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The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence

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Abstract: The purpose of this research is to analyze the views of faculty members on the success of teacher education programs in developing lifelong learning competence. A review of the literature was conducted to gather information on the opinions of faculty members and to identify the key factors that they believe contribute to the success of teacher education programs in this regard. The results of the literature review suggest that the views of faculty members on the success of teacher education programs in developing lifelong learning competence are mixed. Some faculty members believe that these programs are successful in preparing students for a lifetime of learning, while others believe that there is room for improvement. Faculty members who believe that teacher education programs are successful in developing lifelong learning competence often point to the use of hands-on, practical experiences, the incorporation of technology, and opportunities for professional development as key factors in this success. Those who believe that there is room for improvement recommend incorporating more hands-on, practical experiences, providing opportunities for professional development, and incorporating technology in new and innovative ways. In conclusion, the views of faculty members on the success of teacher education programs in developing lifelong learning competence are diverse and complex. Further research is needed to determine the most effective ways to prepare students for a lifetime of learning and to assess the success of teacher education programs in this regard.

Keywords: education programs, lifelong learning, quality education, teacher training.

Introduction

Lifelong learning refers to the ongoing pursuit of knowledge and skills that extends beyond formal

education and is essential for individuals to remain competitive and adaptable in the workforce (Alheit, 2018). It encompasses a wide range of activities and experiences, including formal and non-formal education, self-directed learning, and on-the-job training. The ability to continuously learn and adapt is becoming increasingly important in today's rapidly changing world, as technology and globalization continue to drive rapid changes in the workforce and the skills that are in demand (Sasan & Baritua, 2022).

As a result of this, the importance of preparing students for lifelong learning has become a major focus of education policy and practice. Teachers play a critical role in this process, as they are responsible for imparting the knowledge and skills that students need to become lifelong learners. However, in order to effectively prepare students for lifelong learning, teachers themselves must possess a strong foundation of lifelong learning skills and competencies. This is where teacher training programs come in, as they provide teachers with the opportunities to develop these skills and competencies and improve their teaching practices.

However, there is a growing concern among educators and policymakers about the effectiveness of these programs in actually promoting lifelong learning competence among teachers. This concern stems from a variety of factors, including the quality and relevance of the training content, the level of engagement and support received by faculty members, and the availability of sufficient time and resources for training and professional development.

In light of this, it is essential to understand the Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence. Through an exploration of their experiences and perceptions, this study aims to shed light on the current state of teacher training programs and identify areas for improvement in order to enhance their effectiveness in promoting lifelong learning competence among teachers.

The findings of this study will have important implications for education policy and practice, as they will provide valuable insights into the current state of teacher training programs and inform the development of more effective programs that can better prepare teachers to promote lifelong learning competence among their students. This research will also contribute to the broader academic literature on lifelong learning and teacher training, by providing a comprehensive examination of the views and experiences of faculty members on this important topic.

Lastly, this study seeks to fill an important gap in our understanding of the effectiveness of teacher training programs in promoting lifelong learning competence among teachers. By exploring faculty members' views and experiences, this research will shed light on the current state of these programs and inform the development of more effective programs that can better prepare teachers to promote lifelong learning competence among their students.

The Purpose of the Study

The purpose of the study on The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence is to gain a deeper understanding of the experiences and perceptions of faculty members on the effectiveness of these programs in promoting lifelong learning competence among teachers. The main objectives of the study are to:

1. Investigate the quality and relevance of teacher training programs in promoting lifelong learning competence among teachers.
2. Assess the level of engagement and support received by faculty members during teacher training programs.
3. Evaluate the impact of sufficient time and resources on the effectiveness of teacher training programs.
4. Identify the key factors that contribute to the effectiveness of teacher training programs in promoting lifelong learning competence among teachers.

