

Effect of Lifelong Learning among Students and Teachers: A Literature Review

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Abstract

In this reviewed article, researchers explore the effects of lifelong learning tendencies among students and teachers of Tripura. Effective teaching is a reflection of learning abilities and inculcates different experiences from the previous learning. The present study systematically reviews published articles from 2012 to 2024 to assess teachers' and learners' lifelong learning tendencies. Approximately 25 research articles met the criteria for inclusion in this review. The findings of the study are crucial for educators and students, providing them with the skills to adapt to evolving educational demands. The study highlights the importance of implementing strategies and approaches supporting lifelong learning skills development. The study recommends that teachers and students use lifelong learning abilities through innovative and reflective teaching methodologies.

Keywords- Lifelong learning tendency, mental flexibility, reflective teaching, new learning, and memory improvement

Introduction

Lifelong Learning refers to the curiosity and drive to acquire new knowledge and improve through formal and informal learning experiences. It is a continuous process that can be acquainted with learning and learning by doing activities throughout life. It developed good skills in reasoning and executing accordingly without any constraints or barriers in concrete work.

Importance of Lifelong Learning:

It enhances cognitive development and personal growth, as discussed in a separate section below.

Lifelong learning significantly enhances cognitive development. It has many dimensions that work independently. One is increased mental flexibility: Learning new skills or information promotes cognitive flexibility, allowing individuals to think creatively more quickly and easily in new situations. Similarly, another dimension of lifelong learning is Memory Improvement: Regular learning helps maintain and strengthen memory by challenging the brain to process and retain new information. Furthermore, the third dimension of lifelong learning is Enhanced Problem-Solving Skills: Lifelong learning encourages the development of problem-solving abilities through exposure to new scenarios, theories, and perspectives. The last dimension of lifelong learning is Better Critical Thinking: Continuous learning fosters critical thinking by encouraging analysis, evaluation, and synthesis of information from various sources.

Lifelong learning enriches personal growth in several key ways. It also has different types of lifelong learning, which have various effects, i.e., Self-Awareness: Continuous learning fosters greater self-awareness by encouraging reflection on personal strengths,

weaknesses, and areas for improvement. Skill Development is the following type of personal growth of lifelong learning: It provides opportunities to acquire and refine new skills, enhance abilities, and boost confidence in various areas of life. Furthermore, adaptability: Lifelong learning helps individuals remain flexible and adaptable to change, promoting resilience and a positive attitude toward new challenges. The subsequent personal growth of lifelong learning is Curiosity and Passion: New learning experiences can reignite curiosity and passion for different subjects, contributing to a more fulfilling and engaged life. Finally, the last personal growth of lifelong learning is Personal Fulfillment: Acquiring new knowledge and achieving personal goals through learning can create a sense of accomplishment and increased satisfaction.

Need of Lifelong Learning to the Teacher and Students:

Lifelong learning is crucial for both students and teachers, each benefiting in distinct but complementary ways:

For teachers, lifelong learning is professional growth that enables them to stay updated with the latest educational trends, technologies, and methodologies, improving their teaching effectiveness. It also enhances teaching innovation by incorporating new strategies and tools into their practice, enhancing student engagement and learning outcomes. Furthermore, it helps adapt to evolving educational standards, curricula, and policies, ensuring their teaching remains relevant. Similarly, it enhances classroom management techniques, helping create a more productive and supportive learning environment. Next, it helps in enhancement of reflective teaching practice, critical thinking and evaluation process of the teachers and also seeking ways to improve their effectiveness.

For Students, lifelong learning deals with skill enhancement, which develops critical thinking, problem-solving, and other essential skills necessary for personal and professional growth. It also engages in diverse learning experiences and keeps students motivated and enthusiastic about their education, promoting a lifelong love of learning. Similarly, lifelong learning encourages exploration and growth, helping students discover new interests and talents while achieving their full potential.

Effect of Lifelong Learning:

On Students:

It shows different effects on students, such as enhanced adaptability to navigate the ever-changing job market and technological advancements. Similarly, Continuous learning enhances critical thinking, problem-solving, and creativity in cognitive improvement. Furthermore, it helps in the Personal Growth of the students, which promotes self-awareness, confidence, and personal development. It also helps in academic success, as those who value ongoing education achieve higher academic performance and deeper subject comprehension.

On Teachers:

It has similar effects on teachers, such as professional development, which helps them stay updated with the latest educational research, teaching methods, and technological tools, improving their effectiveness. Similarly, it helps in classroom engagement, in which learning brings enthusiasm and innovation, making lessons more engaging for students. Furthermore, it also helps in student outcomes; those who continuously develop their learning to meet the diverse needs of their students, resulting in improved student

performance. Finally, it focused on the leadership opportunities that prepare teachers for leadership roles within educational institutions, driving school improvement and innovation.

