Which country did you go to with the Erasmus Programme? _____
- 13) Is your roommate a foreign national in the country you are studying for Erasmus? (☐) Yes (☐) No
- 14) Do you believe in the benefits of being in the Erasmus program in your current country? (☐) Yes (☐) I am uncertain (☐) No
- 15) Would you recommend the Erasmus Program to your friends? (☐) Yes (☐) No
- 16) What is your reason for choosing the country where you went to Erasmus Program?
(☐) Quality of Life (☐) Economic (☐) Cultural (☐) Quality of Education (☐) Features of the University (☐) Historical Features
- 17) Do you believe that you have established effective communication with your surroundings during your stay with the Erasmus Program? (☐) Yes (☐) I am uncertain (☐) No
- 18) Are you considering doing a Master's Degree/PhD? (☐) Yes (☐) No

Appendix B: Lifelong Learning Tendency Scale

LIFELONG LEARNING TENDENCY SCALE	Totally Agree	Partly Agree	I agree slightly	I disagree slightly	Partly Disagree	Totally
<i>Please read the following statements carefully and mark the degree to which they meet you.</i>						
1. To improve myself develop new knowledge and skills in different areas is just for me.						
2. If I believe that it will provide personal development I could learn easily all kinds of information.						
3. One of my highest priorities in life is continuously gaining new knowledge and skills to provide personal progress in.						
4. Even though sufficient financial means, I would continue to gain new knowledge and skills for personal development.						
5. To learn new things is a passion for me.						
6. I am more enthusiastic than my friends about learning about new knowledge and skills.						
7. I'd like to spend in order to learn to do research in a large portion of my time.						
8. Even if I have busy program I (could) create my own opportunities to learn new knowledge and skills.						
9. In order to learn new knowledge and skills, I spread the share of private spending.						
10. Without any necessity, I will spontaneously strive for new knowledge and skills.						
11. When performing my primary goals I could try to gain new knowledge and skills that are not related to them.						

12. Even if a difficult and complex issue that I've learned, I efforts to find the best possible way.						
13. Subjects that are unrelated to my profession, I do not believe will be good for me to win new knowledge and skills.						
14. To provide only personal progress, gain new knowledge and skills inconstantly is meaningless to me.						
15. I don't care the contributions of my learning process people around me.						
16. I dont use the sources of information (book, internet etc.) that is related to my profession except in cases of compulsory.						
17. I think I will have a trouble to learning a new skill or information that I encountered.						
18. My self-evaluation of what I have learned prevents me from learning new topics.						
19. If I m not in a obligation (exams, projects etc) I do not want to lose my time by doing research.						
20. I would prefer to spend time with my loved ones instead of to spend my personal development.						
21. If I am not responsible for what I have learned (if I do not have exams, etc.), I do not need to endeavor to complete my deficiencies.						
22. I think that unless it is necessary it would be a waste of time for me to attend courses and seminars just to learn new things.						

23. I don't spend the time to learn a topic for I'm just curious.						
24. I think libraries are boring places.						
25. I prefer to be interested with my hobbies instead of make an effort to learn new things except for compulsory situations.						
26. I wouldn't want to endeavor to learn new knowledge and skills if it would make me distressed.						
27. Feeling forced to learn new knowledge and skills constantly that bothers me.						