The Relationship Between Teachers' Lifelong Learning Tendencies and Their Curriculum Fidelity Levels [3]

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Abstract

The objective of this research aimed to establish a connection between the inclination towards lifelong learning and the degree of adherence to the curriculum among educators in primary and secondary educational institutions. In the 2021-2022 academic year, data for this screening model investigation were collected from 281 teachers employed in the central Karesi and Altıeylül districts of Balıkesir. The data were acquired using the 'Lifelong Learning Tendencies Scale,' designed by Diker Coşkun (2009), and the 'Curriculum Fidelity Scale,' developed by Burul (2018). The data analysis employed descriptive statistics, Two-Way MANOVA, Pearson Correlation Analysis, and Regression Analysis.

According to the results, it was detected that there were moderate lifelong learning tendencies and high degree of fidelity to the curriculum. Regarding the second discovery, it was established that school type and years of professional experience significantly influenced the differences observed in teachers' lifelong learning tendencies and their adherence to the curriculum levels. Furthermore, a statistically significant but modest correlation was identified between teachers' lifelong learning tendencies and their levels of curriculum fidelity.

Keywords: Teacher, Lifelong Learning, Curriculum Fidelity

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Introduction

In the 21st century, the need for education is increasing day by day for individuals and societies to be open to innovations and to develop themselves. Accordingly, the scope of the concept of education has changed enormously. Thus, education is no longer only at school age, but it is a quality that starts from pre-school and continues throughout the life of the individual (Tanilli, 1996). Human beings who try to adapt to the globalizing world have to take responsibility for their own learning. This necessitates lifelong learning to have individuals who can keep up with the age and survive (Erdener & Gül, 2017; Soran et al., 2006). Contemporary educational approaches show that knowledge is constantly changing, learning occurs not only in a certain period of life, but also in an ongoing structure and continues throughout life, and therefore the ability to learn is an important feature of the age. Lifelong learning, defined by the European Commission (2006) as a process by which individuals can develop their competencies throughout their lives, emphasizing the spread of learning opportunities, is seen as a necessity for teachers, who are considered both learners and pioneers of change, to constantly renew themselves (Diker Coşkun, 2009; Diker Coşkun & Demirel, 2012; Marion et. al., 2016; Şahan, 2020). Individuals can gain lifelong learning skills by being guided correctly in every period of their lives from an early age. One of the most important roles in this process belongs to teachers. In the contemporary world of education, the successful execution of student-centered educational programs, widely embraced in today's educational landscape, within classrooms, and the transformation of teachers into facilitative guides for learning, hinges exclusively on the cultivation of lifelong learning skills (Evin Gencel, 2013). Considering that teachers' lifelong learning competencies include the ability to plan learning, adapt various learning strategies across disciplines, and effective learning skills, it can be said that they should also have the competencies to implement the programs and the changes made in the program in their classrooms (Knapper & Cropley, 2000).

It is possible to say that different features of the curriculum affect the level or efficiency of curriculum fidelity, which is defined as teachers or stakeholders being loyal to the designed curriculum and implementing it in the classroom (Bay et al., 2017). As stated by Dusenbury et al. (2003), teachers' characteristics and their training are recognized as factors influencing curriculum fidelity. Whether teachers adopt the curriculum or not, whether they are open to innovations or not, and even their resistance to change cause them to develop positive or negative attitudes towards the renewed curriculum. This situation affects the implementation of the curriculum designed by official institutions by teachers in the classroom. Furthermore, it holds significant importance to furnish both pre-service and in-service training to educators, enabling them to effectively implement the updated curriculum in the classroom as intended (Bümen et al., 2014). Because the successful evaluation of the designed curriculum can only be realized if teachers follow the designed curriculum during the implementation process (Dhillon et al., 2015). Upon reviewing the literature, it becomes evident that there are studies that investigate the lifelong learning inclinations of either teachers or prospective educators (Aykaç et

al., 2020; Brahmi, 2007; Diker Coşkun, 2009; Diker Coşkun & Demirel, 2012; Evin Gencel, 2013; İzci & Koç, 2012; Kılıç, 2015; Mwaikokesya, 2014; Smith, 2012; Şahan, 2020; Şahin & Arcagök, 2014; Şen, 2021; Tortop, 2010; Tunca et al, 2015) as well as studies on their fidelity to the curriculum (Allo, 2020; Baş & Şentürk, 2017; Burke et al., 2011; Burul, 2018; Bümen et al., 2014; Çavuşoğlu, 2022; Dikbayır & Bümen, 2016; Dusenbury et al., 2003; Gül & Erdener, 2018, 2021; Kabaş, 2020; Karabacak, 2018; Maral Polat, 2021; Nevenglosky, 2018; O'Donnell & Lynch, 2008; Pence et al., 2008).

In the context of teachers' fidelity to the curriculum, the fact that they are learners who are open to development with the training they receive in the profession to adapt to new programs can be evaluated within the scope of lifelong learning tendencies. It can be assumed that teachers who are open to change and innovations and who are highly motivated to learn new information may also have a high level of fidelity to the curriculum. Hence, it is deemed essential to uncover the connection between lifelong learning and adherence to the curriculum. Upon reviewing the literature, it is believed that the recommendations stemming from the research findings will not only offer significant insights for the training and enhancement of teachers but also serve as a guiding beacon for future research and researchers. This is particularly noteworthy, as no prior studies have explored the interplay between these two variables, despite separate investigations into lifelong learning tendencies and curriculum fidelity. In this research, the study aimed to address the following inquiries in order to ascertain the correlation between teachers' lifelong learning tendencies and their levels of curriculum fidelity:

1. What are teachers' tendencies towards lifelong learning and curriculum fidelity levels?

2. Do teachers' tendencies towards lifelong learning differ in terms of school type (primary, secondary school) and seniority variables?

3. Do teachers' levels of fidelity to the curriculum differ in terms of the type of school (primary school, secondary school) and seniority variables?