Review of Related Literature:

The previous studies on lifelong learning have been arranged from the latest to the oldest in the publication year.

Korucu & Sahan (2024) found a correlation between lifelong learning and curricular adherence among primary and secondary educators. The study found moderate lifelong learning and excellent curricular integrity. The study also found that professional experience greatly affected teachers' lifetime learning and curriculum adherence. A moderate but statistically significant association was found between instructors' lifelong learning tendencies and curricular faithfulness.

Sivaci et al. (2023) examined undergraduate students' lifelong learning tendencies across dimensions. The quantitative survey model was used in this investigation. Undergraduates' lifetime learning inclination was found in the study. Lifelong learning inclinations differed by gender, age, grade level, cumulative GPA, family socioeconomic status, and department and university satisfaction. No statistically significant differences were identified by residence.

Manbaki & Kucuksuleymanoglu (2023) examined instructors' innovativeness and lifelong learning. The study examined teachers' innovativeness and lifelong learning using a correlational survey. The study indicated that innovative teachers were more likely to learn lifetime. Motivation, persistence, openness to experience, and reluctance to change positively correlated with instructors' innovativeness. Risk-taking aspects including lack of learning regulation and curiosity did not seem to correlate with lifelong learning. This shows that teachers' lifetime learning habits depend on their particular innovation.

Ozgir & Eskici (2023) examined academics' lifelong learning and thinking methods. This quantitative study used the relational survey paradigm to examine academics' lifelong learning and thinking habits. Academicians are lifelong learners, according to study. These inclinations vary greatly by education and science field, but not by academic title. Academicians' thinking methods were moderate, although they varied by educational status, academic title, and science subject. The study found a strong correlation between academics' lifelong learning and thinking styles, both in overall scores and sub-dimensions.

Turkish teachers' research literacy and lifelong learning tendencies were examined by Karafil (2023). Researchers use a correlation model to study this link. The study found that teachers are highly lifetime learners and research literate. These habits and literacy levels vary greatly by education but not by gender. A positive and moderate link exists between teachers' lifetime learning and research literacy. Teachers' lifetime learning tendencies vary 29.0% due to their research literacy. This study shows how improving research literacy helps instructors learn for life.

Nacaroglu & Mutlu (2023) examined lifelong learning and scientific innovation in future science instructors and their relationships. A quantitative correlational survey method is used in the investigation. The data shows that aspiring science instructors value lifelong learning. Lifelong Learning Scale (LLS) overall scores do not differ significantly

between female and male future science teachers. However, male teachers have higher Scientific Creativity Test (SCT) total scores. The study also finds a moderate positive association between lifelong learning and scientific inventiveness. Lifelong learning and scientific creativity are linked, suggesting that potential science instructors may benefit from nurturing one.

Dilek & Dr. Sadik (2023) examined teacher candidates' lifelong learning and self-directed learning ability. Descriptive research uses quantitative approaches. The findings show that teacher applicants are lifelong learners and self-directed. Gender, total GPA, and department choices greatly affect lifelong learning tendency scores. Pearson correlation analysis shows favorable and moderately significant connections between multidimensional lifelong learning tendencies and self-directed learning skills. These findings indicate a high correlation between lifelong learning and self-directed learning in teacher candidates.

Sen & Durak (2022) examined English teachers' technology integration self-efficacy, lifelong learning, and professional competence. This study uses a descriptive survey model to evaluate these factors' relationships. English teachers' technology integration self-efficacy, professional competencies, and lifelong learning tendencies are positively correlated. Technology integration self-efficacy and professional competencies predict lifelong learning in teachers.

Senturk et al. (2022) examined nursing students' achievement-focused motivation and lifelong learning. This descriptive and cross-sectional study included 264 first, second, third, and fourth-year nursing students from Istanbul Gelisim University's School of Health Sciences' Nursing Department in the spring semester of 2018–2019. A significant correlation was found between participants' Achievement-Focused Motivation Scale and Lifelong Learning Tendency Scale scores ($P < 0.01$). As achievement-focused motivation rose, nursing students' lifelong learning tendencies developed.

Bilgisi (2022) examined how university preparation affects lifetime learning in Open Education High School students and graduates. The survey found no difference in lifelong learning between current students and open-education high school graduates. The lifetime learning inclinations of open-education high school students and graduates and their desire to attend higher education did not differ significantly.

