Investigación de las competencias de aprendizaje a lo largo de toda la vida de los profesores de educación física y deportes y los profesores en ejercicio en Turquía en tiempos de la pandemia de COVID-19

Investigation of Lifelong Learning Competencies of Physical Education and Sports Teachers and Preservice Teachers in Turkey in Times of COVID-19 Pandemic

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RESUMEN.
Durante la pandemia de COVID-19, 76 profesores de educación física y deportes y 74 profesores en formación participaron voluntariamente en este estudio, que investigó las competencias de aprendizaje permanente de profesores de educación física y deportes y estudiantes de enseñanza de educación física y deportes. Los datos se recopilaron con la escala Lifelong Learning Competence (LLC). De acuerdo con los resultados de la investigación, se determinó que los puntajes promedio de los participantes de la escala LLC eran altos. Existe una diferencia estadísticamente significativa a favor de los profesores de educación física entre la puntuación total LLC de profesores y estudiantes y las subdimensiones de la escala. En cuanto a la variable edad, se encontró una diferencia estadísticamente significativa entre la puntuación total LLC y las subdimensiones de la escala a favor de la edad de 34 años y más. De acuerdo con los resultados del análisis de correlación entre edad y subdimensiones LLC, se encontró una relación positiva entre edad y puntaje total, autogestión, aprender a aprender, iniciativa y emprendimiento, y una relación positiva entre adquisición de información y toma de decisiones . Aunque es difícil hacer una inferencia causal porque la investigación actual se diseñó en un patrón transversal, la competencia de aprendizaje permanente en el grupo de investigación actual aumenta con la edad en la pandemia de COVID-19.

PALABRAS CLAVE.
Profesor de educación física, profesor en formación, alumno, competencia de aprendizaje permanente, pandemia de COVID-19.

ABSTRACT.
During the COVID-19 pandemic, seventy-six physical education and sports teachers and seventy-four preservice teachers voluntarily participated in this study, which investigated the Lifelong Learning competencies of Physical Education and Sports Teachers and Physical Education and Sports Teaching Students. Data were collected with the Lifelong Learning Competence (LLC) scale. According to the results of the study, the average scores of the participants from the LLC scale were high. There is a statistically significant difference in favor of physical education teachers between the LLC total score of teachers and students and the sub-dimensions of the scale. In terms of the age variable, a statistically significant difference

Fecha de recepción: 28-06-2021 Fecha de aceptación: 09-07-2021
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International Journal of Educational Research and Innovation (IJERI), 17, 172-185
ISSN: 2386-4303 DOI https://doi.org/10.46661/ijeri.6072

was found between the LLC total score and the sub-dimensions of the scale in favor of the age of 34 and above. According to the results of the correlation between age and LLC sub-dimensions, a positive relationship was found between age and total score, self-management, learning to learn, initiative and entrepreneurship, and a positive relationship between acquiring information and decision-making. Although it is difficult to make a causal inference because the current research was designed in a cross-sectional design, lifelong learning competence in the current research group increases with age in the COVID-19 pandemic.

KEY WORDS.
Physical education teacher, preservice teacher, student, lifelong learning competence, COVID-19 pandemic.

1. Introduction.

While physical education and sports classes were conducted face-to-face in Turkey, distance education was started with the COVID-19 pandemic. It is noteworthy that it is inefficient and insufficient to conduct physical education and sports lessons with distance education (Kıbaş, 2020). For this reason, it is thought that the lipreservice teachers may be affected during the COVID-19 process. The existence of the concept of lifelong learning (LLL) was not mentioned much in the previous centuries. Since it is a concept in the twentieth century, it is mentioned together with concepts such as information society and globalization. The rapid progress of technological developments necessitates a change in education by keeping up with the times. While the concept of LLL is becoming more and more important, the studies of educational scientists on the subject have intensified, and comparisons of lifelong learning with traditional models have begun. For example, in Longworth's (2003) evaluation, his study comparing the education and training approach with the lifelong learning approach draws attention. In the study in question, it is emphasized that the individual is at the forefront of the determining factors in the decision-making process regarding lifelong learning, and the process is planned by taking into account special situations such as expectations, demands, abilities and needs, and it is emphasized that the entire responsibility of learning is also on the individual (Kaya, 2018).