4. Are teachers' tendencies towards lifelong learning and their curriculum fidelity levels related?

Method

Research Model

This study employs a screening approach to gauge teachers' lifelong learning tendencies and their curriculum fidelity levels. It also incorporates a causal comparison analysis to discern potential distinctions concerning variables like professional seniority (ranging from 1-10 years, 11-20 years, and 21 years and above) and school level/type (primary and secondary). Additionally, it conducts a relational survey to explore any co-variations among these variables.

Research Group

The study encompasses a population of 1,895 educators employed in primary and secondary educational institutions under the purview of the Ministry of National Education, located in the central Karesi and Altıeylül districts of Balıkesir during the 2021-2022 academic year. The study's data were collected from a sample of 281 teachers selected through random sampling. The sample size calculation adhered to Bartlett et al.'s (2001) sampling table, which suggests that a sample size of 112 individuals with a margin of error of 0.05 is appropriate for a study population of 2000 people. Consequently, the collected data was deemed to be adequate. In the study, there were 196 (69.8%) female teachers and 85(30.2%) male teachers. Furthermore, among the teachers, 172 (61.2%) were employed in primary schools, with the remaining 109 (38.8%) working in secondary schools.

Data Collection Tools

As part of the study, data were collected using two instruments: the "Lifelong Learning Tendencies Scale" and the "Curriculum Fidelity Scale." Reliability analysis and Confirmatory Factor Analysis (CFA) were performed on these scales. When interpreting the CFA fit indices and values, the coefficient values established by Schermelleh-Engel et al. (2003) were utilized as a reference.

Life-long Learning Tendencies Scale:

Diker Coşkun's (2009) "Lifelong Learning Tendencies Scale," comprising 27 items divided into four sub-dimensions, was employed to assess teachers' proclivity for lifelong learning. The scale encompasses a Motivation sub-dimension consisting of 6 items, a Persistence sub-dimension containing 6 items, a Lack of Regulating Learning sub-dimension comprising 6 items, and a Lack of Curiosity sub-dimension consisting of 9 items. Respondents provided their ratings on a six-point Likert scale, ranging from 1 (not at all) to 6 (very much). Although the scale's creator did not furnish reliability analysis information for each sub-dimension, the total scale demonstrated a reliability coefficient of .89 (Diker Coşkun, 2009). In line with the reliability analysis conducted within the scope of this research, the Cronbach Alpha values were calculated as $\alpha=0.90$ in the motivation dimension; $\alpha=0.89$ in the persistence dimension; $\alpha=0.76$ in the lack of regulating learning dimension; $\alpha=0.88$ in the lack of curiosity dimension, and $\alpha=0.78$ in the overall scale, respectively.

Confirmatory Factor Analysis (CFA) was executed to assess the suitability of the factorial structures within the Lifelong Learning Tendencies Scale and to evaluate the model's accuracy. The fit indices resulting from this analysis were found to be $\chi^2 = 519.12$, sd= 314, χ^2/sd= 1.6, GFI= .88, AGFI= .85, CFI= .97, NFI= .94, NNFI= .97, SRMR= .053, RMR= .068, RMSA= .048, RFI= .93 and IFI= .97. When the fit index values are examined, it is seen that the scale is structurally valid and appropriate and has factor structures compatible with the factorial structure determined by the developer.

Curriculum Fidelity Scale:

The evaluation of teachers' adherence to the curriculum was conducted using the "Curriculum Fidelity Scale," which was formulated by Burul in 2018. This scale encompasses 42 items distributed across 7 sub-dimensions. It was designed as a five-point Likert scale, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale consists of an 8-item compliance sub-dimension, 5-item duration sub-dimension, 5-item quality of implementation sub-dimension, 7-item participant reactions sub-dimension, 5-item program differences sub-dimension, 8-item teacher training sub-dimension, and 4-item school climate sub-dimension. Burul conducted Cronbach's Alpha reliability analysis for the sub-dimensions of the scale one by one. Based on the analysis findings, the reliability coefficients for the different sub-dimensions were determined as follows: 0.84 for the compliance sub-dimension, 0.90 for the duration sub-dimension, 0.82 for the quality of the implementation sub-dimension, 0.89 for the participant reactions sub-dimension, 0.86 for the program differences sub-dimension, 0.91 for the teacher training sub-dimension, 0.79 for the school climate sub-dimension, and 0.91 for the overall scale (Burul, 2018). In line with the reliability analysis conducted within the scope of this study, Cronbach Alpha values were found to be α=0.88 in the compliance sub-dimension; α=0.78 in the duration sub-dimension; α=0.78 in the quality of implementation sub-dimension; α=0.78 in the quality of implementation sub-dimension; α=0.83 in the participant reactions sub-dimension; α=0.74 in the program differences sub-dimension; α=0.85 in the teacher training sub-dimension; α=0.87 in the school climate sub-dimension and α=0.96 in the overall scale.

CFA was conducted to determine the structural appropriateness of the Curriculum Fidelity Scale and as the results of CFA were found to be; χ^2 = 1334.78, sd= 782, χ^2/sd= 1.7, GFI= .81, AGFI= .79, CFI= .96, NFI= .90, NNFI= .95, SRMR= .071, RMR= .064, RMSA= .050, RFI= .89 and IFI= .96. When the index values are examined, it is seen that the scale is structurally appropriate and has factor structures compatible with the factorial structure determined by the developer.

