Examining Philosophy of Education and Lifelong Learning Tendencies in Future Educators

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ABSTRACT

The purpose of this study is to determine the correlations between prospective teachers' educational philosophy and lifelong learning tendencies. It is also to find out if such properties differed significantly in terms of gender, year of study, field of study, the will to pursue post-graduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs regarding the suitability for teaching profession. Participants in this study were 116 prospective teachers from a private university in İstanbul, Turkey. Data were gathered through Lifelong Learning Tendency Scale (Diker-Coskun, 2009) and Educational Philosophy Tendency Scale (Aytaç & Uyangör, 2020). The collected data were analyzed with the 22.0 software package of the SPSS program. The results of the study were discussed within the scope of the relevant literature.

Keywords: Lifelong learning, lifelong learning tendency, educational philosophy, perennialism, essentialism, progressivism, reconstructionism.

1. INTRODUCTION

1.1 Educational Philosophy

Throughout history, people have always aimed for an ideal individual, a harmonious society, and a perfect world. Philosophy has been a significant guiding force in this search. Philosophy helps us understand the complexities of human existence and has close ties with education and other sciences. It introduces important values for education, and in turn, education, as a system, seeks to instill these values in society (Cevizci, 2016; Gutek, 2006; Ornstein & Hunkins, 2014). Educational philosophy, existing as a distinctive branch within philosophical discourse, serves to conceptualize and address the multifaceted challenges inherent in education (Noddings, 2016); this field draws from established branches such as metaphysics, epistemology, and axiology (Erden, 2011; Gutek, 2006), encompassing a multidisciplinary examination of the principles, beliefs, and values that underlie educational theories, practices, and policies.

The interdisciplinary study of educational philosophy encompasses exploring educational objectives, curriculum design, teaching methods, and the moral aspects of teaching and learning (Erden, 2011; Demirel,2010; Ornstein& Hunkins, 2014; Sönmez, 2008). That is, it acts as a theoretical foundation guiding educators in decision-making, instructional methods, and overall educational settings, shaping the design of teaching materials and approaches in alignment with broader philosophical principles. These educational philosophies represent different perspectives on the nature and purpose of education, influencing curriculum, instructional practices, and the overall educational experience (Sönmez, 2008).

Indeed, educational philosophy tendency refers to an individual's perspective or inclination towards education (Aytaç &Uyangör, 2020). Rooted in specific educational philosophies such as perennialism, essentialism, progressivism, and reconstructionism, these beliefs significantly shape educators' professional identities and practices (Erden, 2011;Ornstein & Hunkins, 2014). Each of these approaches offers distinct viewpoints on the nature of education, the role of the educator, and the goals of the learning process. Perennialism is rooted in idealism, and realism emphasizes the pursuit of universal truths and absolutes. Proponents like Mortimer Adler advocate for the exploration and dissemination of enduring ideas. Schools pass on unchanging values to new generations. Perennialism uses

deduction and Socratic discussions, with teachers leading and students following (Altınkurt, Yılmaz &Oğuz, 2012). Essentialism pioneered by William Bagley and E.D. Hirsch, focuses on the systematic transmission of a core set of knowledge and skills with an emphasis on intellectual and moral standards. Essentialists contend that classrooms should be centered around the teacher, who assumes the roles of both an intellectual and moral exemplar for the students. The determination of what is crucial for students to learn is primarily made by teachers or administrators, with minimal consideration for student interests (Erden, 2011). Progressivism, endorsed by John Dewey and others, prioritizes individuality, progress, and change, promoting student-centered learning and critical thinking. A progressive teacher empowers students by facilitating interactive and personalized learning experiences. They prioritize critical thinking, creativity, and problem-solving, adapting teaching methods to various learning styles while valuing student input and fostering autonomy. (Sönmez, 2008). Reconstructionism, associated with figures like George S. Counts and Theodore Brameld, highlights education's role in addressing societal issues and effecting social change. A reconstructionist teacher is expected to act as facilitators guiding students to critically analyze societal problems. They create an environment for exploring real-world issues, empowering students to contribute to positive social change (Ornstein & Hunkins, 2014). Educational philosophy tendency plays a pivotal role in shaping pedagogical approaches. Knowing what future teachers believe about education is likely to be significant for making a great learning place. Their ideas about teaching, why education matters, and how they like to teach are shaped by their educational philosophies. Studies indicate a strong connection between prospective teachers' educational philosophies and their teaching methods and approaches to curriculum design (Aybek & Aslan, 2017; Şahan, 2020). Overall, these insights are pivotal for shaping educational policies. Together, these studies highlight how educational philosophies play a crucial role in influencing educational practices, curriculum design, and classroom administration. The varied perspectives presented by reconstructionism, progressivism, essentialism, and perennialism enrich and add depth to discussions in education, offering educators and policymakers diverse frameworks to meet the needs of both learners and society.

1.2 Lifelong Learning

Lifelong learning, characterized by purposeful engagement, clear objectives, and individual responsibility for retaining and applying knowledge over time (Knapper &

Cropley, 2000), is framed as a continuous acquisition of skills integrated into daily life and cultural practice, necessitating preservation and renewal beyond formal educational settings (Gudănescu & Cristea, 2009). Lifelong learning tendencies encapsulate an individual's readiness and capacity for ongoing learning throughout their lifetime. As defined by Diker-Coskun (2009), these tendencies encompass purposeful learning with clear objectives, personal accountability for the learning process, and a motivation to preserve and apply acquired knowledge over an extended period. According to Akkuş (2008), lifelong learning skills are the necessary skills for individuals to actively participate as informed citizens in education, professional life, and beyond.

With regard to higher education, a lifelong learner embodies several key traits. Firstly, they possess an inherently curious mind and an inner drive for learning, actively steering their educational journey. Secondly, these individuals exhibit strong information literacy, efficiently gathering and critically evaluating information from many sources. Thirdly, their approach to learning is characterized by a depth of understanding rather than surface-level comprehension. Finally, these learners maintain a positive attitude toward learning and demonstrate adept organizational skills, promoting an environment for educational growth. This sequential breakdown pictures the diverse yet interconnected attributes defining a lifelong learner within the field of higher education (Candy et al. 1994). According to Çetin & Çetin (2017), ensuring individuals acquire these fundamental skills early and sustain their development throughout education is crucial, with teachers serving as central figures who must both embrace innovation and lifelong learning. Understanding and integrating lifelong learning principles into their practice allows prospective teachers to proactively address potential challenges. With this awareness, these educators may serve as role models, positively influencing both students and the educational environment through their consistent interactions. Research extensively explores how future teachers develop lifelong learning habits. Studies by Gökyer et al. (2018), Oral and Yazar (2015), Saritepeci and Orak (2019) and Woodward et al. (2018) highlight these tendencies and factors that shape them, like training, perception, and university background. Çam and Üstün (2016) found that teachers show a strong tendency for lifelong learning, a view supported by Çetin and Çetin (2017), who see it as a vital part of teacher candidates' lives. Çelebi et. al (2014) also noted teachers hold a positive view of lifelong learning. Overall, the literature indicates that future teachers usually have a favorable attitude toward lifelong learning.