Today, one of the most important skills to be acquired from the youngest ages in terms of keeping up with the times is lifelong learning (LLL). The most comprehensive definition is defined as “all of the purposeful or random learning activities carried out throughout life for the purpose of developing knowledge and skills”. The most distinctive feature of today's societies, which we describe as information society, is that they are in constant change. The amount of information available is growing exponentially, and technology continues to evolve rapidly. As a result of these developments, needs, demands and lifestyles are changing (Aydın, 2010). As the COVID-19 pandemic has affected many areas (Tingaz, 2021), it has affected both physical education and sports teachers and prospective students. Teachers try to cope with many difficulties in this process (Said, Ali, & Javed, 2020). With the transition of both teachers and students to distance education, the ways of learning have also changed. Educational difficulties, proposals and challenges facing the COVID-19 (Burgos Videla, Vázquez-Cano,

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López-Meneses, & Adaos Orrego, 2020) and Students' learning styles are the highlights of the COVID-19 process (Tanu Wijaya, 2020).

Looking at the features of the new generation; They were born in the computer age and grew up with technology. They have much more advanced technical skills than the generation before them. They were named differently: Google generation, internet generation, the plug and play generation, the game boy generation (Rockman, 2004). Prensky (2001) also calls this generation “digital natives”. Social networks hold great potential for education and training. Blogs can be used for active learning and wikis can be used for group work. While YouTube is used for promotional and educational videos, MySpace and Facebook can be used to announce educational activities (Secker, 2008).

The importance of LLC emerged with the recognition of the increasing impact of learning over the life course. LLC; It has been seen as the most important way to deal with problems such as globalization, knowledge economy, competition between national economies, unemployment, individual employment and exclusion from the information society (Hake, 2005). Edwards and Usher (2008) mention that development ends when learning ends. Because he argues that adapting learning to developments and adapting to developments is the condition of learning. The key to the learning community is to make the best use of potential learning in everyday life. In a contemporary education system, it should be based on these two items related to YLLC, such as continuity and education everywhere (Duman, 2005).

Orr et al. (2001) listed the basic skills that university graduates should have as follows: linking theory and practice, problem solving, using information technologies, information literacy, teamwork, oral and written communication. LLL is the best way to cope with change. LLC makes it easier to find a job on the one hand, and on the other hand it provides the opportunity to fight against social exclusion. LLC is also the key to equal opportunity and social integration. LLC allows individuals to update their knowledge, understand and comprehend important developments that affect and change their lives, and expand their personal, professional and intellectual levels consciously (Cahpman et al., 2003).

The key qualifications that all the citizens of member states should have were determined by the European Union (EU) in 2006 within the scope of LLC (European Union, 2006). The key competences in question are; entrepreneurship, learning to learn, communication in a foreign language, digital competence, basic competencies in mathematics, science and technology, cultural awareness and expression, communication in the mother tongue, social and human competencies (Bilasa and Taşpınar, 2017). Learning to learn in the context of these competences means learning how one learns oneself and therefore how one can learn better. Learning to learn is learning how a person's brain and memory work, what the type of brain is, how exactly learning takes place, what to do to learn better, and how to study which subject (Güngör, 2006).

Learning is a thinking process that occurs in the mind of the individual and can be reflected in his behavior. Cognitive awareness skills are the basis of thinking. Because cognitive awareness is a thinking system. Learning to learn is a job. An individual with cognitive awareness skills; primarily motivates the subject to learn, concentrates attention and develops

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an attitude. This enables the person to have knowledge about himself, to control his own thoughts, and to make these skills a lifestyle (Balcı, 2007).

According to Polat and Odabaş (2008), the rapid change in information and communication technologies has brought about an information explosion. Thus, it is envisaged that the period we live in will be called the information age, and the societies that fulfill the requirements of this age will be called the information society. While the information produced gives birth to new technologies, these technologies also allow faster and easier sharing of information with each passing day. This cycle predicts a level of development in which knowledge is at the center for both individuals and societies. In the information society, where constant change is experienced in all areas of life, the required human profile has also changed. These economic and technological centered change and development phenomena necessitate highly qualified manpower in almost every sector. In an environment where information flows so intensely and rapidly, successful individuals of our age will be individuals who can use information intensively in solving a problem they encounter or in making decisions on any subject. In the past, when information was produced and shared only in print media, it was sufficient for individuals to have basic skills (reading-writing, speaking, listening, etc.) to become information consumers. However, developments in technology have made it inevitable to acquire unusual skills both in the production of knowledge and in acquiring, using and sharing this knowledge. Successful individuals of the information society should be individuals who can learn on their own and lifelong by applying information in every subject. Lifelong learning requires active and continuous use of knowledge. People who can reach the information they need in solving any problem, adapt the information they reach to their own structure, and add new ones to it are people who can learn for life. Therefore, information literacy, which is defined as the ability to access and use information, is also the cornerstone of lifelong learning. Undoubtedly, the most important role for individuals to acquire information literacy skills falls on educational institutions. An educated person is a person who has the qualifications that he will need to solve the problems he encounters both in his daily life and in his professional life. For this reason, in today's society, educational institutions are responsible for providing students with the skills that will make the learning process continuous, in other words, information literacy skills, instead of directly transferring the current information that loses its validity in a short time. Universities, which largely determine the social role of the individual, have the greatest responsibility in bringing information literate individuals into society. Because universities are responsible not only for students to obtain a profession, but also for them to gain habits such as questioning, being creative and continuous learning. In developed country universities that are aware of this responsibility, information literacy programs created by librarians, educators and computer scientists are given to all students.