Data Analysis

During the descriptive analysis conducted as part of the research's first sub-problem, the teachers' lifelong learning tendencies were assessed using a six-point Likert scale. Scores falling within the range of 6.00 to 4.34 were considered indicative of a high tendency, those within 4.33 to 2.67 were classified as medium, and scores ranging from 2.66 to 1.00 were characterized as low tendencies. Likewise, in terms of fidelity to the curriculum, scores between 5.00 and 3.41 were regarded as high, those ranging from 3.40 to 2.61 were seen as medium, and scores within 2.60 to 1.00 were interpreted as indicating a low level of curriculum fidelity. In order to prevent Type 1 error within the scope of the 2nd and 3rd sub-problems and to determine whether the groups formed based on multiple factors show significance in terms of multiple dependent variables, Two-Way MANOVA analysis was performed (Can, 2014). Regarding the second sub-problem, the "Lifelong Learning Tendencies Scale," comprising

4 sub-dimensions, and for the third sub-problem, the "Curriculum Fidelity Scale," consisting of 7 sub-dimensions, were integrated as dependent variables. Meanwhile, the independent variables considered were "school type" (primary/secondary school) and "seniority" (1-10 years, 11-20 years, 21 years and above). To address the fourth sub-problem, a Pearson Correlation Analysis was executed to examine the connection between teachers' inclination toward lifelong learning and their commitment to curriculum fidelity. During the Pearson Correlation Analysis, a coefficient value below 0.30 is indicative of a weak relationship, while values falling between 0.30 and 0.70 suggest a medium-level relationship. Conversely, if the coefficient surpasses 0.70, it is considered to represent a high-level relationship (Büyüköztürk et al., 2015).

Results

Teachers' lifelong learning tendencies and their curriculum fidelity levels

A descriptive analysis was carried out to assess both teachers' lifelong learning tendencies and their adherence to the curriculum. The findings are presented in Table 1.

Table 1. Descriptive analysis results for teachers' lifelong learning tendencies and their curriculum fidelity levels

Dimensions	N	$\bar{X}$	SS	Skewness	Kurtosis
MT	281	5.53	.45	-.748	-.308
PT	281	5.09	.69	-.632	-.266
LRL	281	1.84	.71	.743	-.281
LC	281	1.77	.75	.948	.066
COMP	281	3.38	.51	-.153	-.059
DUR	281	4.20	.44	.196	-.591
QI	281	3.88	.38	.088	-.025
PR	281	4.33	.43	-.008	-.980
PD	281	3.41	.44	.281	-.385
TT	281	3.67	.55	-.072	-.269
SC	281	3.78	.81	-.341	-.394
LL	281	3.36	.33	.348	.118
CF	281	3.79	.30	.193	-.234

MT: Motivation Tendency, PT: Persistence Tendency, LRL: Lack of Regulating Learning, LC: Lack of Curiosity, COMP: Compliance, DUR: Duration, QI: Quality of Implementation, PR: Participant Reactions, PD: Program Differences, TT: Teacher Training, SC: School Climate, LL: Lifelong Learning, CF: Curriculum Fidelity.

Upon reviewing Table 1, which presents the outcomes of the descriptive analysis for teachers' lifelong learning tendencies, it becomes evident that the Motivation dimension exhibits the highest mean score ($\bar{X}$=5.53, SD: .45). The Motivation tendency sub-dimension was followed by the Persistence tendency ($\bar{X}$=5.09, SD: .69), the Lack of Regulating Learning ($\bar{X}$=1.84, SD: .71) and the Lack of Curiosity ($\bar{X}$=1.77, SD: .75) sub-dimensions respectively. The mean value for Lifelong Learning Tendencies appears to fall within a moderate range ($\bar{X}$=3.36, SD: .33). When the results of the descriptive analysis of teachers' curriculum fidelity levels are examined in Table1, The Participant

Response sub-dimension is observed to possess the highest mean score ($\overline{X}$=4.33, SD: .43). This sub-dimension is followed by Duration ($\overline{X}$=4.20, SD: .44), Quality of Implementation ($\overline{X}$=3.88, SD: .38), School Climate ($\overline{X}$=3.78, SD: .81), Teacher Training ($\overline{X}$=3.67, SD: .55), Program Differences ($\overline{X}$=3.41, SD: .44) and Compliance ($\overline{X}$=3.38, SD: .51). It is seen that the mean for the curriculum fidelity scale is at a high level ($\overline{X}$= 3.79, SD: .30).

Examining teachers' lifelong learning tendencies in terms of school type and seniority

Box's M Test results for the Lifelong Learning Tendencies Scale were examined and it was determined that the significance value was greater than 0.05. In this case, it is accepted that the matrices are equal [Box's M= 92.432, F (81, 4583.478) =.986, p= 0.475]. Levene's Test, used to assess the equality of error variances, was conducted. The results indicated the following p-values: .678 for the Motivation tendency sub-dimension of Lifelong Learning Tendencies, .756 for the Persistence tendency sub-dimension, .51 for the Lack of Regulating Learning tendency sub-dimension, and .215 for the Lack of Curiosity tendency sub-dimension. Two-way MANOVA was carried out to assess whether there were statistically significant differences in teachers' inclinations toward lifelong learning with respect to the independent variables of school type and seniority. The MANOVA outcomes are detailed in Table 2.

Table 2. Two-way MANOVA results for the lifelong learning tendencies scale

Effect		Value	F	Hypothesis df	Error df	Sig.
School Type	Wilks' Lambda	.988	.850[b]	4.000	269.000	.495
Seniority	Wilks' Lambda	.971	1.005[b]	8.000	538.000	.431
School Type * Seniority	Wilks' Lambda	.915	3.057[b]	8.000	538.000	.002

When Table 2 is examined, it is seen that one or more of the sub-dimensions of lifelong learning tendencies are affected by the variables of type of school and seniority together (Wilks' Lambda= .915; F= 3.057; p=.002). In order to see which sub-dimensions were affected, the interaction between the dimensions (Test of Between - Subjects Effects) was examined. The results of the analysis are shown in Table 3.

