





Journal name	International e-Journal of Educational Studies
Abbreviation	IEJES
e-ISSN	2602-4241
Founded	2017
Article link	http://doi.org/10.31458/iejcs.1248507
Article type	Research Article
Received date	06.02.2023
Accepted date	11.04.2023
Publication date	31.07.2023
Volume	7
Issue	14
pp-pp	310-323
Section Editor	Assist.Prof.Dr. Michal SIMANE
Chief-in-Editor	Prof.Dr. Tamer KUTLUCA
Abstracting & Indexing	Education Source Ultimate Database Coverage List EBSCO Education Full Text Database Coverage List H.W. Wilson Index Copernicus DRJI Harvard Library WorldCat SOBIAD
Article Name	The Study of Thesis Made on Lifelong Learning in Turkey by Document Analysis

Author Contribution Statement

¹ **Rümeysa TUNA-GÜNDOĞDU**  Literature review, application, data analysis, review-writing
PhD.Student
Sivas Cumhuriyet University, Turkey

² **Aysel ARSLAN**  Conceptualization, methodology, application, data analysis, review-writing and editing
Assoc.Prof.Dr.
Sivas Cumhuriyet University, Turkey

Abstract

The aim of this study is to analyse the content of postgraduate theses on lifelong learning in Turkey between the years 2007-2022. Only the thesis studies that are in the national thesis center database and that are open to the access of other researchers by the researchers who carried out the thesis studies were included in this study. A total of 212 theses related to lifelong learning were identified in the detailed search conducted in the national thesis data center. However, one of these theses was not included in the scope of the study because there was no access permission and 7 of them were out of the field, and the remaining 204 theses were examined. Content and frequency analysis methods were used. Data on the year of publication, subject area, working group, method and findings of the examined theses were created. According to the results of the research, it was seen that the postgraduate thesis studies were mostly in the field of competence development and gaining proficiency between the years 2007-2022, the quantitative research method was mainly used, and the teachers were mostly preferred as the sample group.

To cite this article:

Tuna-Gündoğdu, R. & Arslan, A. (2023). The study of thesis made on lifelong learning in Turkey by document analysis. *International e-Journal of Educational Studies*, 7 (14), 310-323.
<https://doi.org/10.31458/iejcs.1248507>

Copyright © IEJES

IEJES's Publication Ethics and Publication Malpractice Statement are based, in large part, on the guidelines and standards developed by the Committee on Publication Ethics (COPE). This article is available under Creative Commons CC-BY 4.0 license (<https://creativecommons.org/licenses/by/4.0/>)

Research Article**The Study of Thesis Made on Lifelong Learning in Turkey by Document Analysis***Rümeysa TUNA-GÜNDOĞDU¹  Aysel ARSLAN² **Abstract**

The aim of this study is to analyse the content of postgraduate theses on lifelong learning in Turkey between the years 2007-2022. Only the thesis studies that are in the national thesis center database and that are open to the access of other researchers by the researchers who carried out the thesis studies were included in this study. A total of 212 theses related to lifelong learning were identified in the detailed search conducted in the national thesis data center. However, one of these theses was not included in the scope of the study because there was no access permission and 7 of them were out of the field, and the remaining 204 theses were examined. Content and frequency analysis methods were used. Data on the year of publication, subject area, working group, method and findings of the examined theses were created. According to the results of the research, it was seen that the postgraduate thesis studies were mostly in the field of competence development and gaining proficiency between the years 2007-2022, the quantitative research method was mainly used, and the teachers were mostly preferred as the sample group.

Keywords: Lifelong learning, document analysis, study of thesis

1. INTRODUCTION

The individual learns different knowledge, skills and behaviors in order to continue his life by interacting with his environment from the moment he is born. Learning activities, which are carried out without a specific plan and program at first, turn into a programmed, gradual and conscious state when the individual starts school. The individual directs his life by using the information he has learned in school and out of school environments. Individuals who graduate from schools that provide vocational training at certain levels have the capacity to do these jobs. However, unlike the past centuries, it is no longer possible for an individual to work continuously in a job with the knowledge that he graduated from school (Merriam & Brockett, 2011). Among the reasons for this are the rapid development of technology and its use in business environments, and the necessity of individuals to acquire new skills in this regard, as a result of the decrease in the need for manpower; the expectation of individuals who will be accepted to a job, to be experts in a few subjects, the ability to receive job applications from different places due to global mobility and etc.