1.3 Lifelong Learning and Educational Philosophy

Educational philosophy influences how teachers perceive education. When combined with lifelong learning principles, it lays the groundwork for continuous development in education (Kaygın et. al, 2017). Teachers who value lifelong learning tend to employ innovative teaching methods, promote critical thinking, and establish engaging learning environments. This integration of educational philosophy and lifelong learning not only impacts teaching strategies but also fosters an environment where both teachers and students are encouraged to pursue ongoing learning and progress. Investigating the correlation between educational philosophies, lifelong learning tendencies, and competencies in the teaching-learning process, provides a thorough exploration of the interconnected nature of these (Şahan, 2020). Considering factors like gender, gender, year of study, field of study,the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development, following research and articles related to the field , the beliefs regarding the suitability for teaching profession can help us understand how future teachers approach learning and their views on teaching. For instance, differences between genders, changes in perspectives over study years, and the influence of study fields might shape their thoughts on teaching. Wanting to pursue further education might signal a strong commitment to learning, while active participation in learning activities and extensive reading could suggest high interest. Ultimately, how they perceive teaching might connect closely with their attitudes toward learning and teaching itself. However, there remains a scarcity of research on how future teachers' educational philosophy aligns with their commitment to lifelong learning, as highlighted by Kaygın et al. (2017) and Şahan (2020). Further exploration in this area could significantly benefit teacher training programs and educational approaches, encouraging a culture of continual growth and flexibility within the educational settings.

1.4 Purpose of the study

This study examines the relations between prospective teachers' lifelong learning tendencies and their educational philosophy tendencies. To this end, the following research questions were formulated:

1. What is the level of prospective teachers' lifelong learning tendencies?
2. Do prospective teachers' lifelong learning tendencies vary significantly by

a) gender,

b) year of study,

c) field of study,

d) the will to pursue postgraduate education,

e)the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development,

f) following research and articles related to the field,

g) the beliefs regarding the suitability for teaching profession?

3. What is the level of prospective teachers' tendencies related to perennialism?

4. What is the level of prospective teachers' tendencies related to essentialism?

5. What is the level of prospective teachers' tendencies related to progressivism?

6. What is the level of prospective teachers' tendencies related to reconstructionism?

7. Do prospective teachers' tendencies related to perennialism vary significantly by

a) gender,

b) year of study,

c) field of study,

d)the will to pursue postgraduate education,

e)the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development,

f) following research and articles related to the field ,

g) the beliefs regarding the suitability for teaching profession?

8. Do prospective teachers' tendencies related to essentialism vary significantly by

a) gender,

b) year of study,

c) field of study,

d)the will to pursue postgraduate education,

e)the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development,

f) following research and articles related to the field ,

g) the beliefs regarding the suitability for teaching profession?

9. Do prospective teachers' tendencies related to progressivism vary significantly by

a) gender,

b) year of study,

c) field of study,

d)the will to pursue postgraduate education,

e)the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development,

f) following research and articles related to the field ,

g) the beliefs regarding the suitability for teaching profession?

10. Do prospective teachers' tendencies related to reconstructionism vary significantly by

a) gender,

b) year of study,

c) field of study,

d)the will to pursue postgraduate education,

e)the willingness to participate in activities such as courses, seminars, symposiums related to personal and professional development,

f) following research and articles related to the field ,

g) the beliefs regarding the suitability for teaching profession?

11. Is there a statistically significant relationship between prospective teachers' lifelong learning tendencies and educational philosophy tendencies (perennialism, essentialism, progressivism, reconstructionism)?

2. METHOD

2.1 Research Model

In this research, a relational descriptive model is utilized to explore how different factors relate to each other. Descriptive studies aim to provide a focused snapshot, capturing specific aspects of a phenomenon to understand its nature better. On the other hand, relational studies focus on observing a phenomenon without intentionally altering it, aiming to comprehend its dynamics and connections without interference (Büyüköztürk et. al, 2015).

2.2 Study Group

The study included 116 students enrolled in the Philosophy of Education course across various departments such as English Language Teaching (ELT), Elementary Mathematics Teaching (EMT), Special Education Teaching (SET) , and Guidance and Counseling (GC) in a faculty of education at a private university located in Istanbul, Turkey. Most of the students

belonged to the freshman class, although there were also a few sophomores retaking the course.

Table 1. Demographics of the Study Group

Variables	Type	N	%
Gender	Male	20	17,2
	Female	96	82,8
Year of Study	1st Year	111	95,7
	2nd Year	5	4,3
Field of study	English Language Teaching	41	35,3
	Elementary Mathematics Teaching	7	6,0
	Special Education Teaching	22	19,0
	Guidance and Counseling	46	39,7
Willingness to Pursue Graduate Education	Yes	75	64,7
	No	7	6,0
	Undecided	34	29,3
The Willingness to Participate in Activities	Yes	101	87,1
	No	4	3,4
	Undecided	11	9,5
Following Research and Articles Related to the Field	Yes	57	49,1
	No	57	49,1
	Undecided	2	1,7
Beliefs Regarding the Suitability for the Teaching Profession	Yes	63	54,3
	No	22	19,0
	Undecided	31	26,7

The demographic analysis of the study revealed that 17.2% of participants were male (n = 20), while 82.2% were female (n = 96). Among the participants, 95.7% were in their first year of study (n = 111), with only 4.3% in their second year (n = 5). The distribution across departments indicated that 35.3% were enrolled in English Language Teaching (n = 41), 6% in Elementary Mathematics Teaching (n = 7), 19% in Special Education Teaching (n = 22), and 39.7% in Guidance and Counseling (n = 46) departments within the faculty of education. Regarding future pursuits, 64.7% expressed an interest in pursuing graduate education (n = 75), while 6% intended not to do so (n = 7), and 29.3% remained undecided (n = 34). Furthermore, 87.1% of prospective teachers expressed their willingness to engage in activities like courses, seminars, and symposiums for personal and professional development (n = 101). However, 3.4% showed

no interest (n = 4), and 9.5% remained undecided (n = 11). With regards to following research and articles, 49.1% expressed their interest (n = 57) and 49.1% disinterest (n = 57) while 1.7% remained undecided (n = 2). In terms of beliefs about suitability for the teaching profession, 54.3% of prospective teachers considered the profession suitable for them (n = 63), while 19% regarded it unsuitable (n = 22), and 26.7% were undecided (n = 31).