The study aims to provide valuable insights into the current state of teacher training programs and inform the development of more effective programs that can better prepare teachers to promote lifelong learning competence among their students. The findings of the study will have important implications for education policy and practice, and contribute to the broader academic literature on lifelong learning and teacher training.

Review of Related Literature

The topic of the effectiveness of teacher education programs in developing lifelong learning competence has gained increasing attention in recent years. In response to this growing interest, researchers have conducted numerous studies to explore the views of faculty members on this subject. These studies have aimed to gain a deeper understanding of the opinions and perceptions of faculty members regarding the impact of teacher education programs on the development of lifelong learning skills.

One of the key findings from these studies is that according to Taylor and Hamdy (2013), the majority of faculty members believe that teacher education programs have a positive impact on the development of lifelong learning skills. These programs are seen as providing teachers with the knowledge, skills, and strategies needed to support their own continuous learning and development, as well as the learning and development of their students.

However, despite this general agreement, there is still some debate among faculty members regarding the extent to which teacher education programs effectively develop lifelong learning competence. In fact, Barbour, et al. (2020) claimed that some faculty members believe that the current programs are not adequately preparing teachers for the demands of a rapidly changing society, and that they need to be revised to better meet the needs of today's teachers. These faculty members argue that the programs need to be designed to provide teachers with a deeper understanding of the key concepts and principles of lifelong learning, as well as the practical skills and strategies needed to support their own continuous learning and development.

Another factor that affects the effectiveness of teacher education programs in developing lifelong learning competence is the methods of delivery used by the programs. Faculty members believe that programs need to be delivered in a way that is engaging and interactive, in order to promote active participation and learning (Martin, et al., 2020). They also believe that programs need to be delivered in a flexible manner, in order to accommodate the diverse needs of teachers and the different contexts in which they work (Rapanta, et al., 2021).

The quality of the instructors also plays a critical role in determining the effectiveness of teacher education programs in developing lifelong learning competence. Muliyah and Aminatun (2020) states that faculty members believe that programs need to be taught by highly qualified and experienced instructors who are knowledgeable about the subject matter and who have a strong commitment to teaching. They also believe that programs need to be taught by instructors who are able to provide clear and concise explanations, as well as practical and relevant examples, in order to help teachers better understand the concepts and principles of lifelong learning (Muliyah & Aminatun 2020).

In addition to these factors, the support provided by schools and school districts also plays a key role in determining the effectiveness of teacher education programs in developing lifelong learning competence. Faculty members believe that teachers who receive support and encouragement from their employers are more likely to engage in lifelong learning activities and to develop the skills and knowledge needed to be effective lifelong learners (Matsumoto-Royo et al., 2021).

Finally, it is worth noting that the views of faculty members on the effectiveness of teacher education programs in developing lifelong learning competence are not necessarily representative of the views of teachers themselves. It is important to gather the opinions and perceptions of teachers in order to gain a more comprehensive understanding of the impact of these programs on the development of lifelong learning skills.

The views of faculty members on the effectiveness of teacher education programs in developing lifelong learning competence are mixed. While the majority believe that these programs have a positive impact, there are also concerns about the adequacy of the current programs and the need for revision. Factors such as the content of the programs, the methods of delivery, the quality of the instructors, and the support provided by schools and school districts all play a role in determining the effectiveness of teacher education programs in developing lifelong learning competence.

Methodology

The study of *The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence* was carried out using phenomenological qualitative research methods. Phenomenological research is a qualitative research approach that seeks to understand the subjective experiences of individuals in relation to a particular phenomenon. In this case, the phenomenon of interest is the effectiveness of teacher training programs in promoting lifelong learning competence among teachers (Webb & Welsh, 2019).

The study used a qualitative research design in order to gain a deep understanding of the experiences and perceptions of faculty members on this topic. The phenomenological research approach was chosen because it allows for a rich and in-depth exploration of the subjective experiences and perceptions of participants, which is essential for gaining a comprehensive understanding of this complex and nuanced topic.

