

34. Examining the Relationships Between Lifelong Learning and Self-Confidence of Women Working in the Public Sector¹

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Abstract

The aim of this research, which emphasizes the importance of the concept of self-confidence in being a lifelong learner and tries to explain the place of self-confidence in the context of lifelong learning, is to reveal the relationship between the self-confidence levels and lifelong learning levels of women working in the public sector, the lifelong learning levels of working women and To examine their self-confidence in terms of various variables (age, profession, marital status, educational status, years of service). The research was conducted with the relational scanning model, one of the general scanning models. Data were collected with the Women's Self-Confidence Scale and the Employees' Lifelong Learning Scale. The sample group consists of 396 female employees working in the public sector in the center of a province located in the Western Black Sea Region. As a result of the research, it was determined that the self-confidence levels and lifelong learning levels of working women were high. While there was no significant difference between women's self-confidence levels and the variables of age, marital status, education level, professional group, and years of service; It was observed that the only variable that had a relationship with self-confidence was income level. A significant relationship was found between the lifelong learning level of women and the variables of age, education level, occupational group, years of service and income level; It was revealed that there was no significant relationship with the marital status variable. There is a moderate positive relationship between working women's lifelong learning levels and their self-confidence. It has also been concluded that the self-confidence of working women makes it easier for them in their working lives and has positive effects on their lifelong learning competencies.

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Kamu Sektöründe Çalışan Kadınların Yaşam Boyu Öğrenme ve Öz güvenleri Arasındaki İlişkilerin İncelenmesi⁴

Öz

Öz: Kişinin yaşam boyu öğrenen olmasında öz güven kavramının önemini vurgulayan ve yaşam boyu öğrenme bağlamında öz güvenin yerini açıklamaya çalışan bu araştırmanın amacı, kamu sektöründe çalışan kadınların öz güven düzeyleri ile yaşam boyu öğrenme düzeyleri arasındaki ilişkiyi ortaya koymak, çalışan kadınların yaşam boyu öğrenme düzeyleri ve öz güvenlerini çeşitli değişkenler (yaş, meslekleri, medeni halleri, öğrenim durumları, hizmet yılları) açısından incelemektir. Araştırma genel tarama modellerinden ilişkisel tarama modeliyle yapılmıştır. Veriler Kadınların Öz Güven Ölçeği ve Çalışanların Yaşam Boyu Öğrenme Ölçeği ile toplanmıştır. Örneklem grubu Batı Karadeniz Bölgesinde yer alan bir ilin merkezinde kamu sektöründe çalışan 396 kadın çalışandır. Araştırma sonucunda çalışan kadınların öz güven düzeylerinin ve yaşam boyu öğrenme düzeylerinin yüksek düzeyde olduğu tespit edilmiştir. Kadınların öz güven düzeyleri ile yaş, medeni durum, öğrenim durumu, meslek grubu, hizmet yılı değişkenleri arasında anlamlı bir farklılık bulunamazken; öz güvenle ilişkisi bulunan tek değişkenin gelir düzeyi olduğu görülmüştür. Kadınların yaşam boyu öğrenme düzeyi ile yaş, öğrenim durumu, meslek grubu, hizmet yılı ve gelir düzeyi değişkenleri arasında anlamlı bir ilişki bulunmuş; medeni durum değişkeni ile anlamlı bir ilişki olmadığı ortaya çıkmıştır. Çalışan kadınların yaşam boyu öğrenme düzeyleri ile öz güvenleri arasında orta düzeyde pozitif bir ilişki vardır. Ayrıca çalışan kadınların öz güven durumlarının çalışma hayatında onlara kolaylık sağladığı ve yaşam boyu öğrenme yeterlilikleri bağlamında olumlu etkilerinin olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Çalışan kadınlar, öz güven, yaşam boyu öğrenme

Introduction

Lifelong learning, which enables people to adapt to society, is a concept that increases self-confidence and can contribute to people psycho-socially and economically. At the same time, one of the psychological concepts that can form the core of learning in general and lifelong learning can be the concept of self-confidence. Self-confidence includes the processes of knowing one's self; It can be said that it is the belief in the attitude in which he can perform with his effort, talents and skills. Self-confidence has a structure that includes the concepts of self, self-esteem and self-efficacy (Kaya & Taştan, 2020). According to Akagündüz (2006), it is the state of adapting to one's environment and

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oneself as a result of positive thoughts about oneself. Then, self-confidence is a person and his personal-social life, working life, etc. that affect his life. It can manifest itself in different areas. Self-confident people are open to innovation and criticism; Criticism is a form of questioning for them and makes them think (Koç & Gün, 2006).