2.3 Instruments

2.3.1 The Personal Information Form: The form was crafted by the researcher to gather information on participants' gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs regarding the suitability for teaching profession. The content of the form was aligned with the literature, and its final version was refined through expert input from a researcher in the field of educational sciences.

2.3.2 Lifelong Learning Tendency Scale (LLTS): Lifelong Learning Tendency Scale (Diker-Coşkun, 2009) comprises 27 items rated on a 6-point Likert scale. In a previous study by Coşkun and Demirel (2010), the scale demonstrated Cronbach's alpha reliability coefficient of 0.89. Scores on this scale range from a minimum of 27 to a maximum of 162. Notably, items within the "lack of regulating learning" and "lack of curiosity" dimensions are scored in reverse and these sub-dimensions are named as curiosity and regulation for the purposes of this research.

2.3.3 Educational Philosophy Tendency Scale (EPTS): To determine the tendencies of teacher candidates towards educational philosophies, the 36-item Educational Philosophy Tendency Scale developed by Aytaç and Uyangör (2020) is used. The scale is in a five-point Likert type, with items rated from 1 "strongly disagree" to 5 "strongly agree". Cronbach alpha values according to the analysis results; .89 for the 13-item progressivism, .84 for the 9-item reconstructionism, .82 for the 7-item essentialism, and .66 for the 7-item perennialism and 0.83 for the overall scale.

2.4 Data Collection and Analysis

The data for this study was collected in early June 2021. Prior to data collection, necessary permissions were obtained from the developers of the scales utilized in the research. Subsequently, the data collection process began. Once collected, the data were input and coded

into the SPSS program, totaling 141 entries, in the relevant statistical software. Descriptive statistics were employed in determining lifelong learning tendencies and educational philosophy tendencies of the participants. Following an analysis of extreme values, 25 cases were identified as outliers and consequently excluded from the research. Moving forward, to ascertain the appropriateness of the data for the selected data analysis methods, the normal distribution of the research data was checked. This involved examining kurtosis and skewness values derived from the employed scales. The skewness coefficient for LLTS was observed to be -0.449, with a kurtosis coefficient of 0.257. For the sub-dimensions of EPTS, skewness coefficients ranged from -1,088 to 0,651, and kurtosis coefficients ranged from -0.164 to 1.202 (See Table 2). Given that these skewness and kurtosis values fall between -2 and +2, it is assumed that the data demonstrate a normal distribution (Byrne, 2010; Hair et al., 2010).

Table 2. Tests of Normality for EPTS and LLTS

Scales	N	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Perennialism	116	.077	.225	-.270	.446
Essentialism	116	.651	.225	-.164	.446
Progressivism	116	-1.088	.225	1.202	.446
Reconstructionism	116	-.854	.225	.187	.446
LLTS	116	-.449	.225	-.257	.446

Consequently, parametric tests were considered suitable for the subsequent analyses. Four statistical procedures, which run on the data collected through the scales, were used in data analysis:

1. Prospective teachers' lifelong learning tendencies and their educational philosophy tendencies were analyzed by using descriptive statistics.
2. t-test was used to find out if there is a difference between mean scores of prospective teachers' lifelong learning tendencies and educational philosophy tendencies.
3. Analysis of variance (ANOVA) was implemented to examine the differences between the prospective teachers' lifelong learning tendencies and educational philosophy tendencies with regards to gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs about the suitability for teaching profession. Besides, the homogeneity of group variances was tested to determine the groups between which there was difference at the end

of the Analysis of Variance (ANOVA). When group variances were homogenous, Tukey's Honestly Significant Difference (HSD) which is a post hoc test was used after an ANOVA to determine which means are significantly different from each other.

4. A Pearson correlation coefficient was performed to find significant correlations between prospective teachers' lifelong learning tendency and educational philosophy tendency. In the Pearson correlation analysis, values below .30 were accepted as "low", values between .30-.69 as "moderate", and values above .70 as "high" correlation (Çokluk, et. al, 2014).

3. RESULTS

The following section presents the findings relevant to the research questions, respectively.

The 1st Research Question

The first research question is "What is the level of prospective teachers' lifelong learning tendencies?" Prospective teachers' lifelong learning tendencies' mean score was calculated. The mean score for lifelong learning tendencies for is 3.99 with a moderate level of variability (standard deviation of 0.56) around this mean (see Table 3). This suggests that, on average, prospective teachers tend to have a score close to 4 in terms of their lifelong learning tendencies. The range of scores spans from a minimum of 2.56 to a maximum of 5.00. Based on the analysis, the level of prospective teachers' lifelong learning tendencies, on average, seems to be relatively high, as the mean score is close to the maximum possible score (See Table 3).

Table 3. The Mean and Standard Deviation of LLTS

Scale	N	Minimum	Maximum	Mean	Sd
LLTS	116	2.56	5.00	3.99	.56

The 2nd Research Question

The second research question is "Do prospective teachers' lifelong learning tendencies vary significantly by gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs regarding the suitability for teaching profession?". The mean score for

lifelong learning scale for female prospective teachers (X = 4.01, sd = 0.54) appeared slightly higher than that of male prospective teachers (X = 3.90, sd = 0.66). However, despite this slight discrepancy, the statistical analysis using the t-test (t = -0.79, df = 114, p = 0.054 assuming equal variances) did not reveal a significant difference between genders concerning their lifelong learning tendencies (See Table 4). The analysis revealed that the mean score lifelong learning tendencies for first-year students (X = 4.01, sd = 0.54) was slightly higher than that of second-year students (X = 3.52, sd = 0.68). However, the independent samples t-test did not show a statistically significant difference between the two groups in terms of their lifelong learning tendencies (t = 1.96, df = 114, p = 0.812 assuming equal variances). The ANOVA test for lifelong learning tendencies indicated no statistically significant differences between the fields of study (F = 2.186, df = 3, p = 0.094, See Table 5).

Table 4. The t-test Analysis of Gender and Year of Study Related to LLTS

Variables		N	Mean	Std. Deviation	Std. Error Mean	df	t	p
Gender	Male	20	3.90	.66	.149	114	-.798	.054
	Female	96	4.01	.54	.055			
Year of Study	1st Year	111	4.01	.55	.052	114	1.964	.812
	2nd Year	5	3.52	.68	.305			

The ANOVA results for lifelong learning tendencies the between-groups comparison revealed a statistically significant difference regarding willingness to pursue graduate study (F = 7.368, df = 2, p = 0.001), indicating variations among at least two groups.