**Table 3.** Interaction results between dimensions of lifelong learning tendencies scale

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
School Type	MT	.282	1	.282	1.487	.224
	PT	.066	1	.066	.140	.709
	LRL	.592	1	.592	1.168	.281
	LC	.918	1	.918	1.672	.197
Seniority	MT	.385	2	.193	1.015	.364
	PT	.498	2	.249	.531	.589
	LRL	1.668	2	.834	1.644	.195
	LC	.077	2	.038	.070	.933
School Type * Seniority	MT	2.875	2	1.437	7.568	.001
	PT	3.607	2	1.804	3.843	.023
	LRL	1.051	2	.525	1.036	.356
	LC	7.486	2	3.743	6.822	.001

As indicated in Table 3, both school type and seniority variables collectively exerted an influence on the Motivation Tendency sub-dimension (p=.001), the Persistence Tendency sub-dimension (p=.023), and the Lack of Curiosity sub-dimension (p=.001). To discern the nature of these significant differences, Estimated Marginal Means Plots for the Motivation Tendency, Persistence Tendency, and Lack of Curiosity sub-dimensions were scrutinized. The direction of the significant difference in the Motivation Tendency sub-dimension is shown in Figure 1.
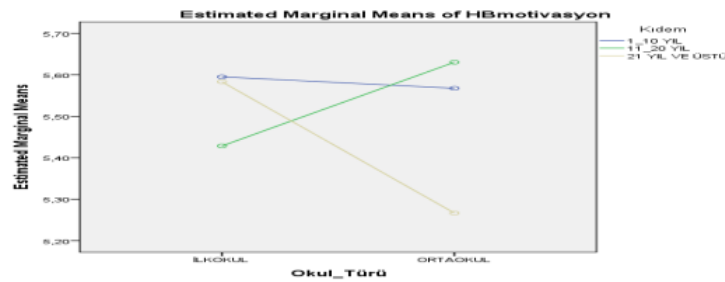
Figure 1. Motivation tendency profile plots

Upon examination of Figure 1, it becomes apparent that primary and secondary school teachers with 1-10 years of seniority exhibit closely aligned values. Nevertheless, it is worth noting that the motivation of secondary school teachers with 11-20 years of seniority appears to be higher. Additionally, among teachers with 11-20 years of experience, those working in primary schools appear to display lower motivation compared to their counterparts with 21 years or more of seniority. Notably, there seems to be no substantial disparity in motivation tendencies between teachers with 1-10 years of experience and those with 21 years or more. The direction of the significant difference in the Persistence Tendency sub-dimension is illustrated in Figure 2.
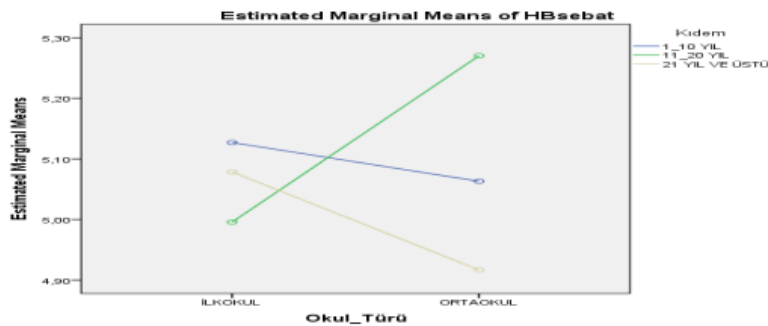

Figure 2. Persistence tendency profile plots

In Figure 2, which illustrates the Persistence Tendency sub-dimension of teachers' lifelong learning tendencies, it is evident that secondary school teachers with 11-20 years of seniority exhibit greater determination to engage in self-improvement activities compared to their primary school counterparts with the same seniority range. Conversely, it appears that primary school teachers with 21 years or more of seniority display a higher level of persistence in this regard compared to their peers

with equivalent seniority in secondary schools. No noteworthy distinction is discernible between primary school teachers with 1-10 years of experience and those with 21 years or more in terms of their Persistence Tendency. The direction of the significant difference observed in the Lack of Curiosity sub-dimension is elaborated upon in Figure 3.
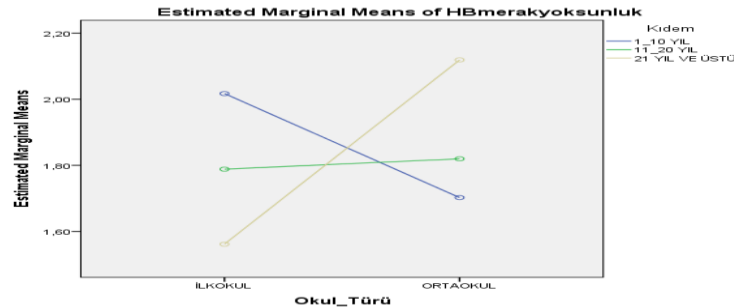
Figure 3. Lack of curiosity profile plots

Upon reviewing Figure 3, it becomes apparent that in the Lack of Curiosity sub-dimension, teachers with 21 years or more of experience in secondary schools exhibit a higher degree of curiosity deprivation when compared to teachers with equivalent seniority in primary schools. Furthermore, it can be noted that primary school teachers with 1-10 years of experience appear to have a lower inclination toward curiosity in comparison to their counterparts in the same school category but with varying seniority levels. Notably, teachers with 11 years and above of seniority in both primary and secondary schools do not exhibit a statistically significant difference in terms of their Lack of Curiosity tendency.

Investigation of teachers' curriculum fidelity levels in terms of school type and seniority

Box's M Test results for the Curriculum Fidelity Scale were examined and it was determined that the significance value was greater than 0.05. In this case, it is accepted that the matrices are equal [Box's M=282.546, F (186, 7236.160) =1.218, p= 0.085]. Levene's Test, used to assess the equality of error variances, was conducted. The results indicated the following p-values: .451 for the Compliance sub-dimension, .090 for the Duration sub-dimension, .253 for the Quality of Implementation sub-dimension, .162 for the Participant Reactions sub-dimension, .060 for the Program Differences sub-dimension, .355 for the Teacher Training sub-dimension, .290 for the School Climate sub-dimension. A Two-way MANOVA analysis was performed to ascertain whether there were statistically significant differences in teachers' levels of curriculum fidelity concerning the independent variables of school type and seniority. The outcomes of this MANOVA are detailed in Table 4.