All these reasons make the education received in schools inadequate today. Today, as 21st century skills are discussed and cared more about, it makes lifelong learning a key role (Elias & Merriam, 2005). In order to keep up with the requirements of the constantly and rapidly changing age, individuals need to constantly improve themselves, acquire knowledge and skills related to developments in their field of expertise, learn new knowledge and skills in different fields, and not fall

Received Date: 06/02/2023

Accepted Date: 11/04/2023

Publication Date: 31/07/2023

To cite this article: Tuna-Gündoğdu, R. & Arslan, A. (2023). The study of thesis made on lifelong learning in Turkey by document analysis. *International e-Journal of Educational Studies*, 7 (14), 310-323. <https://doi.org/10.31458/iej.1248507>

¹ PhD. Student, 20229434001@cumhuriyet.edu.tr, Sivas, Turkey

² Assoc.Prof.Dr., Cumhuriyet University, arslanaysel.58@gmail.com, Sivas, Turkey

Corresponding Author e-mail adress: arslanaysel.58@gmail.com

behind in the competition in business life (Berberoglu, 2010). In this context, the concept of lifelong learning has emerged. independently of many limitations like with age, gender, place, time, etc lifelong learning provides individuals with the opportunity to develop themselves. In addition, in a wider process; it gives the opportunity to reveal the talent, competence and potential that could not be revealed with the education that the individual received in a limited time period. It enables the individual to obtain information in areas of interest and concern. The changes that individuals live and adaptation to the developments increases their flexibility on adaptation and self-efficacy (Arslan, Ozsoy, & Aslan, 2019).

Lifelong learning is a dynamic concept that encompasses all formal and non-formal education efforts aimed at improving all the possibilities of education as a whole (Gülec, Celik, & Demirhan, 2012). Within the scope of all these definitions, lifelong learning focuses on the maximum level of wide development and self-actualization of the individual. According to Doyle (1992), the main goal of education is to prepare students for lifelong learning, that is, learning to learn. The concept of lifelong learning is defined as the activities people choose throughout their lives to improve their knowledge, skills and competences in a certain field (Field, 2010). European Commission (2000); defined lifelong learning as purposeful learning activities that individuals perform throughout their lives in order to develop their personal, social and institutional knowledge, skills and competences (Brass, Carley, MacLean, & Baldwin, 2012). According to Knapper and Cropley (2000), lifelong learners are active learners who plan and evaluate their own learning instead of waiting for others to plan for them. They are smart enough to use the information they have learned from their peers and teachers in different combinations in both formal and informal environments, and they have the ability to create different learning strategies for different situations (Kaplan, 2016). Olssen (2006) defines lifelong learning as an on-going learning process based on individual needs, conditions, interests and learning skills.

Lifelong learning is a concept that states that the learning process of the individual from birth to death continues actively in school and out-of-school environments. Putting 21st century skills to work and providing high-level skills that enable individuals to adapt more easily to the developing and changing world necessitated the consideration of lifelong learning as an education policy (Bilasa & Taspınar, 2017). With lifelong learning, it is aimed to overcome difficulties in many areas like economic, social, educational, technological areas (Aykaç, Aslandağ & Köğçe, 2020; Field, 2010). It is emphasized that successful countries that want to be leaders in the world in the future should have internalized being an information society, have individuals who can easily acquire new knowledge and skills and include them in their daily lives, and therefore they should carry out lifelong learning activities in different fields (Latham, 2000). As a result of both the lifelong learning policies of countries and the demands of individuals to learn different knowledge and skills, it is necessary to increase the access and quality of lifelong learning programs in order to increase professional development.

The term lifelong learning was first used by UNESCO in 1960. In the 1970s, the concept of lifelong learning became one of the important policies of UNESCO (Catal, 2019). The year 1996 was declared the European year of lifelong learning and the Declaration of Lifelong Learning was published in 2000 (Miser, 2020). 6 key messages are given in this paper. These are expressed as renewing people's knowledge and skills, increasing investment in human resources, improving education with new learning ways, and enabling people to benefit from lifelong learning opportunities (Akbas & Ozdemir, 2002). Lifelong learning came to the fore in Turkey after the 2000s, and then the General Directorate of Lifelong Learning was established in 2011 under the Ministry of National Education (Gülec et al., 2012). By preparing a Lifelong Learning Strategy Document and an Action Plan, which will last for 5 years in 2009 and 2013, it is aimed to make the lifelong learning system more systematic in line with national and international approaches. In the document, first of all, the