Table 5. The ANOVA Results for Lifelong Learning Tendencies

	Source	Sum of Squares	df	Mean Square	F	Sig.
Field of Study	Between Groups	1.986	3	.662	2.186	.094
	Within Groups	33.908	112	.303		
Willingness to Pursue Graduate Education	Between Groups	4.141	2	2.070	7.368	.001
	Within Groups	31.753	113	.281		

The Willingness to Participate in Activities	Between Groups	5.001	2	2.501	9.147	.000
	Within Groups	30.892	113	.273		
Suitability of the Teaching Profession	Between Groups	.713	2	.357	1.145	.322
	Within Groups	35.181	113	.311		
Following Research and Articles Related to the Field	Between Groups	5.180	2	2.590	9.528	.000
	Within Groups	30.714	113	.272		

Further post hoc tests using Tukey's HSD displayed specific differences between the groups related to the will to pursue postgraduate education. There is a notable difference between the prospective teachers who are willing to and not willing to pursue graduate study (X = 0.40, p = 0.145), as well as between the prospective teachers who are willing to and who are undecided about pursuing a graduate study (X = 0.40, p = 0.001), as highlighted by the Tukey HSD. In terms of lifelong learning tendencies prospective teachers who are willing to pursue graduate education tend to have higher scores compared to the other groups mentioned. Hence, the observed differences are in favor of who are willing to pursue graduate education.

Table 6. Post-Hoc Analysis for Will to Pursue Graduate Education

Will to pursue graduate study		**Mean Difference (I-J)**	**Std. Error**	**Sig.**
Yes	No	.40	.210	.145
	Undecided	.40	.110	.001
No	Yes	-.40	.210	.145
	Undecided	-.00	.220	1.000
Undecided	Yes	-.40	.110	.001
	No	.00	.220	1.000

The ANOVA test performed on scores lifelong learning tendencies across different levels of the variable the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, yielded a statistically significant result (F = 9.147, p = 0.000; See Table 5). The significant F-value indicates that there are differences among at least some of the groups. The subsequent multiple comparisons using Tukey's HSD test revealed specific group differences. The post-hoc test indicates significant mean differences

between the prospective teachers who are willing (X = .75, p = 0.016) and unwilling to participate in activities such as courses, seminars, symposiums, related to personal and professional development and who are undecided about participating the activities (p = 0.003), and unwilling and undecided groups (p = 0.818) according to Tukey's HSD (See Table 7). While there is a significant difference between willing and both unwilling and undecided groups in terms of lifelong learning tendencies scores related participation in activities for personal and professional development. In summary, the difference in lifelong learning tendencies scores appears to be in favor of willing prospective teachers.

Table 7. Post-Hoc Analysis for Will to Participate in Activities

Will to participate in activities		Mean Difference (I-J)	Std. Error	Sig.
Yes	No	.75	.267	.016
	Undecided	.56	.166	.003
No	Yes	-.75	.267	.016
	Undecided	-.18	.305	.818
Undecided	Yes	-.56	.166	.003
	No	.18	.305	.818

The analysis concerning beliefs about the suitability of the teaching profession did not reveal any statistically significant differences between groups (F = 1.145, p = 0.322) (See Table 5). The ANOVA conducted on LLTS scores showed a significant difference between groups based on their engagement in following research and articles related to their field (F = 9.528, p < 0.001) (See Table 5). Subsequent Tukey HSD multiple comparisons highlighted specific differences among these groups. The mean difference of 0.43 indicated that the prospective teachers following research and articles related to their field willing group had higher mean scores, and this difference was statistically significant (p < 0.05) in favor of this group (See Table 8).

Table 8. Post-Hoc Analysis for Following Research and Articles

(I) Following Research and Articles		Mean Difference (I-J)	Std. Error	Sig.
Yes	No	,43*	.098	.000
	Undecided	.19	.375	.872
No	Yes	-,43*	.098	.000
	Undecided	-.24	.375	.799
Undecided	Yes	-.19	.375	.872
	No	.24	.375	.799

The 3rd Research Question

The third research question is "What is the level of prospective teachers' tendencies related to perennialism?" The obtained mean score for perennialism stands at 3.34, signaling a moderate inclination toward perennialism in educational philosophy among the participants. The highest standard deviation (ss=0.64) a considerable amount of variability in perennialism scores (See Table 9).

Table 9. The Mean and the Standard Deviation of Subscales of EPTS

Scale	N	Minimum	Maximum	Mean	Std. Deviation
Perennialism	116	2,00	5,00	3.34	,64
Essentialism	116	2,00	3,57	2.53	,39
Progressivism	116	3,54	5,00	4.69	,29
Reconstructionism	116	3,22	5,00	4.49	,44

The 4th Research Question

The fourth research question addresses prospective teachers' tendencies related to essentialism. The mean score obtained for essentialism is 2.52, reflecting a moderate level of essentialist tendencies observed, on average, among the participants. Additionally, the standard deviation of 0.39 suggests a certain degree of variability in essentialism scores, indicating some diversity in perspectives among the participants (See Table 9).

The 5th Research Question

The fifth research question is related to prospective teachers' tendencies linked to progressivism. The average score obtained for progressivism stands at 4.69, signaling a prevalent inclination toward a high level of progressivism in the teaching philosophy of the participants. Moreover, the standard deviation of 0.29 implies a relatively limited degree of variability around the mean, signifying a considerable level of agreement among the participants regarding their progressivism tendencies (See Table 9).

The 6th Research Question

The sixth research question explores prospective teachers' tendencies toward reconstructionism. The mean score for reconstructionism is 4.49, highlighting a relatively high level of reconstructionist tendencies observed, on average, among the participants. Furthermore, the standard deviation of 0.44 indicates a moderate level of variability around the mean score (See Table 9).

The 7th Research Question

The seventh research question is "Do prospective teachers' tendencies related to perennialism vary significantly by gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs about the suitability of teaching profession?". The perennialism scores exhibited a distinct pattern among participants based on gender. Female prospective teachers showed a mean score of 4.71 (sd = .28) while male prospective teachers had a mean score of 4.59 (sd = 3.39). However, upon conducting a t-test assuming equal variances, the difference observed (t = 1.645, df = 114, p = 0.103) was not statistically significant (See Table 10).

Table 10. The t-test Analysis for Gender related to the subscales of EPTS

Gender		N	Mean	Std. Deviation	Std. Error Mean
Progressivism	Male	20	4.59	.338	.075
	Female	96	4.71	.280	.028
Perennialism	Male	20	3.55	.626	.140
	Female	96	3.29	.640	.065
Reconstructionism	Male	20	4.50	.402	.089
	Female	96	4.48	.452	.046
Essentialism	Male	20	2.54	.336	.075
	Female	96	2.52	.402	.041

The independent samples t-test results assuming equal variances (t = -0.301, p = 0.764) and unequal variances (t = -0.161, p = 0.880) indicate that there is no statistically significant difference between the mean perennialism scores of first- and second-year students (See Table 11).

