

University of Szeged
Doctoral School of Education
doctoral program in educational theory

Flick-Takács Nikolett

témavezető:
Dr. habil Hercz Mária
associate professor

EXAMINING THE FOUNDATION OF LIFELONG LEARNING
IN PRESCHOOL AND PRIMARY SCHOOL
Abstract of the dissertation

Responding to the challenges of the globalization, lifelong learning has become the leading learning-teaching paradigm of the 21st century. Scientific works and documents of public education regulations emphasize the importance of the first 12 years in individual's life in lifelong learning (Berman, 1984; Kraiciné, 2009; ÓNOAP, 2012; NAT, 2012). However, research only deals with the topic from higher education (Berman, 1984).

Our research fills a gap in this respect, as it examines the foundational phase of lifelong learning from a pedagogical perspective. To achieve our research goal, we set up 5 research questions dealing with the reliability and validity of our instruments (Q1), pedagogues' LLL supporting activities (Q2), LLL views (Q3), the comparison of activities and views (Q4), and the comparison of kindergarten teachers and primary teachers in the respect of LLL activity and views (Q5).

Using combined research, we examined kindergarten teachers and primary teachers via questionnaire (N=603), observation (N=65), and interview (N=201). Their theoretical framework is a self-developed model based on Klug et al. (2014)'s work and the results of our qualitative preliminary research. For validation and reliability, we used triangulation and statistical methods (EFA, CFA, Cronbach Alpha). Data collection took place in 2019 and 2020. The questionnaire survey was conducted on an online platform based on expert sampling. For data analysis we used SPSS, AMOS and Atlas.ti.

Our results showed that the LLL views of pedagogues strongly affect their LLL activity (33%). However, their thinking about LLL is often one-dimensional, which may be caused of a misunderstanding due to the term "learning". Motivation proved to be the most emphasized in supporting LLL, however, we discovered some differences between kindergarten teachers and primary teachers. While kindergarten teachers stood out in motivation, primary teachers seemed to help more their students in their self-regulation.