It is aimed to raise individuals who have learned to learn, in other words lifelong learning, in the creation of individuals and societies needed in the age of information and technology, where changes are experienced in all areas of our lives. When these objectives are adopted correctly, it is thought that LLC will meet the need of a society with independent learning skills that can withstand the competitive environment. Based on this, this study examines the Lifelong Learning competencies of Physical Education and Sports Teachers and Physical Education and Sports Teaching Students. It is thought that this research, which aims to

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examine the lifelong learning styles of both teachers and students due to the COVID-19 pandemic, will contribute to the literature on lifelong learning in physical education and sports.

2. Method.

Model.

Scanning model was used in this study. Screening model is the studies carried out to determine certain characteristics of a group (Büyüköztürk et al., 2012). Physical education teachers and preservice teachers who agreed to participate in the study voluntarily were informed about the purpose of the study. LLC scale was prepared via google forms and delivered to people. Ethics committee report dated 03.05.2021 and decision numbered 2021/5/7 was obtained from Hatay Mustafa Kemal University Social and Human Sciences Scientific Research and Publication Ethics Committee.

Participants.

76 physical education teachers working in various schools in Hatay province and 74 students (presservice teacher) studying at MKU BESYO voluntarily participated in the research. Typical case sampling method was used. This method is the collection of information by determining a situation typical of many situations in the universe related to the research problem (Büyüköztürk et al., 2012).

Table1. Demographics

Variables		Frequency	%	
Gruop	P.E Teacher	76	50.7	150
	Preservice Teacher	74	49.3	
Gender	Female	75	50.0	150
	Male	75	50.0	
Age	19-23	59	39.3	150
	24-28	35	23.3	
	29-33	19	12.7	
	34 ve üzeri	37	24.7	

According to Table 1, 50.7% of the participants are physical education teachers (n:76, 49.3% are physical education teacher candidates (n:74.) 50.0% of the participants are female (n:75), 50% are male (n:75).

Measures.

The data were collected with the Lifelong Learning Competence (LLC) scale, the validity and reliability of which was tested by Uzunboylu and Hürsen (2011). The scale consists of 51 items and sub-dimensions of "Self-Management Competencies", "Learning Learning Competencies", "Initiative and Entrepreneurship Competencies", "Acquiring Information", "Digital Competencies" and "Decision Making Competences". It is a five-point Likert type scale with a gradation of none (1)- little (2)- moderate (3)- very (4)- complete (5). The reliability coefficient of the scale was found to be Cronbach Alpha 0.95 and the total variance explained was 58.9%. The sub-dimensions of the scale were 0.93 for the "Self-Management Competencies" factor, 0.91 for the "Learning to Learn Competencies" factor, 0.89 for the

"Initiative and Entrepreneurship Competencies" factor, 0.83 for the "Acquiring Information" factor, 0.85 for the "Digital Competencies" factor and Reliability was calculated as 0.75 for the factor of "Adequacy of Giving". In addition, the factor loading values of the items vary between .458 and .784. It was applied after the permission of the scale was obtained.

Analysis.

Percentage, frequency, arithmetic mean, standard deviation on the data; Mann Whitny U, Kruskal Wallis H and Sperman Brown Rank Differences correlation tests were applied because it did not show normal distribution. The significance level was accepted as 0.05.