importance of lifelong learning for Turkey was explained and education policies and legislation aimed at strengthening the foundations of lifelong learning were taken into account. Then, a summary of the current state of the lifelong learning system was presented, focusing on the main challenges that were prioritized to be resolved ([Lifelong Learning Strategy Document and Action Plan, 2014](#)). In the following years, the Lifelong Learning Strategy Document was published in the period of 2014-2018. In this strategy document, priority is given to increasing lifelong learning opportunities and access to these opportunities, and developing a monitoring and evaluation system ([Lifelong Learning Portal, 2023](#)). In addition, the 2023 Education Vision in Turkey has been announced ([2018](#)). Including lifelong learning as a term in the 2023 Education Vision document; also contributes to raising social awareness on this issue ([Tarhan, 2019](#)).

The concept of lifelong learning is often used synonymously with adult education, continuing education and non-formal education. The basis of lifelong learning is the individual's participation in various lifelong learning activities and programs. Lifelong learning aims to invest in people with new knowledge and skills according to the needs of the century ([Abedini, Abedin, & Zowghi, 2021](#)). In recent years, countries in the world have invested in lifelong learning as both an education and an economic policy tool. Especially developed countries compete with each other to increase their resources. According to the 2018 data of the European Statistical Office (Eurostat), the adult participation rate in lifelong learning is 32% in Switzerland. With this ratio, Switzerland ranks first in terms of participation in lifelong learning activities. It is followed by Sweden with 29%, Finland with 28.5% and Denmark with 23.5%. In Turkey, the participation rate of adults in learning is 6.2% ([Urhan, 2020](#)). Within the scope of this information, it is seen that there is a positive relationship between the level of development of the countries and the participation of adults in learning.

When the literature is examined, there are studies in which these are examined at different year intervals. [Ozturk \(2020\)](#) examined 111 postgraduate theses on “lifelong learning” between 2007 and 2020 according to various variables. [Yenen, Kılmcı, and Bulut \(2016\)](#), on the other hand, researched 21 master’s and doctoral theses between 2007 and 2014 on lifelong and lifelong learning. [Kılmcı and Uzun \(2020\)](#) examined lifelong learning-themed master’s theses made in Turkey between 1980-2020. According to the results of the researches, there has been an increase in the number of theses written with the theme of lifelong learning in recent years; however, it has been observed that most of the theses written were carried out in a few specific universities. [Ozudogru, Baltacı, and Ozcakır \(2021\)](#) conducted the bibliographic evaluation of theses on lifelong learning in Turkey. As a result of their study, it is found that more vocational and in-service training as a subject; more quantitative method, more teachers as sample group; more scale as data collection tool; mostly descriptive analysis as a method of analysis were used. In the literature, it is seen that the number of theses on lifelong learning has increased rapidly. In this direction, it has been decided to carry out this study, considering that the determination of the prominent elements in the studies conducted in the last 15 years regarding lifelong learning will contribute to the literature. The aim of this study is to examine the theses made in Turkey until December 2007-2022 with document analysis. Since theses on lifelong learning are handled in terms of subject, method and results, this research is important for those who want to do research in this field in terms of being an indicator of the current situation and orientation in lifelong learning. In this context, the question of this research is; according to some variables how do postgraduate theses on education and on lifelong learning progress from past to present? In line with this research problem, the sub-problems are:

In the theses about lifelong learning examined;

- Year
- Subject,
- Method
- Sample

- Data collection tools
- Data analysis method

How are the results obtained from the theses related to above markers?

2. METHOD

This section will be examined under the titles of the research model, study group, data collection tool and data analysis.

2.1. Model of the Research

In the research, document analysis method which is one of the qualitative research methods was used. Obtained data were analyzed by document analysis method. Document review, also defined as documentary observation or documentary scanning, is the process of systematically coding and examining existing sources containing information about the subject under investigation. Document analysis is a research method that includes the careful and systematic examination of all written and non-written sources (Kıral, 2020). Document analysis, which is the most important scanning model in qualitative research, expresses a systematic process such as collecting, classifying, reviewing and analyzing information (Sak, Sak, Sendil, & Nas, 2021). It includes examining, evaluating and interpreting the available data in order to make sense of an accumulated knowledge, to reveal understanding, and to obtain empirical information (Wuetherick, 2010). General tendencies and various ideas on the subject are revealed with the studies carried out as a result of the document analysis (Cepni, 2007).