Table 4. Two-way MANOVA results for the curriculum fidelity scale

Effect		Value	F	Hypothesis df	Error df	Sig.
School Type	Wilks' Lambda	.972	1.076[b]	7.000	266.000	.379
Seniority	Wilks' Lambda	.913	1.771[b]	14.000	532.000	.040
School Type * Seniority	Wilks' Lambda	.898	2.102[b]	14.000	532.000	.011

Upon reviewing Table 4, it becomes apparent that seniority (Wilks' Lambda= .913; F= 1.771; p=.040) and school type and seniority variables together (Wilks' Lambda= .898; F= 2.102; p=.011) affect one or more of the sub-dimensions of teachers' level of fidelity to the curriculum. In order to see which of the sub-dimensions were affected, the Test of Between - Subjects Effects was examined. The analysis outcomes are presented in Table 5.

Table 5. Interaction results between dimensions of the curriculum fidelity scale

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
School Type	COMP	.419	1	.419	1.626	.203
	DUR	.044	1	.044	.223	.637
	QI	.158	1	.158	1.135	.288
	PR	.071	1	.071	.395	.530
	PD	.031	1	.031	.164	.686
	TT	.595	1	.595	2.098	.149
	SC	.009	1	.009	.013	.908
Seniority	COMP	1.580	2	.790	3.062	.048
	DUR	.608	2	.304	1.543	.216
	QI	1.275	2	.637	4.573	.011
	PR	.597	2	.299	1.665	.191
	PD	1.314	2	.657	3.427	.034
	TT	.879	2	.440	1.549	.214
	SC	1.394	2	.697	1.075	.343
School Type * Seniority	*COMP	.201	2	.101	.390	.678
	DUR	.190	2	.095	.483	.618
	QI	.266	2	.133	.955	.386
	PR	1.327	2	.664	3.701	.026
	PD	.033	2	.016	.086	.918
	TT	2.398	2	1.199	4.225	.016
	SC	1.016	2	.508	.783	.458

Upon examining Table 5, which displays the outcomes of the inter-dimensional interaction test for curriculum fidelity levels, it is evident that the seniority variable influences the Compliance sub-dimension with a value of p=.048, the Quality of Implementation sub-dimension with a value of p=.011 and the Program Differences sub-dimension with a value of p=.034; while the school type and seniority variables together affect the Participant Reactions sub-dimension with a value of p=.026 and the Teacher Training sub-dimension with a value of p=.016. The Pairwise Comparisons section of the seniority variable was scrutinized to ascertain the nature of the significant differences observed in the sub-dimensions of Compliance, Quality of Implementation, and Program Differences. The findings are provided in Table 6.

Table 6. Pairwise comparison results for the sub-dimensions of compliance, quality of implementation and program differences in terms of seniority

Dependent Variable	(I) Seniority	(J) Seniority	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
COMP	1_10 years	11_20 years	-.1177	.08588	.358	-.3201	.0847
		21 years and above	-.0651	.09224	.760	-.2825	.1522
	11_20 years	1_10 years	.1177	.08588	.358	-.0847	.3201
		21 years and above	.0526	.06831	.722	-.1084	.2136
	21 years and above	1_10 years	.0651	.09224	.760	-.1522	.2825
		11_20 years	-.0526	.06831	.722	-.2136	.1084
QI	1_10 years	11_20 years	-.0222	.06313	.934	-.1710	.1266
		21 years and above	-.1404	.06780	.098	-.3002	.0193
	11_20 years	1_10 years	.0222	.06313	.934	-.1266	.1710
		21 years and above	-.1182	.05021	.050	-.2366	.0001
	21 years and above	1_10 years	.1404	.06780	.098	-.0193	.3002
		11_20 years	.1182	.05021	.050	-.0001	.2366
PD	1_10 years	11_20 years	-.1267	.07403	.203	-.3012	.0477
		21 years and above	-.2020*	.07951	.031	-.3894	-.0146
	11_20 years	1_10 years	.1267	.07403	.203	-.0477	.3012
		21 years and above	-.0753	.05888	.409	-.2140	.0635
	21 years and above	1_10 years	.2020*	.07951	.031	.0146	.3894
		11_20 years	.0753	.05888	.409	-.0635	.2140
		21 years and above	-.1892	.10830	.190	-.4444	.0660

Upon reviewing Table 6, it becomes evident that there exist noteworthy distinctions in teachers' curriculum fidelity levels. Specifically, there are significant differences observed in the Quality of Implementation sub-dimension (p=.050) and the Program Differences sub-dimension (p=.031). While a significant difference is detected in the Compliance sub-dimension during the Interaction Test between Dimensions, it does not emerge as significant in the Pairwise Comparison Results. An examination of the Mean Difference reveals that the significant disparity in the Quality of Implementation sub-dimension favors teachers with 21 years of seniority and above. Similarly, the results in the Program Differences sub-dimension also favor teachers with 21 years of seniority and above. To ascertain the direction of the significant difference identified in the Participant Reactions sub-dimension, considering the combined influence of school type and seniority variables, Estimated Marginal Means were analyzed and are visually presented in Figure 4.
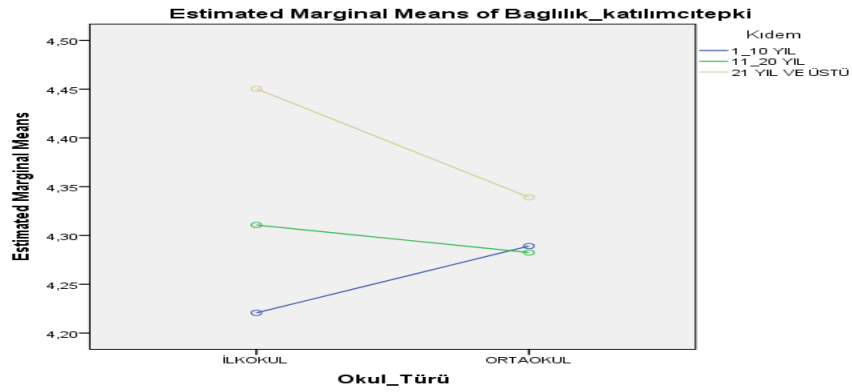
Figure 4. Participant reactions profile plots