3. Findings.

Table 2. Descriptive Statistical Analysis Results of the Lifelong Learning Competencies Scale Sub-Dimensions

LLC	N	$\bar{x}$	Ss	Min.	Max.
Self-management competencies	150	52.80	8.69	26.00	65.00
Learning to learn competencies	150	48.50	8.32	24.00	60.00
Initiative and entrepreneurial competencies	150	40.90	6.59	23.00	50.00
Obtaining information	150	25.11	3.66	15.00	30.00
Digital competencies	150	24.53	4.64	8.00	30.00
Decision making ability	150	16.01	3.01	8.00	20.00
Total	150	207.87	27.90	150.00	255.00

In Table 2, the results of the descriptive statistical analysis of the lifelong learning competencies scale sub-dimensions are given. As a result of the research, it was determined that the average scores of the participants from the LLC scale were high.

Table 3. Mann Whitney U Analysis Results of Lifelong Learning Competence by Group Variable

LLC	Gruop	N	Mean Rank	Sum of Ranks	U	Z	p
Self-management competencies	P.E. Teacher Preservice Teacher	76 74	85.27 65.47	6480.50 4844.50	2069.500	-2.795	**.005**
Learning to learn competencies	P.E. Teacher Preservice Teacher	76 74	88.51 62.14	6726.50 4598.50	1823.500	-3.723	**.000**
Initiative and entrepreneurial competencies	P.E. Teacher Preservice Teacher	76 74	86.45 64.25	6570.50 4754.50	1979.500	-3.136	**.002**
Obtaining information	P.E. Teacher Preservice Teacher	76 74	82.38 68.44	6260.50 5064,50	2289.500	-1.975	**.048**
Digital competencies	P.E. Teacher Preservice Teacher	76 74	82.72 68.09	6286.50 5038.50	2263.500	-2.079	**.038**
Decision making ability	P.E. Teacher Preservice Teacher	76 74	85.55 65.18	6501.50 4823.50	2048.500	-2.902	**.004**
Total	P.E. Teacher Preservice Teacher	76 74	87.82 62.85	6674.00 4651.00	1876.000	-3.519	**.000**

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According to the lifelong learning adequacy analysis results of physical education teachers and students in Table 3, there is a statistically significant difference in favor of physical education teachers between the total score and the sub-dimensions of the scale. According to this, teachers' self-management, learning to learn, initiative and entrepreneurship, acquiring knowledge, digital competence and decision-making proficiency are higher than students.

Table 4. Mann Whitney U Analysis Results of Lifelong Learning Competence by Gender Variable

LLC	Gender	N	Mean	Rank	U	Z	p
Self-management competencies	Female	75	75.46	5659.50	2809.500	-.011	.991
	Male	75	75.54	5665.50			
Learning to learn competencies	Female	75	77.39	5804.00	2671.000	-.533	.594
	Male	75	73.61	5521.00			
Initiative and entrepreneurial competencies	Female	75	78.73	5905.00	2570.000	-.913	.361
	Male	75	72.27	5420.00			
Obtaining information	Female	75	79.98	5998.50	2476.500	-1.270	.204
	Male	75	71.02	5326.50			
Digital competencies	Female	75	77.60	5820.00	2655.000	-.597	.551
	Male	75	73.40	5505.00			
Decision making ability	Female	75	80.13	6009.50	2465.500	-1.319	.187
	Male	75	70.87	5315.50			
Total	Female	75	78.13	5860.00	2615.000	-.742	.458
	Male	75	72.87	5465.00			

In terms of the gender variable in Table 4, there is no statistically significant difference according to the results of lifelong learning proficiency analysis.

Table 5. Kuruskal Wallis H Analysis Results of Lifelong Learning Competence by Age Variable

LLC	Yaş	N	Mean	Sd	X^2	p
Self-management competencies	19-23	59	64.83	3	14.206	**.003**
	24-28	35	72.77			
	29-33	19	69.45			
	34 +	37	98.20			
Learning to learn competencies	19-23	59	61.96	3	15.987	**.001**
	24-28	35	75.54			
	29-33	19	73.18			
	34 +	37	98.24			
Initiative and entrepreneurial competencies	19-23	59	66.60	3	19.232	**.000**
	24-28	35	67.64			
	29-33	19	64.84			
	34 +	37	102.59			
Obtaining information	19-23	59	71.84	3	13.033	**.005**
	24-28	35	64.69			
	29-33	19	64.74			
	34 +	37	97.09			
Digital competencies	19-23	59	70.85		10.547	**.014**

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	24-28	35	74.90	3		
	29-33	19	56.66			
	34 +	37	93.16			
Decision making ability	19-23	59	69.94			
	24-28	35	72.47	3	13.290	**.004**
	29-33	19	57.53			
	34 +	37	96.46			
Total	19-23	59	64.75			
	24-28	35	71.39	3	18.899	**.000**
	29-33	19	64.76			
	34 +	37	102.04			

In terms of the age variable in Table 5, there is a statistically significant difference between the total score and the sub-dimensions of the scale in favor of the age of 34 and over, according to the results of lifelong learning proficiency analysis. Accordingly, the rank averages of those aged 34 and over are higher than the other age groups in terms of self-management, learning to learn, initiative and entrepreneurship, acquiring knowledge, and decision-making with digital competence.