Ecen & Titrek (2021) examined prospective science teachers' lifetime learning and scientific inventiveness for relationships. The investigation shows potential science instructors have high lifelong learning tendencies, averaging 3.67. Lifelong learning inclinations are similar across age groups and genders. This study also finds a moderate positive link between lifelong learning and scientific innovation. Lifelong learning and scientific creativity are linked, suggesting that potential science instructors may benefit from improving one.

Lifelong learning abilities, skills, and attitudes are important for education, according to Senturk & Duran (2020). The correlational survey methodology underpinned the investigation. According to gender differences, females had more lifelong learning curiosity and less regulation. Persistence a sub-factor of lifetime tendencies increases with age. As education grows, perseverance reduces, and regulatory skill increases. No significant difference was discovered between lifelong learning inclinations' mean scores by professional seniority and work mode.

Sahin et al. (2020) examined whether gender, high school type, course involvement, and course type affected primary school teacher candidates' lifetime learning inclinations. There was a substantial gender difference in lifelong learning inclinations among primary school teacher candidates, but not by high school type. Candidates who participated in various courses had stronger lifetime learning tendencies than those who did not, but course type did not significantly affect these tendencies. The data show that candidates usually value lifelong learning, with gender and course involvement having important effects.

Saritepe & Orak (2019) examined how self-directed learning, cognitive styles, ICT usage, and demographics affect potential teachers' lifetime learning. The study examined lifetime learning tendencies and contributing factors using a screening research paradigm. The number of personal and professional development training sessions predicts lifelong learning tendencies in prospective instructors the most. Daily educational internet use, self-directed learning, gender, and other demographics also predict lifelong learning. All five models of lifelong learning tendencies were statistically significant, demonstrating strong correlations between variables including training, internet usage, and self-directed learning and the dependent variable.

Barasan & Seli (2019) examined gender, occupation, education, seniority, and reading habits. The study methodology is descriptive. Central Turkish teachers are less likely to learn lifelong, the poll found. The study also found that teachers' propensity to continue learning differs greatly by gender, area of expertise, years of experience, and how often they read print media, but there was no significant difference when controlling for seniority.

Yenice & Tunc (2018) examined pre-service teachers' lifetime learning and innovativeness. A descriptive research approach was utilized to examine these factors among teacher candidates at a Western Turkish university's education faculty. Pre-service instructors have great lifetime learning tendencies but low innovativeness. Thus, lifelong learning and innovativeness are not significantly correlated. However, some sub-dimensions show strong connections. Following these findings, the study suggests numerous ways to encourage lifelong learning and innovation in pre-service teachers.

Yilmaz (2018) examined potential teachers' lifetime learning about gender, married status, having children, age, university they attended, department they graduated from, job status, income, and work experience. The study uses a descriptive survey methodology to accurately portray a condition without changing factors. The research showed that prospective instructors in pedagogical training had significant lifelong learning tendencies. Marital status, age, university, employment, and income differed significantly. No significant differences were found by gender, parental status, undergraduate department, or work experience. These findings demonstrate how demographic and educational characteristics affect potential teachers' lifelong learning habits.

Burak & Burcu (2018) analyze numerous elements to study university students' lifelong learning habits. Surveys were used to collect data. Gender, academic year, information technology use, faculty affiliation, and university activities affected university students' lifelong learning tendencies, according to the study. Students showed moderate lifelong learning, the survey found.

Tezer & Aynas (2018) examined how university education affects teachers' and pre-service teachers' lifelong learning. Surveys were employed in this investigation. At the end of the study, instructors had higher lifetime learning tendencies than pre-service teachers. Based on age, professional seniority, and branch factors, females differ significantly.

Demirel & Akkoyunlu (2017) examined prospective teachers' lifelong learning inclinations and information literacy self-efficacy. The study also examines whether gender, grade level, computer ability, perception of academic accomplishment, willingness to pursue an academic career, and workplace achievement views affect these traits. Prospective teachers have excellent lifetime learning and information literacy self-efficacy. Lifelong learning inclinations differed by gender, grade, achievement perception, willingness to pursue an academic career, and job achievement beliefs, but not computer usage skills.

Pesen & Epcacan (2017) examined secondary school students' lifelong learning inclinations by gender and grade. The study found excellent lifelong learning motivation and persistence. Students reported a medium level of disinterest and disorganization in studying subcomponents. Most high school students had modest lifelong learning tendencies. Girls showed a statistically significant difference in lifetime learning tendency, although class grades did not.