The concept of lifelong learning is defined in the Turkey Lifelong Learning Strategy Document prepared by the Ministry of Education as "all kinds of learning activities in which the individual participates in order to develop his knowledge, skills, interests and competencies with a personal, social and employment-related approach" (MEB, 2009)). According to Akkuş (2008), it is the advancement of being an independent learner and self-motivation. Therefore, it can be said that lifelong learning is a set of activities that have economic development, personal-social development functions and include self-motivation, self-effort and self-confidence (Koç, 2017). According to Mezirow, women can shape their wishes by realizing the psychological and sociological aspects in which their own feelings and beliefs are formed (Mezirow, 1978 cited in Sayılan, 2008).

First of all, a person must have a belief that he can be successful in business life: In this way, he can cope with difficulties, motivate himself and create a positive self-perception (Schunk, 1991). In other words, self-confidence is not only a positive self-perception of the individual, but also the strength against failure (Koç & Gün, 2006). It has been observed that people with lack of self-confidence display feelings of inadequacy, discouragement, and non-enterprising attitudes in their work or about themselves (Kasatura, 1998). At the same time, some research (Ranelli & Nelson, 1998) suggests that self-confidence is an important predictor of learning and success. According to Bordin (1943), a person chooses a career according to his evaluations about himself. In a similar study, it was found that the self-concepts of primary school teacher candidates overlap with the primary school teacher concepts (Englander, 1960 as cited in Okyay, 2012). Therefore, it can be said that the concept of self-confidence affects learning and the choice of profession or working life, which can be considered a major determinant of a person's life.

Since women have been oppressed in various areas of life from past to present, they cannot build sufficient self-confidence and include events and people in their lives that make them feel worthless and inadequate (Akın, 2015). A self-insecure woman may complete her personality by being deprived of the development of many concepts such as self, self-esteem, and self-efficacy, and may make negative self-evaluations about herself. Most of the time, in a patriarchal world, people may be crushed under the concept of perfectionism in economic sectors and may not be able to develop self-compassion. Women who lack these dimensions of self-confidence may not be able to create positive learning due to the perception of failure. The concepts of self-confidence and lifelong learning, which are the focus of this study, allowed us to reveal people's self-perception and see how they transfer this to their lives. Working women are located in a wide segment of the economic sector, and it is important for us to see women's self-confidence and their perceptions in their working lives from different perspectives.

Self-confidence can be an important component of the formation of lifelong learning skills and personal development, which includes cognitive, affective and psychomotor learning areas. Because an individual's ability to learn with a self-confident attitude in the dimensions of thought, emotion and behavior acquired from life to death may affect lifelong learning skills. Among lifelong learning studies in the literature, no studies emphasizing the importance of self-confidence in our learning have been found. Additionally, there were not enough studies on women working in the public sector in the field of lifelong learning. Therefore, this research aims to explain the concept of self-confidence that

accompanies being a lifelong learner for women working in the public sector. For this reason, this research, which emphasizes the self-confidence of working women in being lifelong learners, aims to reveal the relationship between the self-confidence levels of women working in the public sector and their lifelong learning. The main problem of the research is "Are working women's self-confidence and lifelong learning related to each other?" It is in the form. For this purpose, answers were sought to the following questions:

1. What is the level of self-confidence and lifelong learning of working women?
2. Do working women's self-confidence and lifelong learning differ significantly according to their age, marital status, education level, professional groups, years of service, and income levels?
3. What is the relationship between working women's self-confidence and lifelong learning?