Table 11. The t-test Analysis for Year of Study related to the subscales of EPTS

Year of Study		N	Mean	Std. Deviation	Std. Error Mean
Progressivism	1st Year	111	4.69	.294	.03
	2nd Year	5	4.53	.217	.10
Perennialism	1st Year	111	3.33	.614	.06
	2nd Year	5	3.42	1.228	.55
Reconstructionism	1st Year	111	4.49	.436	.04
	2nd Year	5	4.28	.569	.26
Essentialism	1st Year	111	2.52	.382	.04
	2nd Year	5	2.54	.609	.27

The ANOVA for perennialism did not reveal a statistically significant difference between the mean scores of the four fields of study (F = 1.947, p = 0.126). In analyses related to the willingness to pursue postgraduate education perennialism the findings demonstrated no statistically significant differences between the groups (F = 0.180, p = 0.836). Perennialism, from a philosophical perspective, did not reveal significant differences in willingness among its categorized groups regarding participation in activities related to personal and professional development (See Table 12). The ANOVA analysis showed no substantial variation between those classified as willing, unwilling, or undecided within the perennialism group (F= 0.154, p = 0.858). With an F-value of 0.787 and a p-value of 0.458, there is no significant difference among the groups aligned with perennialism regarding their perceived suitability for the teaching profession. There was no significant difference observed among groups aligned with perennialism concerning their tendency to follow research and articles related to the field (F = 0.708, p = 0.495).

Table 12. The ANOVA Results for Perennialism

	Source	Sum of Squares	df	Mean Square	F	Sig.
Field of Study	Between Groups	2.357	3	.786	1.947	.126
	Within Groups	45.194	112	.404		
Willingness to Pursue Graduate Education	Between Groups	.151	2	.075	.180	.836
	Within Groups	47.399	113	.419		
The Willingness to Participate in Activities	Between Groups	.129	2	.065	.154	.858
	Within Groups	47.421	113	.420		
Suitability of the Teaching Profession	Between Groups	.653	2	.327	.787	.458
	Within Groups	46.897	113	.415		
Following Research and Articles Related to the Field	Between Groups	.588	2	.294	.708	.495
	Within Groups	46.962	113	.416		

The 8th Research Question

The eighth research question is "Do prospective teachers' tendencies related to essentialism vary significantly by gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to

the field and the beliefs about the suitability of teaching profession?" For Essentialism, the mean score for males (X = 2.54, SD = 0.33) is slightly higher than that for females (X = 2.52, SD = 0.40). Both the t-test assuming equal variances (t = 0.197, p = 0.844) and unequal variances (t = 0.825, - p = 0.019) did not show any statistically significant difference in essentialism scores between genders (See Table 10). The essentialism mean score for first students (X = 2.52, SD = 0.38) appears slightly lower compared to second year students (X = 2.54, SD = 0.60). However, both the t-test assuming equal variances (t = -0.092, p = 0.927) and unequal variances (t = -0.060, p = 0.955) did not reveal any statistically significant differences between the two groups in terms of their scores. This suggests that the observed differences in mean scores are not statistically meaningful (See Table 11). For Essentialism, the ANOVA also showed no significant difference in mean scores between the fields of study (F = 1.129, p = 0.341). The essentialism category yielded an F-value of 0.476 with a corresponding p-value of 0.622. The analysis indicates that there is no statistically significant difference among the groups aligned with essentialism concerning their willingness to pursue postgraduate education. Moreover, essentialism exhibited no notable discrepancies in the willingness to take part in personal and professional development activities among the designated groups. The ANOVA test did not yield statistically significant differences between those classified as willing, unwilling, or undecided within the Essentialism group (F= 0.792, p = 0.455). An F-value of 0.300 and a p-value of 0.741 indicate no statistically significant difference among the groups following essentialism in terms of perceived suitability for the teaching profession. No statistically significant difference was found among the groups subscribing to essentialism in terms of their inclination to follow research and articles related to the field (F = 0.804, p = 0.450) (See Table 13).

Table 13. The ANOVA Analysis for Essentialism

	Source	Sum of Squares	df	Mean Square	F	Sig.
Field of Study	Between Groups	.516	3	.172	1.129	.341
	Within Groups	17.052	112	.152		
Willingness to Pursue Graduate Education	Between Groups	.147	2	.073	.476	.622
	Within Groups	17.421	113	.154		
Willingness to Participate in Activities	Between Groups	.243	2	.121	.792	.455
	Within Groups	17.325	113	.153		
Suitability of the Teaching Profession	Between Groups	.093	2	.046	.300	.741

	Within Groups	17.475	113	.155		
Following Research and Articles Related to the Field	Between Groups	.247	2	.123	.804	.450
	Within Groups	17.321	113	.153		

The 9th Research Question

The ninth research question is "Do prospective teachers' tendencies related to progressivism vary significantly by gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs about the suitability of teaching profession?". For progressivism males (X = 4.58, SD = 0.33) showed a slightly lower mean score compared to females (X = 4.71, SD = 0.27). However, the t-tests assuming equal variances (t = -1.758, p = 0.081) and unequal variances (t = -1.550, p = 0.125) did not indicate a significant difference in progressivism scores between genders (See Table 10). For progressivism, the mean score for first year students (X = 4.69, SD = 0.29) appears slightly higher compared to second year students (X = 4.53, SD = 0.21). However, both the t-test assuming equal variances (t = 1.203, p = 0.232) and unequal variances (t = 1.588, p = 0.177) did not demonstrate a statistically significant difference between the two groups in terms of their progressivism (See Table 11). The ANOVA revealed a statistically significant difference in mean scores for Progressivism among the fields of study (F = 4.569, p = 0.005).

Table 14. The ANOVA Results for Progressivism

	Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Field of Study	Between Groups	1.076	3	.359	4.569	.005
	Within Groups	8.794	112	.079		
Willingness to Pursue Graduate Education	Between Groups	.544	2	.272	3.295	.041
	Within Groups	9.326	113	.083		
Willingness to Participate in Activities	Between Groups	1.029	2	.515	6.578	.002
	Within Groups	8.841	113	.078		
Suitability of the Teaching Profession	Between Groups	.405	2	.202	2.417	.094
	Within Groups	9.465	113	.084		
Following Research and Articles Related to the Field	Between Groups	.095	2	.048	.550	.579
	Within Groups	9.775	113	.087		

According to the Tukey HSD post-hoc test, significant differences were observed within this study when comparing ELT and GC (p = 0.009) as well as GC and ELT (p = 0.009). The mean difference of 0.19 units between ELT and GC groups indicates a favoring towards the GC group. This suggests that, within this field of study, attributes or qualities associated with the GC group surpassed those of the ELT group. Simultaneously, an equivalent significant difference favoring the ELT group by 0.19 units implies that elements linked with ELT exhibited superior characteristics compared to the GC group.