2.2. Data Collection and Analysis

Only the thesis studies, which are in the national thesis center database and open to the access of other researchers by the researchers who carried out the thesis studies, were included in the study. The scope of the research consists of postgraduate theses by scanning the names of educational thesis containing the expressions “lifelong learning” in the national thesis center database. A search was conducted by entering the keywords life, lifelong, lifelong learning, life, lifelong, lifelong learning in the YOK thesis scanning center. It has been determined that the first thesis study related to Lifelong Learning in Turkey belongs to 2007.

A total of 212 theses related to lifelong learning were identified in the detailed search conducted in the national thesis data center. However, one of these theses was not included in the scope of the study because there was no access permission and 7 of them were out of the field, and the remaining 204 theses were examined. Of these studies, 176 are postgraduate studies, 26 are doctoral studies, and 2 are studies in the field of specialization in medicine. The obtained data were arranged with an Excel document. This document has made the information more systematic and organized. In the Excel document, data were collected under basic headings such as thesis name, year, subject, sample, method, data collection tools, and data analysis. The draft of this document has been submitted for expert opinion. Then the data was transferred to the SPSS 0.25 package program. The findings were converted into tables by performing frequency analysis.

3. FINDINGS

In this part of the research, the findings obtained as a result of the document analysis of the theses are included in the study. The distribution of thesis studies on lifelong learning from 2007 to 2022 by years is presented in Table 1.

Table 1. Distribution of graduate thesis studies by years

Years	f	%
2007	1	0.49
2008	4	1.96
2009	2	0.98
2010	2	0.98
2011	3	1.47
2012	4	1.96
2013	2	0.98
2014	8	3.92
2015	9	4.41
2016	15	7.35
2017	23	11.27
2018	17	8.33
2019	49	24.01
2020	21	10.29
2021	19	9.31
2022	25	12.26
Total	204	100.00

According to the data in Table 1, it is seen that the number of postgraduate thesis studies carried out in the subject areas of lifelong learning has increased significantly since 2016 and reached the highest number in 2019, and the next highest number belongs to 2022. In 2019, the number of theses in the field of LLL increased to 49.



The results of the examination conducted regarding the preferred sample group in studies on lifelong learning are given in Table 2.

Table 2. Sample group distribution of the theses

Sample	f	%
Teacher	69	30.00
Teacher candidate	32	13.91
University student	27	11.74
Director	19	8.26
Other	19	8.26
Officer	16	6.96
Adult	13	5.65
Trainee	10	4.34
Secondary school student	9	3.91
Parent	6	2.60
High school student	5	2.17
Worker	3	1.30
Primary school student	1	0.43
Master's student	1	0.43
Total	230	100.00

When we look at the studies focusing on educators who are the designers and guides of lifelong learning teaching environments, it is seen that mostly teachers (30.00%) participate in the postgraduate thesis studies. This rate is followed by studies conducted with pre-service teachers (13.91%) and university students (11.74%). According to the ratios, it is seen that the studies were carried out with the least number of workers (1.30%), primary school students (0.43%) and graduate students (0.43). Regarding the naming of the thesis studies, the words were grouped and it was determined that they were named under two main headings as lifelong learning and lifetime learning. The frequencies and percentages of these concepts are given in Table 3.



Table 3. Concepts used in graduate thesis studies

Naming	f	%
Lifetime learning	45	22.05
Lifelong learning	159	77.95
Total	204	100.00

According to the data in Table 3, it was concluded that the concept of lifelong learning (78.00%) was used more than the concept of lifetime learning (22.00%) in the postgraduate thesis studies.



The results of the analysis regarding the subject distribution of studies on lifelong learning are presented in Table 4.

Table 4. Subject information of thesis studies in the field of lifelong learning

Subject	<i>f</i>	%
Subject related to gaining qualification or competence development	71	34.80
Lifelong learning awareness of students	42	20.59
Teachers’ lifelong learning tendencies	40	19.61
Subjects about digital and informatics technologies	16	7.84
Issues related to vocational and in-service training	7	3.43
European Union politics and lifelong learning in European Union	6	2.94
Lifelong learning history	6	2.94
Health education	5	2.45
Subjects related to adult education	4	1.96
Finance and public administration	4	1.96
Radio and television	2	0.98
Truism	1	0.49
Total	204	100.00

It has been determined that the most examined subjects in the thesis studies on lifelong learning are related to competence acquisition or competence development (34.80%), lifelong learning awareness (20.59%), and lifelong learning tendencies (19.61%). The least studied subjects were found to be related to Tourism (0.49%), Radio and television (0.98%), Finance and public administration (1.96%) and Adult education.