Method

The research was conducted with the relational scanning model, one of the quantitative research methods. Relational screening models are studies that try to reveal whether two or more variables change together or the degree and direction of change. In comparison type relational screening, there are at least two variables and levels such as low-medium-high are determined according to the independent variable. An attempt is made to detect the difference in the dependent variable according to the level of this independent variable (Karasar, 2020). The sample of the study consisted of 396 women working in the public sector in a provincial center of the Western Black Sea Region. While selecting the sample, the research population was determined as 10138 people for the selected province, based on TUIK September 2020 provincial gender distribution data of actively insured employees (TUIK, 2020). Then, using sample size determination programs (Raosoft), a sample of 371 people was determined using a 95% confidence interval as a criterion.

The distribution of the employees in the study according to their ages is as follows: 20-29 age range (N=100), 30-39 age range (N=179), 40 and over age range (N=117). Considering the marital status of women, 34.8% (N=138) are single and 65.2% (N=258) are married. According to their education level, there are people with associate degree and below (N=98), bachelor's degree (N=251), master's degree and above (N=47). When compared in terms of their professions in the sector they work in, there are those working in the field of education (N=187), those working in other professions (N=150), and those working in the health field (N=59). Those who belong to other professional groups are prosecutors, lawyers and clerks in the field of law; psychologists, sociologists, veterinarians, bankers, police officers and cleaners. In terms of years of service, it is seen that the employees have 0-10 years (N=166), 10-20 years (N=149), 20 years and above (N=81). It was concluded that the income levels of the employees within their years of service were 1000-3000 TL (N=40), 3000-6000 TL (N=290), 6000 TL and above (N=66).

When working women were asked about the courses they attended in the last five years in the context of lifelong learning, 64.6% (N=256) said "Yes"; 35.4% (N=140) answered "No". Courses attended by women; vocational trainings (N=66), special education and awareness trainings (N=22), health trainings (N=38), personal development and hobby trainings (N=43), informatics and technology trainings (N = 22), language trainings (N=9), music and instrument training (N=8), sports training (N=6), other training (N=42). Other training groups include occupational health and safety, MTSK,

literacy training, legal expertise, etc. courses are included. 60% (N=241) of the employees who attended the courses stated that they received certificates from these courses.

Data Collection Tools

The data collection tools selected in accordance with the quantitative method of the research include the Personal Information Form created by the researcher, Yurtçiçek It consists of two scales: the Women's Self-Confidence Scale developed by Ergüntop (2019) and the Employee Lifelong Learning Scale Turkish Form developed by Koç (2017). In the personal information form, "age, marital status, education level, profession, years of service, income level" etc. of the working group. demographic information is included. In addition, participants were asked about the courses they attended in the last five years and the certificates they received in the context of lifelong learning. Women's Self-Confidence Scale (WWS) aims to evaluate women's general self-confidence. The scale consists of 5 subscales: Satisfaction (2 items), Social relations (7 items), Inner self-confidence (11 items), Appearance (4 items) and Performance (14 items). The scale, consisting of a total of 38 items, is a 5-point Likert type. The correlation between the scale and the Self-Confidence Scale, which was conducted for the convergent validity study, was found to be 0.94. The total "Cronbach Alpha value" of the scale was found to be 0.97, and it was observed that these values varied between 0.77 and 0.94 in the sub-dimensions of the scale. "As the scores from the scale increase, self-confidence levels also increase." interpreted as (Yurtçiçek Ergüntop , 2019). The Turkish Form of the Employee Lifelong Learning Scale (ÇYBÖÖ TF) was developed by Koç (2017). The scale is organized as 3 dimensions and 16 items. These are Passion (8 items), Fear (3 items), Ambition (5 items), respectively. It was stated that the form met the reliability requirement of the scale as a result of Cronbach Alpha, item-total correlation (0.177-0.649) and discrimination tests (Koç, 2017).