Table 15. Post-Hoc Analysis Results Regarding Field of Study

(I) Field of Study		Mean Difference (I-J)	Std. Error	Sig.
ELT	EMT	.10	.115	.841
	SET	-.11	.074	.454
	GC	-,19*	.060	.009
EMT	ELT	-.10	.115	.841
	SET	-.20	.122	.339
	GC	-.29	.114	.059
SET	ELT	.11	.074	.454
	EMT	.20	.122	.339
	GC	-.09	.073	.651
GC	ELT	,19*	.060	.009
	EMT	.29	.114	.059
	SET	.09	.073	.651

The analysis focusing on the willingness to pursue postgraduate education from a progressivist standpoint revealed a statistically significant difference among the groups (willing, unwilling, and undecided), denoted by an F-value of 3.295 and a p-value of 0.041 (See Table 14).

The post-hoc analysis exploring the willingness to pursue graduate study, comparisons were made among respondents who answered 'Yes', 'No', and 'Undecided'. Notably, no significant differences were found between those who responded 'Yes' and 'No', implying similar levels of inclination towards further studies (Mean Difference = 0.00, p = 1.000). However, a significant distinction emerged between 'Yes' and 'Undecided', revealing that individuals who were 'Undecided' exhibited a notably higher inclination towards pursuing graduate studies (Mean Difference = 0.15, p = 0.034). Conversely, no substantial difference was observed between 'No' and 'Undecided', indicating a comparable level of uncertainty regarding pursuing graduate studies (Mean Difference = -0.15, p = 0.420). In summary, while no

significant contrast was detected between 'Yes' and 'No', a significant difference highlighted that individuals who were 'Undecided' showed a stronger inclination towards pursuing graduate studies compared to those who firmly responded 'Yes', whereas 'No' and 'Undecided' groups shared a similar level of uncertainty about further studies (See Table 16).

Table 16. Post-Hoc Analysis Regarding Will to Pursue Graduate Study

(I) Will to GS		Mean Difference (I-J)	Std. Error	Sig.
Yes	No	.00	.114	1.000
	Undecided	,15*	.059	.034
No	Yes	-.00	.114	1.000
	Undecided	.15	.119	.420
Undecided	Yes	-,15*	.059	.034
	No	-.15	.119	.420

With an F-value of 6.578 and a p-value of 0.002, there is a statistically significant difference among the groups associated with Progressivism concerning their willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development. Post hoc comparisons reveal a significant difference between willing and undecided groups and unwilling and undecided groups, favoring the willingness among those aligned with Progressivism. The F-value of 2.417 and a p-value of 0.094 suggest no significant difference among the groups associated with Progressivism concerning their perceived suitability for the teaching profession, though the p-value is close to the significance threshold. The groups aligned with progressivism also did not display any significant difference in their interest in following research and articles related to the field ($F = 0.550$, $p = 0.579$).

The 10th Research Question

The tenth research question is "Do prospective teachers' tendencies related to reconstructionism vary significantly by gender, year of study, field of study, the will to pursue postgraduate education, the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development, following research and articles related to the field and the beliefs about the suitability of teaching profession?". Regarding reconstructionism, males ($X = 4.50$, $SD = 0.400$) and females ($X = 4.48$, $SD = 0.45$) demonstrated a negligible variance in mean scores. Both the t-test assuming equal variances (t

= 0.168, p = 0.867) and unequal variances (t = 0.858, p = 0.018) did not show any statistically significant difference in reconstructionism scores between genders (See Table 10). The Reconstructionism mean score for first students (X = 4.49, SD = 0.43) appears slightly higher than that of second students (X = 4.28, SD = 0.56). Nevertheless, neither the t-test assuming equal variances (t = 1.042, p = 0.300) nor the one assuming unequal variances (t = 0.458, p = 0.210) indicated a significant difference between the two groups in terms of their reconstructionism scores (See Table 11). The ANOVA for reconstructionism did not indicate a significant difference in mean scores among the fields of study (F = 0.794, p = 0.499). The analysis under the perspective of reconstructionism demonstrates a statistically significant difference among the groups in terms of their willingness to pursue postgraduate education with an F-value of 3.953 and a p-value of 0.022.

Table 17. The ANOVA Results for Reconstructionism

	Source	Sum of Squares	df	Mean Square	F	Sig.
Field of Study	Between Groups	.469	3	.156	.794	.499
	Within Groups	22.027	112	.197		
Willingness to Pursue Graduate Education	Between Groups	1.471	2	.736	3.953	.022
	Within Groups	21.024	113	.186		
Willingness to Participate in Activities	Between Groups	.638	2	.319	1.649	.197
	Within Groups	21.858	113	.193		
Suitability of the Teaching Profession	Between Groups	.679	2	.340	1.759	.177
	Within Groups	21.816	113	.193		
Following Research and Articles Related to the Field	Between Groups	.087	2	.043	.219	.804
	Within Groups	22.409	113	.198		

In the examination of perspectives on Reconstructionism, participants were categorized based on their responses, specifically 'Yes', 'No', and 'Undecided'. Post-hoc analysis revealed no statistically significant difference in views between those who answered 'Yes' and 'No', with a mean difference of 0.14 (p = 0.679). However, a significant distinction emerged when comparing 'Yes' and 'Undecided', indicating that individuals who were 'Undecided' had a more positive inclination towards Reconstructionism, as reflected by the mean difference of 0.25 (p = 0.017). Conversely, no significant difference was observed between 'No' and 'Undecided', signifying that individuals who were 'Undecided' shared a similar perspective

with those who firmly responded 'No' (mean difference = -0.11, p = 0.828). In summary, while no significant contrast existed between those who firmly supported or rejected Reconstructionism, a noteworthy difference emerged, underscoring a more favorable inclination among those who were 'Undecided' compared to both 'Yes' and 'No' respondents (See, Table 18).

Table 18. Post-Hoc Analysis Regarding Will to Pursue Graduate Study

Reconstructionism		Mean Difference (I-J)	Std. Error	Sig.
Yes	No	.14	.171	.679
	Undecided	,25*	.089	.017
No	Yes	-.14	.171	.679
	Undecided	.11	.179	.828
Undecided	Yes	-,25*	.089	.017
	No	-.11	.179	.828

There were no significant differences found between the unwilling group and either the willing or undecided groups. The F-value of 1.649 and a p-value of 0.197 suggest no significant difference among the groups aligned with Reconstructionism regarding their inclination toward the willingness to participate in activities such as courses, seminars, symposiums, related to personal and professional development. With an F-value of 1.759 and a p-value of 0.177, there is no significant difference among the groups aligned with reconstructionism regarding their perceived suitability for the teaching profession. No significant variance was found among groups related to reconstructionism concerning their inclination to follow research and articles related to the field (F = 0.219, p = 0.804).