Table 6. Sperman Brown Rank Differences Correlation Analysis Results Between Age and Lifelong Learning Sub-Dimensions

		1	2	3	4	5	6	7	8	
1. Age	r	1,000								
	p	.								
2. LLC	r	,292**	1,000							
	p	,000	.							
3. Self-management competencies	r	,271**	,861**	1,000						
	p	,001	,000	.						
4. Learning to learn competencies	r	,309**	,898**	,788**	1,000					
	p	,000	,000	,000	.					
5. Initiative and entrepreneurial competencies	r	,278**	,865**	,689**	,730**	1,000				
	p	,001	,000	,000	,000	.				
6. Obtaining information	r	,182*	,718**	,457**	,523**	,603**	1,000			
	p	,026	,000	,000	,000	,000	.			
7. Digital competencies	r	,147	,584**	,301**	,388**	,434**	,627**	1,000		
	p	,072	,000	,000	,000	,000	,000	.		
8. Decision making ability	r	,184*	,804**	,582**	,705**	,720**	,573**	,528**	1,000	
	p	,024	,000	,000	,000	,000	,000	,000	.	
	N	150	150	150	150	150	150	150	150	

*p<.05 **p<.001

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According to the results of the correlation analysis between age and lifelong learning proficiency sub-dimensions in Table 6, while there is a positive correlation between age and total score, self-management, learning to learn, initiative and entrepreneurship at p<.001 significance level, there is a positive correlation between acquiring knowledge and making decisions. A positive correlation was found at the p<.05 significance level. No relationship was found between age and digital competence.

4. Discussion and results.

In this study, which examines the Lifelong Learning competencies of Physical Education and Sports Teachers and Physical Education and Sports Teaching Students in the COVID-19 pandemic; it was determined that the average scores of the participants from the LLC scale were high. This shows that teachers and students have high lifelong learning competencies. According to the results of the lifelong learning adequacy analysis of physical education teachers and students, there is a statistically significant difference in favor of physical education teachers between the total score and the scale sub-dimensions. Accordingly, it can be said that teachers' self-management, learning to learn, initiative and entrepreneurship, acquiring knowledge, digital competence and decision-making proficiency averages are higher than students. Considering that teachers are the main object of distance education, these results are not surprising. As a matter of fact, it can be thought that distance education pushes teachers to develop their digital competencies (Trubavina, Dotsenko, Naboka, Chaikovskyi, & Meshko, 2021).

There is no statistically significant difference according to the results of the analysis of lifelong learning competence in terms of gender variable. According to the results of lifelong learning proficiency analysis in terms of age variable, there is a statistically significant difference between the total score and the sub-dimensions of the scale in favor of the age of 34 and above. According to this, it can be said that those aged 34 and over have higher rank averages of self-management, learning to learn, initiative and entrepreneurship, acquiring information, digital competence and decision-making ability compared to other age groups. According to the results of the correlation analysis between age and lifelong learning competence sub-dimensions, there was a positive correlation between age and total score, self-management, learning to learn, initiative and entrepreneurship at the p<.001 significance level, while there was a p<.05 relationship between acquiring knowledge and making decisions. A positive correlation was found at the significance level. No relationship was found between age and digital competence. Contrary to our study finding, older teachers were less technologically competent than younger ones, as a result of a study investigating the digital competencies of educators in the COVID-19 pandemic (Portillo, Garay, Tejada, & Bilbao, 2020). In addition, another result shows that teacher education opportunities to learn digital competence, are instrumental in adapting to online teaching during COVID-19 school closures (König, Jäger-Biela, & Glutsch, 2020).