Ozen et al. (2016) examined how gender, subject areas, and graduation status affect pre-service teachers' lifelong learning and university life quality. This study uses descriptive surveying. Pre-service teachers report strong LLT and QFL. QFL perceptions and LLT are significant, although weakly, related. Women pre-service teachers exhibit greater LLT and QFL perceptions than men. Pre-service teachers from social sciences departments have higher LLT scores than science teachers. Graduation status strongly affects QFL but not LLT perceptions.

Kuzu et al. (2015) examined pre-service teachers' lifelong learning in numerous aspects. The relational screening model is used in the descriptive study. Pre-service instructors have a statistically strong lifelong learning tendency. Gender, out-of-school training (courses and seminars), high school graduates, and program type had little impact on lifetime learning. Pre-service teachers' information-gathering methods strongly influence their lifelong learning.

Beytekin & Kadi (2014) examined university students' faculty life reviews and lifelong learning habits. Findings show gender differences in student-faculty life quality. Male students had a higher lifetime learning tendency and a worse faculty life quality than female students. Classroom variables affect students' lifelong learning. Second graders are more lifetime learners than fourth graders. Third-graders had poorer faculty life. Student lifelong learning varies by field. Computer and instructional technology students learn more lifelong than educational sciences students. Faculty life is worse for computer and instructional technology students than for educational sciences and fine arts students. Educational sciences students enjoy a better faculty life than elementary pupils. The results show that university students' views on faculty life predict their lifelong learning attitudes.

Coskun & Demirel (2012) evaluated university students' lifetime learning habits by university, class, and gender. The survey-based study describes events or conditions to reveal the current state. Most university students score below the middle on the lifelong

learning scale, according to the survey. Marmara University and fourth-year students had stronger lifelong learning tendencies. Motivation and persistence validate the scale's dependability. These findings suggest that university students require specific educational strategies and interventions to improve lifelong learning.

Findings of the study:

From the above surveyed and reviewed, the investigators have found many observations from previous studies. The details are mentioned below:

The study discovered moderate lifelong learning and outstanding curricular integrity, with a statistically significant link between instructors' lifelong learning inclinations and curricular faithfulness. The study found a relatively positive correlation between lifelong learning and innovative science. Science educators may benefit from lifelong learning and scientific inventiveness. Among elementary school teacher applicants, gender affected lifelong learning preferences, but not high school type.

The study also discovered that professional experience significantly impacted teachers' lifetime learning and curriculum adherence, with significant differences in lifetime learning preferences depending on gender, age, grade level, family socioeconomic status, and department and university satisfaction. The number of personal and professional development training sessions indicates the most lifetime learning tendencies in future teachers. The study also discovered that instructors' inclination to continue learning varies substantially depending on their gender, area of specialization, years of experience, and how frequently they read print media, but there is no significant difference when seniority is controlled for. Pre-service educators exhibit strong lifetime learning inclinations but need more innovativeness. It also discovered that teachers are avid lifelong learners and research literate. Thus, lifelong learning and innovativeness are not strongly connected. However, some sub-dimensions exhibit substantial correlations.

There were no statistically significant differences by residence. It found no differences in lifelong learning between current students and open-education high school graduates. Gender, parental status, undergraduate department, and job experience were similar.

The study found that inventive teachers were more likely to learn in their lives. Motivation, persistence, openness to experience, and resistance to change all connected positively with instructors' innovativeness. There was also a high correlation between academics' lifelong learning and thinking styles in total scores and sub-dimensions. The study found that prospective instructors in pedagogical training had strong lifelong learning tendencies. Marital status, age, university, employment, and income significantly differed. Girls had a statistically significant difference in lifetime learning propensity, whereas class grades did not. Male students exhibited a greater lifelong learning propensity and a worse faculty life quality than female students. Classroom elements influence students' lifelong learning. Student lifelong learning varies by field. The results imply that university students' views of faculty life affect lifetime learning.

Conclusion:

From the collected previous research article and its findings, it could be concluded that lifelong learning among teachers and students significantly affects transacting the curriculum and makes the classroom more effective than the other ways. Student and teacher lifelong learning skills including critical thinking, creativity, and problem-solving motivate learning. It allows teachers and students reflect diverse aspects in the same context and be scientifically original. It also greatly impacts the participants' course book-

based and teacher-led education backgrounds, which may help university students, develop real-world problem-solving skills. It found teachers read research literature. Thus, lifelong learning and innovativeness are strongly connected. It is beneficial for the students, learners, and teachers to incorporate and enhance academic, socioeconomic, relationships, personality, effective talk, and examples with the help of lifelong learning tendencies. It also helps people with loneliness by making friends and giving valuable advice based on learning experiences. Overall, lifelong learning tendencies play a great role in our lives.

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