Upon reviewing Figure 4, which presents data on the Participant Reactions sub-dimension, it becomes evident that primary school teachers with 21 years or more of seniority exhibited a higher degree of responsiveness to curriculum-related changes when compared to teachers in other seniority groups. Conversely, it is plausible to assert that teachers with 1-10 years of seniority in primary schools displayed relatively lower reactivity in contrast to their counterparts in other seniority categories. Notably, there was no statistically significant difference in the Participant Reactions sub-dimension between teachers with 1-10 years of seniority and those with 11-20 years of seniority. The direction of the significant difference in the Teacher Training sub-dimension is elucidated in Figure 5.
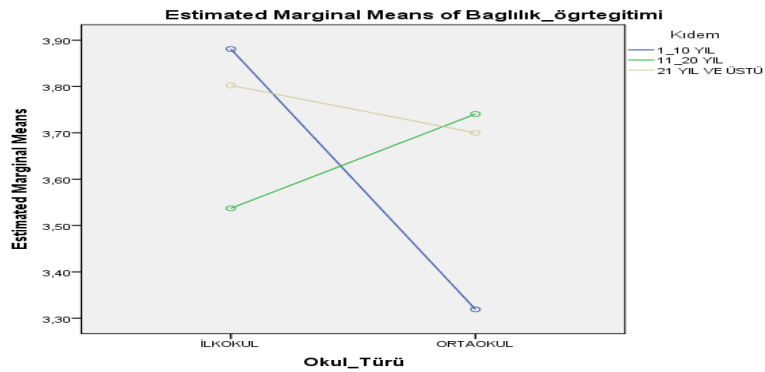
Figure 5. Teacher training profile plots

Upon reviewing Figure 5, which illustrates the Teacher Training sub-dimension, it becomes apparent that the significant difference favors primary school teachers with 1-10 years of seniority. While a significant distinction exists between teachers with 11-20 years of seniority and those with 21 years or more of seniority in primary schools, there is no statistically significant difference between teachers with 11-20 years of seniority and those with 21 years or more of seniority in secondary schools.

The relationship between teachers' lifelong learning tendencies and their curriculum fidelity levels

To explore the correlation between teachers' lifelong learning tendencies and their curriculum fidelity levels, Pearson Correlation Analysis was initially conducted on all scales. The outcomes of this analysis are presented in Table 7.

Table 7. The relationship between teachers' lifelong learning tendencies and their curriculum fidelity levels

Scales	Lifelong Learning Tendencies	Curriculum Fidelity Levels
Lifelong Learning Tendencies	1	.118[*]
		.048
	281	281
Curriculum Fidelity Levels	.118[*]	1
	.048	
	281	281

*p<.05

The analysis reveals that there exists a statistically significant, yet low-level (r=.12), positive relationship between teachers' Lifelong Learning Tendencies and Curriculum Fidelity levels. Additionally, correlation analysis was extended to encompass all sub-dimensions of the scales, and the associations between these sub-dimensions were computed and are displayed in Table 8.

Table 8. The relationship between the sub-dimensions of teachers' lifelong learning tendencies and the sub-dimensions of their curriculum fidelity levels

VARIABLES	COMP	DUR	QI	PR	PD	TT	SC
MT	.09	.25[**]	.27[**]	.28[**]	.09	.20[**]	.25[**]
PT	.08	.22[**]	.25[**]	.25[**]	.12	.29[**]	.31[**]
LRL	.07	-.12[*]	-.06	-.14[*]	-.01	-.07	-.09
LC	.16[**]	-.17[**]	-.23[**]	-.22[**]	-.01	-.14[*]	-.13[*]

[**] p<.01, [*]p<.05

According to Table 8, it becomes evident that the Motivation Tendency sub-dimension within teachers' lifelong learning tendencies scale exhibits a low-level positive correlation with sub-dimensions of Curriculum Fidelity, such as Duration ($r_{Duration}$=.25), Quality of Implementation ($r_{Quality\ of\ Implementation}$=.27), Participant Reactions ($r_{Participant\ Reactions}$=.28), Teacher Training ($r_{Teacher\ Training}$=.20) and School Climate ($r_{School\ Climate}$=.25), conversely, no statistically significant relationship is observed in the sub-dimensions of Compliance and Program Differences. Upon scrutiny of the Persistence Tendency sub-dimension, it is apparent that there exists a low positive correlation with the Duration ($r_{Duration}$=.22), Quality of Implementation ($r_{Quality\ of\ Implementation}$=.25), Participant Reactions ($r_{Participant\ Reactions}$=.25), Teacher Training ($r_{Teacher\ Training}$=.29) and School Climate ($r_{School\ Climate}$=.31) among the sub-dimensions of the Curriculum Fidelity, while no significant relationship exists in the Compliance and Program Differences

sub-dimensions. In the context of the Lack of Regulating Learning sub-dimension, it is discerned that there exists a low-level negative correlation with certain sub-dimensions of Curriculum Fidelity, specifically Duration ($r_{Duration}$=-.12) and Participant Reactions ($r_{Participant\ Reactions}$=-.14). However, no statistically significant relationship is observed in the other sub-dimensions of Curriculum Fidelity. When the sub-dimension of Lack of Curiosity is examined, there is a low positive relationship with Compliance ($r_{Compliance}$=.16), a low positive relationship with Duration ($r_{Duration}$=-.17), Quality of Implementation ($r_{Quality\ of\ Implementation}$=-. 23), Participant Reactions ($r_{Participant\ Reactions}$=-.22), Teacher Training ($r_{Teacher\ Training}$=-.14) and School Climate ($r_{School\ Climate}$=-.13), but no significant relationship is found in the sub-dimension of Program Differences.