When the distribution of theses made between 2007 and 2022 according to the fields of education is examined, it is seen that the theses are made in the fields of master's, doctorate and medicine. Relevant information is shown in Table 5.

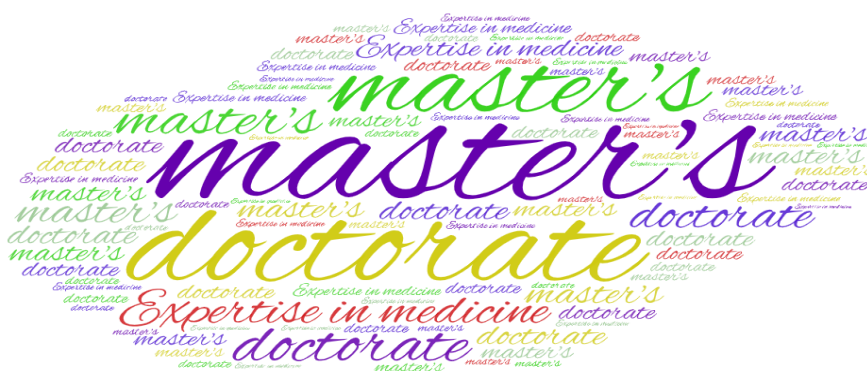


Table 5. Distribution of theses by field

Education Field of Theses	<i>f</i>	%
Master’s	176	86.27
Doctorate	26	12.75
Expertise in medicine	2	0.98
Total	204	100.00

It was determined that most of the thesis studies on lifelong learning were done at the master's level (86.27%), followed by doctoral studies (12.75%) and at least in the field of specialization in medicine (0.98%). It has been seen that the research methods used in the thesis studies on lifelong learning are quantitative, qualitative and mixed design. The analysis findings regarding the use of these designs are given in Table 6.



Table 6. Findings regarding the research method used in the theses

Method	f	%
Quantitative	148	65.78
Qualitative	33	14.67
Mixed design	44	19.55
Total	225	100.00

When we study Table 6, it is seen that most of the thesis studies completed between 2007-2022 and conducted in the field of lifelong learning were conducted with quantitative research methods (65.78%). Although there are limited numbers of studies compared to quantitative studies; it has been determined that there are studies designed with mixed research methods (19.55%) and studies designed with qualitative methods (14.67%).



The findings regarding the measurement tools used in the studies conducted with lifelong learning using quantitative, qualitative and mixed research designs are presented in Table 7.

Table 7. Data collection tools used in thesis studies

Method	Measuring Tool	f	%
Quantitative	Scale	121	53.78
	Questionnaire	26	11.55
	Achievement test	1	0.44
Mixed	Scale-interview form	26	11.55
	Questionnaire	8	3.55
	Interview form	8	3.55
	Achievement test	2	0.89
Qualitative	Document review	18	8.00
	Interview form	11	4.88
	Discourse analysis	3	1.33
	In-depth interview	1	0.44
Total		225	100.00

As seen in Table 7, it is understood that quantitative data are mostly collected through scales in studies designed with both quantitative research methods and mixed research methods. However, while documents are the general data source in studies designed with only qualitative research methods, it is seen that the source of qualitative data in mixed research methods is interviews.



The data on the analysis methods of the data collected in the thesis studies on lifelong learning are given in Table 8 for those with a frequency value of 1 and above.

Table 8. Data analysis methods in thesis studies

Data Analysis Method	<i>f</i>	%
SPSS	132	25.38
ANOVA	76	14.61
T test	70	13.46
Mann Whitney U	60	11.54
Kruskal Wallis H	52	10.00
Content analysis	33	6.35
Descriptive analysis	19	3.65
Spearman	19	3.08
Regression analysis	14	2.69
Document analysis	12	2.31
Other statistic programs	12	2.31
Shapiro wilk	5	0.96
Tukey test	4	0.77
Excel	3	0.58
Maxoda	2	0.38
Phenomenological analysis	2	0.38
Nvivo	1	0.19
Social network analysis	1	0.19
Discourse analysis	1	0.19
R-studio	1	0.19
Thematic analysis	1	0.19
ANCOVA	1	0.19
Confirmatory factor analysis	1	0.19
Document review	1	0.19
Total	520	100.00

According to the findings in Table 8, SPSS program was used in quantitative data analysis (25.38%) in postgraduate thesis studies in the field of lifelong learning, as well as ANOVA (14.61%), t-test (13.46%) and Mann Whitney U test (11.54%) and Kruskal Wallis test (10.00%). Afterwards, in qualitative data analysis, it is seen that content analysis (6.35%) was performed and then descriptive analysis (3.65%) methods were preferred.