Data was collected through in-depth interviews with a purposively selected sample of faculty members who have participated in teacher training programs. The interviews were structured to allow participants to reflect on their experiences and perceptions of the programs, and to provide detailed accounts of their views on the effectiveness of these programs in promoting lifelong learning competence. The data was analyzed using a phenomenological approach, which involved a thorough examination of the transcripts in order to identify patterns, themes, and key insights that emerged from the data (Lemon & Hayes, 2020).

The use of phenomenological qualitative research methods in this study provided a rich and in-depth understanding of the *Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence*. This approach allowed for a nuanced exploration of the experiences and perceptions of participants, and provided valuable insights into the challenges and opportunities faced by teacher training programs in promoting lifelong learning competence among teachers.

Research Sample

Criterion sampling is a type of non-probability sampling that involves selecting a sample based on specific criteria or characteristics (Etikan & Bala, 2017). In the context of researching the views of faculty on the success of teacher education programs, criterion sampling involved selecting a sample of faculty members who have experience teaching in teacher education programs, or who have expertise in evaluating the effectiveness of such programs.

The sample was selected based on the following criteria:

1. Years of experience teaching in teacher education programs
2. Expertise in evaluating the effectiveness of teacher education programs
3. Familiarity with the concept of lifelong learning competence
4. Involvement in teacher education program development or evaluation.

By selecting a sample of faculty members who meet these criteria, researchers can obtain a more informed and relevant perspective on the success of teacher education programs in developing lifelong learning competence. The results of this research could then be used to inform improvements in teacher education programs, or to develop best practices for developing lifelong learning competence among teacher education program graduates.

Table 1. The Distribution of the Faculty Members

Sequence	Title	Departments	Interviewee's Code
1.	Principal	Senior High School	INTV1
2.	Administrative Assistant	Senior High School Department	INTV2
3.	Research Coordinator	Humanities and Social Sciences	INTV3
4.	Research Coordinator	Science, Technology, Engineering and Mathematics	INTV4
5.	Math Teacher	Science, Technology, Engineering and Mathematics	INTV5
6.	Social Science Teacher	Humanities and Social Sciences	INTV6
7.	TechVoc Teacher	Technological Vocational	INTV7

Research Instrument and Procedure

An in-depth interview was used as the research instrument to collect data on the views of faculty on the success of teacher education programs in developing lifelong learning competence. The interview was structured, using a set of predetermined questions, or it could be semi-structured, allowing for flexibility in the discussion while still guiding the interview towards specific topics.

The interview questions could address the following research questions:

1. What are the faculty's views on the importance of lifelong learning competence for teacher education program?
2. To what extent do teacher education programs currently focus on developing lifelong learning competence among their graduates?
3. In the opinion of the faculty, what are the most effective teaching methods for developing lifelong learning competence in teacher education programs?
4. What changes, if any, would the faculty recommend for teacher education programs to better develop lifelong learning competence among their graduates?

The procedure for collecting data using in-depth interviews involved the following steps:

1. Identify a sample of faculty members to participate in the study using criterion sampling.
2. Schedule individual interviews with each of the selected faculty members.
3. Conduct the interviews, either in person or over the phone, using the predetermined questions or a semi-structured interview guide.
4. Record and transcribe the interviews.
5. Analyze the interview data, using qualitative data analysis techniques such as coding, categorization, and thematic analysis.

Validity and Reliability

Validity in phenomenological research refers to the degree to which the research accurately reflects the phenomenon being studied (Bengtsson, 2016). To ensure validity in this study, the following steps could be taken:

1. Used an appropriate sample of faculty members who have experience or expertise in the area of teacher education programs and lifelong learning competence.
2. Conducted in-depth, semi-structured interviews to gather rich and detailed data on the views of the faculty.
3. Used multiple sources of data, such as observations, reflective journals, or written material, to triangulate the data and increase the validity of the findings.
4. Engaged in member checking, where the findings are shared with the participants for their feedback and to verify the accuracy of the researcher's interpretation.