Discussion, Conclusion and Recommendations

Upon analyzing the lifelong learning tendencies of the teachers, it was determined that, in general, their inclinations toward lifelong learning fell within the moderate range. Within the sub-dimensions, it is evident that the Motivation dimension boasts the highest mean score. Teachers' high motivation tendencies can be accepted as a positive result in terms of the teaching profession. In existing literature, numerous studies have been conducted (Evin Gencel, 2013; Ödemiş, 2013; Şahan, 2020; Şahin et al., 2010; Yıldırım, 2015) that support this result of the research, as well as some studies (Diker Coşkun, 2009; Tunca et al., 2015) that contradict this result of the research. Upon scrutinizing teachers' fidelity levels to the curriculum, it was revealed that, on the whole, their fidelity levels tended to be high. In this direction, it can be said that teachers adopt and try to implement the curriculum and have a positive perspective towards curriculum fidelity. Regarding the dimensions, the highest mean is observed in the Participant Response sub-dimension. In the literature, studies supporting this result of the study (Burul, 2018; Can, 2020; Çavuşoğlu, 2022; Zöğ, 2022) were also found. In addition, many studies (Arslan et al., 2014; Dinç & Doğan, 2010; Kamber et al., 2011) found that teachers had positive opinions about the structure and implementation of the curriculum. Teachers' curriculum fidelity and their positive perspectives on the implementation may contribute to the implementation of the innovations in the curriculum in the classroom in accordance with its purpose and to achieve the real results expected from the curriculum. In line with the studies, it can be said that different factors such as teachers' lack of knowledge about the curriculum, lack of materials, and teacher characteristics have an important effect on ensuring fidelity to the curriculum (Bümen et al., 2014; Dusenbery et al., 2003; Fullan & Pompert, 1977).

Upon analyzing teachers' lifelong learning tendencies with respect to school type and seniority, it was discerned that significant differences existed in the dimensions of Motivation tendency, Persistence tendency, and Lack of Curiosity, concerning both school type and seniority variables. Upon investigating the Motivation sub-dimension with consideration to school type and seniority variables, it became evident that teachers working in secondary schools with 11-20 years of seniority exhibited a

higher level of motivation. It can be said that this situation is due to the fact that teachers working in secondary schools have free days because they are not regular classroom teachers and have the necessary time and rest to improve themselves. Furthermore, it is speculated that teachers with 11-20 years of seniority in primary schools may display lower motivation than their counterparts with 21 years or more of seniority. This could be attributed to the perception that their knowledge acquired during their graduation is relatively recent, whereas teachers with 21 years or more of experience may feel a greater motivation to enhance their skills in order to adapt to new educational paradigms and systems. Upon exploring the Persistence sub-dimension, it is evident that teachers with 11-20 years of seniority in secondary schools exhibit a higher degree of determination to engage in self-improvement activities that they themselves decide upon, in comparison to teachers with 11-20 years of seniority in primary schools. It can be said that being a branch teacher and having free days compared to regular classroom teachers are effective in the Persistence Tendency as well as in the Motivation Tendency. Furthermore, it can be asserted that primary school teachers with 21 years or more of seniority demonstrate greater perseverance in comparison to their peers with equivalent seniority who work in secondary schools. The age of the students that primary school teachers instruct, which tends to be younger than that of secondary school students, and the requirement for greater patience in dealing with younger learners, could potentially influence the disposition of primary school teachers, fostering a greater sense of patience. Within the Lack of Curiosity sub-dimension, it is apparent that secondary school teachers with 21 years or more of seniority exhibit a lower level of curiosity compared to their primary school counterparts with equivalent seniority. The fact that secondary school teachers do not feel the need to improve themselves because they teach the same subject continuously and every year may be effective in this result. Moreover, it can be asserted that primary school teachers with 1-10 years of seniority display a lower inclination toward curiosity compared to their counterparts within the same school category but possessing varying levels of seniority. It can be said that the fact that teachers are new graduates of education faculties and that they think that their knowledge is up-to-date in this direction is effective in this result. In the literature, studies supporting the research result in terms of seniority variable (Erdamar et al., 2021; Yıldırım, 2015; Yılmaz, 2016) were found. Contrastingly, there are several studies (Kılıç, 2015; Şahin & Arcagök, 2014; Şen, 2021) that present findings contradictory to the results of this research. Within the existing literature, studies (Ayaz, 2016; Kesici, 2023; Torun & Güvercin Seçkin, 2021) were identified that reported a significant difference in terms of the school type variable, mirroring the findings of this research.

Significant distinctions were observed concerning seniority in the Quality of Implementation and Program Differences sub-dimensions of teachers' curriculum fidelity. Regarding the Quality of Implementation sub-dimension, it is evident that teachers with 21 years or more of seniority exhibit a greater emphasis on the quality of implementation compared to teachers with 11-20 years of seniority. In this context, it can be surmised that teachers with 21 years or more of seniority perceive the program