4. DISCUSSION AND CONCLUSION

It is seen that the thesis studies on lifelong learning have been included in the database of the national thesis center since 2007. In the following years, the thesis studies on lifelong learning have increased quantitatively and gradually over the years. It reached the highest number especially in 2019. However, it is seen that there are increases and decreases in some years. In addition, it is seen that the majority of the studies are done as a master's thesis. This situation shows that the need for lifelong learning has increased as a result of the ever-changing needs in our country. Similarly, Ozudogru et al. (2021), in his study examining postgraduate theses on lifelong learning, found that the first thesis belonged to 2007 and it was mostly studied as a master's thesis. In addition, economic and technological developments increase the need for new professions and skills. High-level lifelong learning skills are now needed alongside a diploma. Qualified manpower forms the basis of a strong society. In this sense, it can be said that the high number of theses on lifelong learning in recent years is naturally due to the increase in the need for investment in human capital. Kılınç and Uzun (2020), on the other hand, in their study examining the general tendencies of postgraduate theses written on lifelong learning in Turkey, found that there has been an increase in the number of theses written with the theme of lifelong learning in recent years, but most of the theses written are conducted in a few universities.

Approximately 25% (49 of them) thesis studies conducted since 2007 were carried out in 2019. In 2018, this rate was 8.33% (17). It is thought that the reason why so many studies are carried out on lifelong learning in a year may be the determination of targets such as restructuring lifelong learning and increasing the quality and access to lifelong learning programs in the 2023 Education Vision Document published in 2018. It is seen that the sample of the theses examined is mostly teachers with 30%. Ozturk (2020), in his study examining postgraduate theses on lifelong learning, determined that undergraduate students and teachers were studied as samples in quantitative studies. In the studies, it is thought that the teacher, who is the designer of the educational environment, may be the most studied because the teacher has a key role in the dissemination of lifelong learning to the society.

In the thesis studies examined, it is seen that the subjects related to gaining proficiency or proficiency development are mostly studied ones. Based on the fact that 21st century skills and cross-skills are much more important today, it is natural to deal with the subjects of competence and skill development in thesis studies. When the studies were examined, it was determined that most of the studies were done as master's thesis. Gundogdu, Yuksel, Akyol and Vural, 2016; Ozturk, 2020; Kılınç and Uzun, 2020; Ozudogru et al. (2021). When the data on the research method used in the theses are examined, it is seen that 65% of the theses are quantitative research. Nearly 20% of the studies were mixed. Similar to this result, Kılınç and Uzun (2020) stated that mostly quantitative studies were conducted. The mixed method, in which both quantitative and qualitative studies are used together, allows to expand one's perspective on the situation or event and to obtain more precise and complete information (Baki & Gokcek, 2012). In this context, it can be suggested to carry out studies with multiple approaches by using qualitative and mixed research methods.

When the data collection tools used in the thesis studies are examined, it is seen that scale in quantitative research, scale-interview form in mixed research and document analysis in qualitative studies are preferred most. Similar results were obtained by Gundogdu et al. (2016), Ozturk, (2020), Kılınç and Uzun (2020). In this sense, environments in which various tools can be used together as much as possible can be preferred in the thesis studies. When the data analysis methods in the thesis studies are examined, it is seen that the SPSS program is mostly used. Then ANOVA and t test were used. The least used data analysis method was NVIVO, discourse analysis, document review and confirmatory factor analysis. According to these data, it can be said that in the future studies, the least

and limited used qualitative methods should be included, and even the analysis methods of the mixed method should be utilized. Similarly, Gundogdu et al. (2016) concluded that frequency, mean, percentage and standard deviation are mostly used in quantitative research.

When the results related to lifelong learning are examined in the thesis studies, it is seen that the most results are obtained in the field of gender and self-efficacy. In addition, it was concluded that there is a positive relationship between the concepts of digital literacy, happiness, professional satisfaction and motivation and lifelong learning. Digital literacy is the ability of an individual to use awareness, positive attitude and basic digital skills in a digital environment by creating new information with digital technology and electronic tools (Duran & Ozen, 2018). The positive relationship between digital literacy, which is one of the greatest needs of our age, and lifelong learning may be due to changing human needs.