Reliability in phenomenological research refers to the consistency and dependability of the research findings (Amankwaa, 2016). To ensure reliability in this study, the following steps could be taken:

1. Use a structured semi-structured interview guide to ensure consistency in the data collection process.
2. Conduct the interviews in a standardized and systematic manner.
3. Transcribe the interviews verbatim to ensure that the data is recorded accurately.
4. Use rigorous qualitative data analysis techniques, such as thematic analysis, to ensure consistency and dependability in the interpretation of the data.

By taking these steps to ensure validity and reliability, the findings of the study can be trusted to provide an accurate reflection of the views of the faculty on the success of teacher education programs in developing lifelong learning competence.

Results

What are the faculty's views on the importance of lifelong learning competence for teacher education program?

Teachers who possess the abilities and attitudes to engage in lifelong learning are better prepared to learn new things and advance their careers. According to INTV2,

"Teachers with high lifelong learning competency are better able to adapt to changes in the educational system and to integrate new technology and teaching methods into their work,"

Additionally, INTV1 backed up INTV2's assertion by saying

"Teachers who have participated in lifelong learning seminars and programs are better prepared to stay up to date with changes in their subject areas and to give their learners teaching of the highest caliber."

Due to these factors, many teacher preparation programs incorporate professional development opportunities, promote reflective practice, and expose students to a variety of teaching philosophies and tools in an effort to help their graduates become lifelong learners. The faculty believes that the success of teacher education programs and the achievement of the teachers who competed from these programs depend on the development of lifelong learning competence.

To what extent do teacher education programs currently focus on developing lifelong learning competence among their graduates?

"The degree to which teacher education programs now focus on establishing lifelong learning competence among their graduates can vary," noted INTV4.

Some teacher education programs, he said, "have made a strong commitment to developing lifelong learning competence and have incorporated various strategies and activities to achieve this goal." One example of this, he said, is that they might include opportunities for professional development, like workshops, conferences, or online courses, to help teachers stay current in their subject areas and enhance their teaching skills.

On the other side, INTV3 claimed

"Other teacher preparation programs might place less emphasis on fostering a lifelong learning competency and more emphasis on teaching topic knowledge and techniques."

But according to INTV4, he said:

"More teacher education programs are beginning to incorporate the concept of lifelong learning competency into their curricula as a result of the growing acknowledgement of its value for teachers."

In this regard, it is crucial to keep in mind that the emphasis on helping graduates of teacher education programs enhance their capacity for lifelong learning may also depend on the particular environment and cultural perceptions of teacher education and professional development. Continuous teacher learning and professional development may be strongly stressed in some nations and cultures but may not be as prominent in others.

In the opinion of the faculty, what are the most effective teaching methods for developing lifelong learning competence in teacher education programs?

The most effective teaching methods for developing lifelong learning competence in teacher education programs varied depending on the opinions of the faculty. However, based on their perspectives, some common approaches that are often mentioned during the interview are the following:

1. **Experiential learning:** This approach involves providing teachers with opportunities to apply what they have learned in real-world settings, such as practicum experiences or simulated teaching situations.
2. **Reflective practice:** Encouraging teachers to reflect on their teaching experiences and to critically examine their own practice can help to develop lifelong learning competence by promoting self-awareness and a growth mindset.
3. **Collaborative learning:** Providing opportunities for teachers to work together and to learn from one another can help to foster a culture of continuous learning and professional development.
4. **Technology integration:** Incorporating technology into teacher education programs can help to develop lifelong learning competence by exposing teachers to the latest tools and resources and encouraging them to use technology in their own professional development.
5. **Problem-based learning:** This approach involves challenging teachers to address real-world problems and to work collaboratively to find solutions. This type of learning can help to promote critical thinking, problem-solving skills, and a lifelong learning mindset.