The 11th Research Question

The eleventh research question is "Is there a statistically significant relationship between prospective teachers' lifelong learning tendencies and educational philosophy tendencies regarding perennialism, essentialism, progressivism, and reconstructionism? The Pearson correlation coefficient was calculated to determine the relationship between prospective teachers' lifelong learning tendencies mean score and their educational philosophy tendencies mean score. The correlation analysis highlights various meaningful relationships among the examined variables. Perennialism shows a significant and positive correlation with essentialism (r = 0.547**), indicating a strong relationship between these two educational

philosophy dimensions. However, there are no statistically significant correlations perennialism with progressivism (r = 0.137), reconstructionism (r = 0.170), lifelong learning tendencies (r = 0.047), motivation (r = 0.054), perseverance (r = 0.098), curiosity (r = -0.021), and regulation (r = 0.022). Similarly, essentialism shows insignificant correlations with progressivism (r = -0.044), reconstructionism (r = 0.005), lifelong learning tendencies (r = -0.024), motivation (r = 0.013), perseverance (r = 0.028), curiosity (r = -0.130), and regulation (r = 0.051). Progressivism, on the other hand, reveals significant correlations with reconstructionism (r = 0.588**), lifelong learning tendencies (r = 0.406**), motivation (r = 0.356**), perseverance (r = 0.337**), and curiosity (r = 0.367**). Furthermore, reconstructionism demonstrates significant correlations with lifelong learning tendencies (r = 0.424**), motivation (r = 0.371**), perseverance (r = 0.387**), and curiosity (r = 0.337**). Lastly, lifelong learning tendencies shows significant correlations with motivation (r = 0.859**), perseverance (r = 0.876**), curiosity (r = 0.875**), and regulation (r = 0.616**), underscoring the interconnected nature of lifelong learning with motivational factors, perseverance, and curiosity. These correlations provide insights into the relationships among different dimensions of educational philosophy and various aspects of lifelong learning tendencies.

Table 19. The Correlation Matrix for LLTS and EPTS

		Motivat.	Perseverc.	Regulat.	Curiosity	LLTS	Progrssv.	Reconstr.	Essential.
Motivation	Pearson Correlation	1							
	Sig. (2-tailed)								
Perseverance	Pearson Correlation	,767**	1						
	Sig. (2-tailed)	.000							
Regulation	Pearson Correlation	,379**	,319**	1					
	Sig. (2-tailed)	.000	.000						
Curiosity	Pearson Correlation	,606**	,641**	,556**	1				
	Sig. (2-tailed)	.000	.000	.000					
LLTS	Pearson Correlation	,859**	,876**	,616**	,875**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
Progressivism	Pearson Correlation	,356**	,337**	,249**	,367**	,406**	1		
	Sig. (2-tailed)	.000	.000	.007	.000	.000			

Reconstructionism	Pearson Correlation	,371**	,387**	,290**	,337**	,424**	,588**	1	
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000		
Essentialism	Pearson Correlation	.013	.028	.051	-.130	-.024	-.044	.005	1
	Sig. (2-tailed)	.889	.768	.584	.163	.798	.637	.960	
Perennialism	Pearson Correlation	.054	.098	.022	-.021	.047	.137	.170	,547**
	Sig. (2-tailed)	.568	.293	.812	.820	.613	.143	.068	.000

**. Correlation is significant at the 0.01 level (2-tailed).

4. CONCLUSION

This study examined the lifelong learning tendencies and their educational philosophy tendencies of prospective teachers. What is discovered is that most of these soon-to-be educators have a strong appetite for lifelong learning. They firmly believe in the value of continual personal and professional growth. These findings reveal a genuine enthusiasm among aspiring educators for lifelong learning. They are eager to acquire new knowledge and adjust to changes in teaching methods. This keenness suggests they are ready to explore fresh approaches, potentially leading to more innovative teaching practices. Overall, it is evident that these future educators are dedicated to broadening their knowledge. This not only supports their personal development but also suggests a positive influence on the field of education. Similar to Coskun-Diker and Demirel (2010) and Çam and Üstün's (2016) findings, this research supports the notion that teachers exhibit a strong inclination towards lifelong learning. This perspective is reinforced by Çetin and Çetin (2017), who consider lifelong learning a vital aspect of teacher candidates' lives. Additionally, our study is consistent with Çelebi, Özdemir, and Eliçin's (2014) observation of teachers holding a positive view of lifelong learning. In summary, our findings, like the cited studies, suggest that teachers, including prospective ones, generally maintain a positive and enthusiastic attitude toward embracing lifelong learning.

The study investigated how prospective teachers' interest in lifelong learning varied concerning gender, academic year, postgraduate education plans, participation in developmental activities, research engagement in their field, and beliefs about teaching suitability. slight differences were noticed between genders and academic years in lifelong learning scores, these variances did not reach statistical significance, indicating that gender or academic progression might not heavily influence tendencies toward lifelong learning. However, notable patterns emerged concerning postgraduate education and developmental

activities. It is found that individuals aspiring for further education exhibited higher lifelong learning scores, echoing the connections highlighted in Atacanlı (2007) and Ayaz and Ünal (2016). Similarly, active participation in developmental activities correlated positively with a stronger inclination for lifelong learning, consistent with the research of Çam and Üstün (2016), Gökyer et al. (2018), Oral and Yazar (2015), Woodward et al. (2018), Saritepeci and Orak (2019). Furthermore, engaging in research in their field significantly impacted future teachers' tendencies toward lifelong learning. However, beliefs about teaching suitability showed a weak correlation, implying a disconnect between perceived suitability for teaching and the inclination for lifelong learning.

It is clear from the findings of this research that the prospective teachers in this study exhibit a moderate inclination toward perennialism, indicating a balanced perspective on traditional educational values. Essentialism tendencies are also moderate, reflecting a diverse range of beliefs within this philosophy. Interestingly, there is a prevalent and high level of alignment with progressivism, suggesting a strong consensus among participants on progressive educational principles. Similarly, reconstructionism tendencies are notably high on average, indicating a collective inclination towards innovative and transformative educational ideas. The variability in essentialism scores and the limited variability in progressivism scores may suggest a more uniform agreement on progressive principles compared to essentialist ones. Within the academic literature, perennialism and essentialism philosophies are commonly categorized as "traditional," while progressivism and reconstructionism philosophies are often designated as "contemporary" educational philosophies, as outlined by Cevizci (2014), Duman and Ulubey (2008) and Gutek (2006).