According to these findings obtained in this sense, lifelong learning activities or programs that will improve individuals' digital literacy skills can be included in formal and non-formal education programs. Activities and sections related to digital literacy skills such as critical thinking, research, questioning, problem solving and decision making can be added to the textbooks. In addition, the conclusion that there is a positive relationship between concepts such as happiness, professional satisfaction and motivation and lifelong learning is a natural result of gaining positive affective skills by becoming aware of one's self-efficacy as lifelong learning skills develop. In this context, the acquisition of lifelong learning skills provides a holistic benefit to the development of the individual. For this reason, the benefits of lifelong learning to individuals can be clearly added to lifelong learning programs and the motivation level of individuals in this regard can be increased.

In seven thesis studies, it was concluded that the concept with the most negative relationship with lifelong learning was "age". This situation has been obtained as a finding in a very limited number of theses. The reason for this may be that people interact more at a young age, but the interaction decreases as they get older. Therefore, some thesis studies have concluded that lifelong learning skills decrease as age increases. However, it is thought that this situation cannot be generalized. It is thought that this study will contribute to the literature due to the importance given to lifelong learning and the need for new and high-level skills of individuals in recent years. It is seen that most of the theses examined in this study are master's theses and the quantitative method is predominantly used as a method. It can be suggested that future studies can also be carried out in the doctoral field and qualitative and mixed method studies can be included. The limitation of this research is the examination of only thesis studies on lifelong learning. Studies in which article and other study trends are examined can be done.

Acknowledgement

Due to the scope and method of the study, ethics committee permission was not required.

5. REFERENCES

- Abedini, A., Abedin, B., & Zowghi, D. (2021). Adult learning in online communities of practice: A systematic review. *British Journal of Educational Technology*, 52(4), 1663-1694. <https://doi.org/10.1111/bjet.13120>
- Arslan, A., Bıçakcigil Ozsoy, R., & Aslan, R. (2019). Investigation of attitudes of vocational school students about lifetime learning tendencies and book reading habits. *Journal of International Social Research*, 12(66), 730-747. <https://doi.org/10.17719/jisr.2019.3622>
- Akbas, O., & Ozdemir, S. (2002). Lifelong learning in European Union. *Journal of National Education*, 155(156), 112-126.

- Aykaç, M., Aslandağ, B. & Köğce, D. (2020). The examination of prospective mathematics teacher' perceptions of lifelong learning competencies. *Journal of Computer and Education Research*, 8 (16), 705-719. <https://doi.org/10.18009/jcer.751476>
- Baki, A., & Gokcek, T. (2012). A general look to mixed method researches. *Electronic Journal of Social Sciences*, 11(42).
- Berberoglu, B. (2010). Turkey's position in the European community in terms of lifelong learning and information and communication technologies. *Journal of Information Economy and Management*, 5(2), 113-117.
- Bilasa, P., & Taspınar, M. (2017). Determination of key competences within the scope of lifelong learning: A situation analysis for Turkey. *Journal of National Education*, 215, 129-140.
- Brass, J. N., Carley, S., MacLean, L. M., & Baldwin, E. (2012). Power for development: A review of distributed generation projects in the developing world. *Annual Review of Environment and Resources*, 37, 107-136.
- Catal, T. (2019). *Lifelong learning in Turkey from past tonow* (Unpublished master's thesis). Hacettepe University, Ankara.
- Cepni, S. (2007). *Introduction to research and project studies*. (Enlargened third press). Trabzon: Celepler Printing.
- Doyle, C. (1992). *Final report to national forum on information literacy*, ED 351 033.
- Duran, E., & Ozen, N. E. (2018). Dijital literacy in Turkish lessons. *Journal of Turkish Education*, 3(2), 31-46.
- Education Vision in Turkey (2018). *2023 education vision*. Retrieved from https://www.gmka.gov.tr/dokumanlar/yayinlar/2023_E%C4%9Fitim%20Vizyonu.pdf
- Elias, J. L., & Merriam, S. B. (2005). *Philosophical foundations of adult education*. Malabar, FL.
- European Communities (2000). *Commission staff working paper: A memorandum on lifelong learning*. Retrieved from: <https://www.voced.edu.au/content/ngv:2687#>
- Field, J. (2010). *Lifelong learning*. International encyclopaedia of education 3rd edition, Elsevier, 89.
- Gülec, I., Celik, S., & Demirhan, B. (2012). What is lifelong learning? An evaluation on definition and scope. *Sakarya University Journal of Education*, 2(3), 34-48.
- Gundogdu, K., Yuksel, S., Akyol, B., & Vural, R. A. (2016). Content analysis of thesis and articles related to lifelong learning: 2000-2015: *Erzincan University journal of Education*, 18(2), 1491-1513.
- Ministry of National Education [MoNE] (2014). *Lifelong learning strategy document and action plan (2014-2018)*. Retrieved from http://hbogm.meb.gov.tr/meb_iys_dosyalar/2015_04/20025555_hbostratejibelgesi_2014_2018.pdf
- Kaplan, A. (2016). Lifelong learning: Conclusions from a literature review. *International Online Journal of Primary Education*, 5(2), 43-47
- Kılınç, M., & Uzun. K. (2020). Investigation of the theses with the theme of lifelong learning written in Turkey in the period between 1980 and 2020. *Ahi Evran University Journal of Kırşehir Education Faculty*, 21(1), 701-743. <https://doi.org/10.29299/kefad.2020.21.01.019>
- Kıral, B. (2020). Document analysis as qualitative data analysis. *Journal of Social Sciences Institute*, 15, 170-189.
- Knapper, C., & Copley, A. J. (2000). *Lifelong learning in higher education*. London: Kogan Page. <https://doi.org/10.4324/9780203969281>
- Latham, M. (2000). Libraries in the 21st century learning society. *APLIS*, 13(4), 146-152.
- Lifelong Learning Strategy Document and Action Plan (2014). Retrieved from <https://epale.ec.europa.eu/en/resource-centre/content/turkey-national-lifelong-learning-strategy-paper-2014-2018-0>