as a framework and endeavor to execute it with a higher level of quality in alignment with the program's framework. Within the Program Differences sub-dimension, it can be asserted that teachers with 21 years or more of seniority demonstrate a heightened focus on discerning the distinctive attributes of the new curriculum, distinguishing it from the previous curriculum. This inclination is more pronounced when compared to teachers with 1-10 years of seniority. Regarding the quality of curriculum implementation, it can be affirmed that teachers with 21 years or more of seniority are better equipped to track and adapt to changes in curricula compared to their counterparts at different seniority levels. In the literature, studies supporting this research result (Aşçı & Yıldırım, 2020; Karakuyu & Oğuz, 2021) were found. In addition, there are various studies (Baş & Şentürk, 2019; Berkant & Can, 2022; Can, 2020; Çavuşoğlu, 2022; Gürbüz, 2020; Gürbüz, 2021; Zöğ, 2022) that found a significant difference between teachers' fidelity to the curriculum and their seniority. In addition, there is a study (Sakallıoğlu & Özüdoğru, 2022) in the literature that reaches results that contradict this result of the research. It is seen that school type and seniority variables have a joint effect on the Participant Reactions and Teacher Training sub-dimensions of teachers' curriculum fidelity. Regarding the Participant Reactions sub-dimension, it can be noted that teachers with 21 years or more of seniority, particularly those working in primary schools, tend to exhibit more pronounced reactions than teachers with different seniority levels when they perceive curriculum-related practices as not relevant to their teaching context. Due to their desire to implement the curriculum better and their ability to follow and distinguish the changes in the old and new curricula more easily, it can be interpreted as a natural attitude to react when the curriculum is not in line with their expectations. In addition, it is seen that teachers who are included in all changes within the system increase their motivation towards the profession and show less resistance to change (Dalkıran, 2018; Dalkıran & Erdener, 2018). Upon reviewing the Teacher Training sub-dimension, it becomes apparent that primary school teachers with 1-10 years of seniority believe that the training they received at universities prior to their service is adequate, especially when compared to teachers with differing seniority levels and school types. It can be said that this situation is in parallel with the findings of the Motivation Tendency sub-dimension of lifelong learning tendencies. When the literature was examined, studies supporting this research result (Deniz & Erdener, 2016; Erdener, 2022; Karakuyu & Oğuz, 2021; Sakallıoğlu & Özüdoğru, 2022) were found. In addition, Burul (2018) found a significant difference in the School Climate sub-dimension regarding the effect of school type and seniority variables together.

Upon exploration of the dimensions of teachers' lifelong learning tendencies and their degree of commitment to the curriculum, it was observed that a positive, albeit low-level, relationship existed in the dimensions of Motivation, Persistence, Duration, Quality of Implementation, Participant Reactions, Teacher Training, and School Climate. Conversely, a negative, yet low-level, relationship was observed in the dimensions of Lack of Regulating Learning and Lack of Curiosity sub-dimensions. In this direction, it is possible to say that teachers need the necessary motivation and determination to comply

with the curriculum, to implement the curriculum and to use the most accurate method while implementing it, even to talk about the curriculum with their colleagues. It should not be forgotten that having no goals or having vague goals can lead to low performance (Alev, 2021; Eranil & Sevgin, 2023; Erdener & Dalkıran, 2017).

It is seen that teachers have a tendency towards lifelong learning, but this tendency is at a moderate level. Enhancing the quality of education necessitates the imperative of teachers perceiving themselves as both individual and professional learners. For this reason, teachers' motivation toward lifelong learning should be increased first and foremost. It can be said that if teachers develop positive perceptions towards learning in schools, if their work is rewarded and honored, and if they feel valued in their institutions, their lifelong learning tendencies will increase. Although it is concluded that teachers' level of fidelity to the curriculum is high, it is seen that there are differences between sub-dimensions. In order to increase teachers' fidelity to the curriculum, it is important to give importance to the opinions of teachers who are in the field during the curriculum development process so that the designed curriculum can actually be implemented in the classrooms. In addition, teachers should be given the necessary training about the updated programs quickly and awareness training on the importance of program fidelity.

A significant correlation was identified between teachers' proclivity for lifelong learning and their adherence to the curriculum. Based on the fact that teachers' being lifelong learners is closely related to their fidelity to the curriculum, guidance activities can be carried out at certain intervals by school administrators and units affiliated with the ministry.

The study's participant group comprised teachers employed in the central Altıeylül and Karesi districts of Balıkesir. The new study to be designed can be repeated with a larger study group or by using various sampling methods and different independent variables (gender, age, school district (rural-urban), private or public school). In addition, the results of the study were obtained by using the quantitative research method. In-depth research can be conducted with studies to be designed using qualitative or mixed methods. The study was carried out with teachers from both primary and secondary schools. The studies to be designed can be repeated for teachers working at different levels of education.

Policy Implications

Individuals need to have lifelong learning skills to adapt to the changing times and acquire new knowledge and skills. These skills begin in the family and gain momentum in school. At the forefront of guiding individuals in their continuous self-improvement are teachers. Therefore, it is necessary for teachers, who play a guiding role in individuals' lifelong learning skills, to possess the same skills themselves. Teachers continue to develop themselves both individually and professionally on an ongoing basis. The trainings that teachers receive in order to adapt to changing curricula or educational technologies emerge as factors influencing teacher commitment to the curriculum and teacher

characteristics and training factors. Teachers' acceptance of the curriculum, their attitudes towards the new program, their resistance to change, or their openness to innovations, and their motivation all affect their adherence to the curriculum. The success of a renewed program can be properly evaluated through teachers' implementation of the program in the classroom as designed by experts. Therefore, the training teachers receive within their professional processes to adapt to new programs and their perception of themselves as learners can be evaluated within the scope of lifelong learning tendencies. It is believed that teachers who are open to innovations, have high motivation to learn new information, will also have high adherence to the curriculum. Therefore, it can be said that there is a relationship between lifelong learning and adherence to the curriculum. It is believed that this study will guide decision-makers responsible for educational policies and demonstrate the importance of considering teacher characteristics in enhancing the quality of education. Furthermore, this study will reflect teachers' views on the curriculum to specialists involved in designing new instructional programs. It can also assist teaching staff in understanding how future teachers, as teacher candidates, should be trained and in developing the qualifications of the next generation of teachers.

Conflict of Interest

There is no conflict of interest between the authors of the article.

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Credit Author Statement

The authors collaborated and made equal contributions throughout the conceptualization, methodology, method determination, data collection, data analysis, interpretation of findings, and writing processes of the research. Contribution rate statement of researchers: First author % 50, Second author %50.

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