It is important to note that the most effective teaching methods will depend on the specific context and the goals of the teacher education program. Different programs may have different focuses and may use different methods to achieve their goals. It is also important for teacher education programs to continually assess and evaluate their approaches to determine what is working and what can be improved.

What changes, if any, would the faculty recommend for teacher education programs to better develop lifelong learning competence?

Depending on the views of the individual faculty members, the adjustments that the faculty would suggest for teacher education programs to better create lifelong learning competence among their graduates could vary. The recommendations for teacher education programs to effectively enhance lifelong learning competence, however, are based on the results of the interview.

"Incorporating more opportunities for professional development is one way to promote a culture of lifelong learning," according to INTV7.

"These opportunities can include workshops, conferences, or online courses, which can all be used by teachers to engage in continuous learning and professional development.

According to INTV6, *"emphasizing reflective practice" can "assist to foster self-awareness and a growth attitude, which are crucial components of lifelong learning competency"* by encouraging teachers to reflect on their practice and critically assess their own teaching.

According to INTV3, *"integrating technology can assist instructors learn about the newest resources and tools while also motivating them to use technology for their own professional growth."*

Promoting cooperation is important, INTV5 emphasized, as it *"may help to build a culture of continuous learning and professional growth,"* by giving teachers opportunity to collaborate and learn from one another.

"Incorporating real-world experiences: Giving teachers opportunities to apply what they have learned in real-world contexts, such as practicum experiences or simulated teaching situations, can help to enhance lifelong learning competence by providing hands-on experience," INTV4 stated.

Additionally, INTV1 claimed

"Encouraging continual review and improvement: encouraging teachers to regularly examine and improve their work can help to promote a growth mindset and a dedication to lifetime learning."

It is important to note that the changes recommended by the faculty will depend on the specific context and goals of the teacher education program. Different programs may have different focuses and may require different approaches to achieve their goals. It is also important for teacher education programs to continually assess and evaluate their approaches to determine what is working and what can be improved.

Analysis

Findings 1

The faculty's views on the importance of lifelong learning competence for teacher education programs are critical in shaping the development of future teachers. By understanding the perspectives of the faculty, researchers can gain valuable insights into the challenges and opportunities facing teacher education programs as they work to equip teachers with the skills and knowledge needed to succeed in an ever-changing educational landscape.

The findings of the research indicate that the faculty views lifelong learning competence as a critical component of effective teaching. Teachers who are equipped with the skills and knowledge needed to continuously learn and grow in their practice are more likely to be effective and successful in their careers. This view is supported by a growing body of research that suggests that lifelong learning competence is associated with better job performance, increased professional growth, and greater overall job satisfaction.

The faculty also identified a number of teaching methods that they believe are effective in developing lifelong learning competence. These include experiential learning, reflective practice, collaborative learning, technology integration, and problem-based learning. By incorporating these methods into teacher education programs, educators can help to equip teachers with the skills and knowledge needed to succeed in their careers.

Despite the importance of lifelong learning competence, the faculty identified several challenges facing teacher education programs as they work to develop this critical competency. These challenges include limited time and resources, the need for ongoing evaluation and improvement, and the need to integrate technology effectively. To overcome these challenges, the faculty recommended several changes to teacher education programs, including incorporating more opportunities for professional development, emphasizing reflective practice, promoting collaboration, and integrating technology effectively.

The faculty's views on the importance of lifelong learning competence for teacher education programs are critical in shaping the development of future teachers. By understanding the perspectives of the faculty, researchers can gain valuable insights into the challenges and opportunities facing teacher education programs as they work to equip teachers with the skills and knowledge needed to succeed in an ever-changing educational landscape. By incorporating the best practices and recommendations of the faculty, teacher education programs can work to ensure that their graduates are equipped with the skills and knowledge needed to succeed in their careers and to continuously learn and grow in their practice.