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Considering the results of some studies in this area; In their research, Coşkun and Demirel (2012) stated that the average scores of the students from the "Scale for Determining Lifelong Learning Tendency" were lower than the average score of the scale and evaluated that university students' lifelong learning tendencies were low. They stated that there were statistically significant differences in terms of lifelong learning tendencies of university students, university and grade level, and gender variables. As a result of the research of İzci and Koç (2012), it was seen that there is a significant difference in information literacy, using information and communication technologies and learning foreign languages, being a guide for their students, which are among the skills that teachers should have in the lifelong learning process of classroom, mathematics and Turkish teacher candidates.

Karakuş (2013) found that students' lifelong learning competencies are at a good level in his research. No significant difference was found between departments. He concluded that the higher the grade level, the higher the lifelong learning competencies. According to Gencel (2013)'s analysis results, the perceptions of pre-service teachers about lifelong learning competencies show statistically significant differences in terms of gender and department of education. It has been determined that the area in which the teacher candidates feel most competent is communication in the mother tongue, the areas they feel the most inadequate are communication in a foreign language and social and citizenship competencies.

Şahin et al. (2014) in their study, in which the views of faculty members working in education faculties on 21st century learner standards and lifelong learning; It has been concluded that the instructors have positive views and a strong sensitivity about lifelong learning, but they do not have the expected level of comprehensive knowledge about the themes and sub-themes related to 21st century learner standards.

Tunca et al. (2015) stated that the lifelong learning tendencies of teacher candidates are low and they do not differ according to gender; The average of pre-service teachers studying in Social Studies Teaching and Science Teaching programs is higher than those in Classroom Teaching; that the pre-service teachers whose academic achievement average is between 2.00 and 2.99 are higher than the pre-service teachers whose academic achievement averages are between 3.00 and 4.00; reported that first-year teacher candidates are lower than other classes. According to the research of Yaman and Yazar (2015); Gender and the higher education institutions they graduated from do not affect teachers' lifelong learning tendencies. Lifelong learning tendencies of teachers differ according to their education levels, fields and seniority.

As a result of Kazu (2016) research, it was determined that teachers have high level of competencies in LLL and its sub-dimensions. The opinions of the teachers on LLL and its sub-dimensions were evaluated according to gender, age, branch, length of service, faculty, educational status and school status. In line with these results, no significant difference was found between self-management, learning to learn, initiative and entrepreneurship and decision-making competencies according to age. However, significant differences were found between age and LLL, information acquisition and digital competencies. It was determined that this difference occurred between teachers between the ages of 20 and 30 and teachers in other age ranges. There was no significant gender difference in the sub-dimensions of teachers' LLL and self-management, decision making, learning to learn, and initiative and

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entrepreneurship competencies. A significant difference was found in favor of women in the sub-dimensions of obtaining information and digital competencies.

Gökyer and Türkoğlu (2018) stated that the students participating in the research; lifelong learning tendencies in motivation and lack of curiosity sub-dimensions are at the level of fits very little, according to this, students' lifelong learning tendencies in these sub-dimensions are low; they stated that they were at the level of persistence, lack of regulating learning, and partially sleeping in the whole scale, and accordingly, the lifelong learning tendencies of the students in these sub-dimensions were high.

According to the findings of Gökyer (2019)'s study, the lifelong learning tendencies of secondary school teachers; While it is at the level of fits very well in the motivation sub-dimension, it is at the level of partially fits in the sub-dimensions of lack of regulating learning, persistence, lack of curiosity and the whole scale. According to the gender variable, there was no significant difference between the lifelong learning tendencies of secondary school teachers in all sub-dimensions. According to the relationship between teachers' lifelong learning tendencies, it was revealed that as teachers' motivation level increases, persistence and deprivation in regulating learning increase. As motivation increases, lack of curiosity; As deprivation in regulating learning increases, persistence and lack of curiosity increase; It was found that as the persistence increased, the lack of curiosity increased.

The findings that the COVID-19 pandemic creates a stress on teachers (Oducado, Rabacal, Moralista, & Tamdang, 2020), however, decrease their professional well-being and experience some professional concerns (Alves, Lopes & Precioso, 2020). Knowing the lifelong learning competencies of physical education and sports teachers and candidate students during the COVID-19 pandemic will also contribute to this field.

5. Conclusion.

It has been determined that teachers and students have high levels of proficiency in LLL and its sub-dimensions in the COVID-19 pandemic. According to students, teachers are lifelong learners who are self-controlled, have high-level thinking skills, sense of responsibility, make independent decisions, solve problems, are willing to receive information, communicate effectively, adapt to changes and innovations, are willing to learn and have skills related to information technologies. It was determined that the condition was also positively correlated with age.

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