- Lifelong Learning Portal (2023). Retrieved from <https://llplatform.eu/from-the-network/inted2023-announcement/>
- MEB Education Vision (2018). *2023 education vision*. Retrieved from https://www.gmka.gov.tr/dokumanlar/yayinlar/2023_E%C4%9Fitim%20Vizyonu.pdf
- MEB General Directorate of Lifelong Learning, (2023). *Lifelong learning portal*. Retrieved from <https://hbogm.meb.gov.tr/>
- Merriam, S. B., & Brockett, R. G. (2011). *The profession and practice of adult education: An introduction*. John Wiley & Sons.
- Miser, R. (2020). *Lifelong learning and adult education*. Ankara: Nobel Press.
- Power, C. N., & Maclean, R. (2013). Lifelong learning: Meaning, challenges, and opportunities. *Skills development for inclusive and sustainable growth in developing Asia-Pacific*, 29-42. https://doi.org/10.1007/978-94-007-5937-4_2
- Olssen, M. (2006). Understanding the mechanisms of neoliberal control: Lifelong learning, flexibility and knowledge capitalism. *International Journal of Lifelong Education*, 25(3), 213-230. <https://doi.org/10.1080/02601370600697045>
- Ozturk, I. H. (2020). Content analysis of theses about lifelong learning. *International Journal of Active Learning (IJAL)*, 5(1), 12-32.
- Ozudogru, G., Baltacı, O., & Ozcakır, B., (2020). Bibliographic evaluation of theses on lifelong learning in Turkey. *Journal of SBE Nevşehir Hacı Bektaş Veli University*, 2, 829-842. <https://doi.org/10.30783/nevsosbilen.772581>
- Sak, R., Sak, Ş. T. I., Sendil, O. C., & Nas, E. (2021). Document analysis as a research method. *Kocaeli University Journal of Education*, 4(1), 227-250. <https://doi.org/10.33400/kuje.843306>
- Tarhan, M. (2019). An evaluation of the future of entrepreneurship education in Turkey within the framework of the MEB 2023 education vision. *Abant İzzet Baysal University Journal of the Faculty of Education*, 19(2), 667-682. <https://doi.org/10.17240/aibuefd.2019.19.46660-528071>
- Urhan, N. (2020). Lifelong learning: Comparison of the European Union and Turkey. *Journal of Labor Relations*, 1, 18-45.
- Wuetherick, B. (2010). Basics of qualitative research: Techniques and procedures for developing grounded theory. *Canadian Journal of University Continuing Education*, 36(2).
- Yenen, T. E., Kılınc, H. H., & Bulut, A. (2016). Study of masters theses about lifelong learning. *Researcher: Social Sciences Studies*, 4(1), 85-93.