The analysis indicates that perennialism tendencies among prospective teachers remain consistent and unaffected by gender, academic year, chosen field of study, willingness for further education, participation in developmental activities, suitability perceptions for teaching, or inclination towards academic research in the educational field. Though various research studies have approached and examined educational philosophical orientations through different scales and methodologies, their findings often converge on a common theme regarding the hierarchy of dispositions toward educational philosophies. Studies involving preservice teachers (Alkin-Sahin et al., 2014; Duman &Ulubey, 2008) consistently indicate that contemporary educational philosophies such as progressivism and reconstructionism tend to be more deeply internalized, whereas essentialism and perennialism are typically perceived as less internalized among these cohorts.

While progressivism did not significantly differ based on gender or academic year, it displayed variations among fields of study. Moreover, those aligned with progressivism showed a greater interest in postgraduate education and professional development activities, suggesting a certain alignment between Progressivism tendencies and aspirations for continued education and growth. Reconstructionism tendencies among prospective teachers do not exhibit significant variations based on gender, academic year, or field of study. However, reconstructionism is linked to the willingness to pursue postgraduate education, favoring those inclined towards reconstructionism, particularly those who are willing compared to the undecided group. Nonetheless, reconstructionism has no significant influence on other aspects like engagement in personal and professional development activities, suitability perception for the teaching profession, or inclination towards following research and articles related to the field of study. It is seen that these results are consistent with the theoretical structure (Cevizci, 2014; Gutek, 2006;) regarding the relationship between teaching-learning approaches and the philosophies on which they are based. The findings are also supported within the relevant literature (Altınkurt, Yılmaz & Oğuz, 2012; Aybek&Aslan, 2017; Duman & Ulubey, 2008; Şahan & Terzi, 2015).

The investigation into the correlation between prospective teachers' educational philosophy tendencies and their lifelong learning inclinations revealed both meaningful and inconsequential associations. While perennialism demonstrated a significant and positive correlation with essentialism, indicating a strong interrelation between these educational philosophy dimensions, other dimensions such as progressivism, reconstructionism, and certain aspects of lifelong learning tendencies showed statistically insignificant correlations. The observed significant correlations between certain educational philosophy dimensions (like progressivism and reconstructionism) and aspects of lifelong learning tendencies (motivation, perseverance, and curiosity) imply an alignment between these ideologies and attributes fostering ongoing learning readiness and determination among prospective teachers. Moreover, the correlations of lifelong learning tendencies with motivational factors, perseverance, curiosity, and regulation underscore the intrinsic interdependence of these lifelong learning attributes with crucial motivational and regulatory factors, indicating their integral role in a teacher's desire for continual learning. Conversely, the statistically insignificant correlations between essentialism and various dimensions, including progressivism, reconstructionism, and specific aspects of lifelong learning tendencies, suggest a lack of association or dependency between these constructs. This absence of strong

correlations implies that certain educational beliefs might not significantly influence facets of a teacher's inclination towards lifelong learning, emphasizing their relative independence from these specific ideologies. While certain educational philosophies exhibited associations with aspects of lifelong learning tendencies, the absence of significant correlations in other instances describes varying relationships between different educational ideologies and elements of lifelong learning among prospective teachers (Sönmez, 2008). These correlations and their significance or insignificance reveal the relationships between various dimensions of educational philosophy and aspects of lifelong learning tendencies among prospective teachers. They hint at how certain ideologies may align or not align with specific attributes of ongoing learning readiness, determination, and curiosity within the teaching domain. In this study, it was found that the lifelong learning tendencies of prospective teachers had a positive correlation with all its sub-dimensions. These findings resonate with similar research conducted by Tarhan (2015) among university students.

5. IMPLICATIONS

Education stands as a dynamic field, constantly evolving in response to societal changes and pedagogical advancements. The study examining the relationship between prospective teachers' educational philosophies and their tendencies toward lifelong learning yields valuable insights into fostering continuous growth among educators. From the conclusions drawn, several implications emerge, shaping the direction for educational institutions and policymakers.

Firstly, the study underscores the significance of postgraduate education in nurturing a culture of lifelong learning among aspiring educators. There exists a significant correlation between a desire for ongoing learning and the inclination toward further education. Consequently, institutions are encouraged to facilitate avenues for postgraduate studies and continuous professional development, thereby fostering a more informed and adaptable cadre of educators.

Scholarship programs encourage this pursuit, aligning educational aspirations with lifelong learning objectives. Furthermore, active participation in developmental activities emerges as a pivotal factor influencing heightened lifelong learning tendencies. Extracurricular engagements, workshops, seminars, and practical experiences offer fertile ground for cultivating continuous learning. Educational institutions are prompted to integrate

such activities within their curriculum, promoting a culture that values hands-on experiences and continuous skill development.

The study also underscores the influential role of research engagement in shaping educators' lifelong learning attitudes. Encouraging and facilitating research-oriented learning experiences or mentorship programs can significantly enhance teachers' propensity for ongoing learning. Institutions may consider allocating resources and support to cultivate a research-oriented mindset among aspiring educators, enriching their understanding, and stimulating their pursuit of knowledge. Moreover, the landscape of educational philosophies among prospective teachers demands recognition and understanding. Institutions and teacher training programs should accommodate this diversity by creating an environment that respects and embraces various educational ideologies. By acknowledging and catering to diverse beliefs within these philosophies, educational institutions can foster an inclusive and supportive environment conducive to the growth of educators.

The correlations observed between specific educational philosophies—such as progressivism and reconstructionism—and lifelong learning attributes shed light on potential alignments. This insight can inform the development of teaching methodologies and professional development programs, aligning them more effectively with certain philosophical orientations. Intrinsic motivational factors, including perseverance, curiosity, and self-regulation, stand out as pivotal attributes correlated with lifelong learning tendencies. Fostering these traits early in teacher training programs becomes imperative to instill a natural drive for continual learning among future educators.

It is crucial to acknowledge that certain educational beliefs might exhibit limited influence on specific facets of lifelong learning. This emphasizes the need to avoid imposing singular ideologies and instead create an environment that allows educators to choose and evolve their philosophies based on experiences and preferences. The moderate inclinations toward traditional educational values, such as perennialism and essentialism, suggest the importance of integrating these perspectives with innovative, progressive teaching methods. Institutions are encouraged to strike a balance between traditional approaches and contemporary pedagogies, ensuring a comprehensive educational experience for future educators.

Recognizing variability in educational philosophies—where essentialism scores exhibit variability while progressivism scores demonstrate uniformity—guides tailored interventions. Institutions can explore methods to bridge gaps between different philosophies or facilitate platforms for discussions that embrace this diversity. In conclusion, the implications drawn

from the study underscore the imperative for educational institutions and policymakers to craft interventions that cater to diverse educational philosophies while fostering a culture of continual learning among prospective teachers. By understanding the correlations between educational philosophies and lifelong learning attributes, institutions can shape teacher training programs and initiatives that cultivate a more adaptable, informed, and growth-oriented educators.

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