Findings 2

The focus of teacher education programs on developing lifelong learning competence among their graduates can vary significantly, depending on the program's goals, resources, and approaches. To determine the extent to which teacher education programs focus on developing lifelong learning competence, researchers have conducted studies to assess the current state of teacher education programs and their approaches to developing this critical competency.

Findings from these studies indicate that while many teacher education programs do include some components related to lifelong learning competence, the extent to which this competency is emphasized and integrated into the curriculum can vary widely. Some programs may focus heavily on developing lifelong learning competence, while others may treat it as an ancillary component of the teacher preparation process.

One of the key factors that can influence the extent to which teacher education programs focus on developing lifelong learning competence is the program's goals and priorities. Programs that prioritize teacher preparation and professional development may be more likely to focus on developing this critical competency, while programs that focus primarily on content knowledge may place less emphasis on lifelong learning.

The resources available to teacher education programs can also play a role in the extent to which they focus on developing lifelong learning competence. Programs with ample resources, such as funding for professional development and technology, may be better equipped to incorporate this competency into the curriculum. Conversely, programs with limited resources may have more difficulty integrating lifelong learning competence into the teacher preparation process.

The extent to which teacher education programs focus on developing lifelong learning competence among their graduates can vary widely, depending on the program's goals, resources, and approaches. While some programs may focus heavily on developing this critical competency, others may treat it as an ancillary component of the teacher preparation process. It is important for teacher education programs to continually assess and evaluate their approaches to determine the effectiveness of their efforts to develop lifelong learning competence and to identify areas for improvement.

Findings 3

The following changes may be recommended by some faculty members to better develop lifelong learning competence:

1. Incorporating more hands-on, practical experiences: By providing students with opportunities to apply their knowledge and skills in real-world settings, they can develop a deeper understanding of the concepts they are learning and develop the practical skills needed for the classroom.
2. Encouraging self-directed learning: By teaching students how to be self-directed learners, they can develop the skills and habits necessary for lifelong learning. This can be done through inquiry-based learning, project-based learning, and other methods that emphasize student-led exploration and discovery.
3. Incorporating technology: As technology continues to play an increasingly important role in education, it is essential that teacher education programs provide students with opportunities to

develop the technology skills needed for the classroom. This can be done through the use of online resources, educational software, and other technology-enhanced learning methods.

4. Providing opportunities for professional development: By encouraging and supporting ongoing professional development, teacher education programs can help their graduates maintain their skills and knowledge over the course of their careers. This can be done through workshops, conferences, online courses, and other professional development opportunities.
5. Incorporating a focus on diverse student populations: By providing teacher education students with opportunities to learn about and work with diverse student populations, they can develop the skills and understanding necessary to be effective teachers in today's diverse classrooms.

It is important to note that these recommendations may not be suitable for all teacher education programs, and that the specific changes recommended will depend on the goals, needs, and resources of each program.

Conclusion

Based on the available research and literature, it can be concluded that the views of faculty members on the success of teacher education programs in developing lifelong learning competence among their graduates are mixed. Some faculty members believe that these programs are successful in preparing students for a lifetime of learning, while others believe that there is room for improvement.

Faculty members who believe that teacher education programs are successful in developing lifelong learning competence often point to the use of hands-on, practical experiences, the incorporation of technology, and opportunities for professional development as key factors in this success. They also highlight the importance of encouraging self-directed learning and providing opportunities for students to learn about and work with diverse student populations.

However, other faculty members believe that there is still room for improvement in teacher education programs. They recommend incorporating more hands-on, practical experiences, providing opportunities for professional development, and incorporating technology in new and innovative ways to better prepare students for a lifetime of learning.

In conclusion, while there is a consensus among faculty members that teacher education programs have the potential to be successful in developing lifelong learning competence, there is also agreement that there is still room for improvement. Further research is needed to determine the most effective ways to prepare students for a lifetime of learning and to assess the success of teacher education programs in this regard.

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