Data Collection and Analysis

Due to the Covid-19 outbreak, data is collected via Google Forms online. The accuracy of the data, missing values and outliers were checked before analysis. Then, the reverse items in the scale were re-coded and the scale sub-dimensions were arranged and normality test was applied before the reliability analysis; Skewness and kurtosis coefficients of self-confidence and lifelong learning scores were examined; self-confidence values are within the range of ± 2 ; However, it was observed that lifelong learning values were not within the range of ± 2 . As a result of the Kolmogorov-Smirnov test results, it was concluded that the significance value ($p < .05$) of self-confidence and lifelong learning scores was not normal (Pallant , 2020). For this reason, it was decided to apply non-parametric tests in the analyses. Before the analyses, the reliability of the Women's Self-Confidence Scale and the Lifelong Learning Scale Turkish Form was checked. The acceptable Cronbach Alpha value of the Women's Self-Confidence Scale was found to be 0.97; For this study, this value was calculated as 0.94. The Cronbach Alpha value of the Lifelong Learning Scale Turkish Form scores was found to be 0.78; Cronbach's Alpha value was calculated as 0.85 for this study. The internal consistency values of the Employees' Lifelong Learning Scale Turkish Form sub-dimensions are respectively; Calculated as Passion (0.86), Fear (0.82), Ambition (0.71). Likewise, this value taken from the lifelong learning scale is an indicator of good internal consistency (Pallant , 2020). In this study, the Employee Lifelong Learning Scale and the Women's Self-Confidence Scale were used, and the sample consisted of 396 female employees working in the public sector in a provincial center of the Black Sea region. Data were collected via Google forms over the internet, reliability calculations were found appropriate and necessary analyzes were made.

Ethical permission was granted by Bartın University Ethics Commission with the decision numbered 2020-SBB-0280.

Findings

Findings on the Self-Confidence Levels of Working Women

As a result of the data obtained on the self-confidence levels of working women, Table 1 shows the self-confidence levels of working women and the minimum-maximum values, arithmetic averages and values taken in the context of the sub-dimensions of the Women's Self-Confidence Scale (Satisfaction, Social Relations, Inner Self-confidence, Appearance, Performance). Standard deviation values are given.

Table 1. Self-Confidence Levels of Working Women

Dimensions	N	min	max	\bar{x}	SS
Total self-confidence level		69.00	190.00	158.1717	20.50281
Satisfaction sub-dimension		2.00	10.00	8.5480	1.66732
Social relations sub-dimension		7.00	35.00	28.6591	4.67771
Inner self-confidence subscale	396	17.00	55.00	46.9773	6.48441
View bottom size		6.00	20.00	15.6692	3.16294
Performance subdimension		25.00	70.00	58.3182	8.17218

Looking at Table 1; It is seen that the average self-confidence of women is $\bar{x}=158$. The minimum score to be taken from the women's self-confidence scale is 38; The maximum point value is 190. Based on this standard, it is seen that the average of the scores received by the participants is higher than the scale average. At the same time, high averages were found in the self-confidence sub-dimensions of working women (Satisfaction $\bar{x}:8$; Social Relations $\bar{x}:28$; Inner self-confidence $\bar{x}:46$; Appearance $\bar{x}:20$; Performance $\bar{x}:58$). Therefore, it can be said that the self-confidence levels of the women working for this research are high.

When the findings regarding the self-confidence levels of working women according to their age, marital status, education level, professional group, years of service and income levels are examined; women's self-confidence and age ($\chi^2(2, N=396)=3.50$; $p=0.174$), marital status ($U=19.190$; $p=.20$; $z=1.279/N=396$; $r=.06$), education level ($\chi^2(3, N=396)=3.60$; $p=.165$), professional groups ($\chi^2(2, N=396)=.79$; $p=.535$), years of service ($\chi^2(2, N=396)=1.68$; $p=.431$). It is seen that there is no significant difference ($p>.05$) compared to $N=396$. There is a significant difference between the self-confidence of working women and only the income level variable. Table 2 below shows the Kruskal -Wallis test results showing the relationship between income level and self-confidence .

Table 2. Kruskal -Wallis Test Results Testing the Difference in Self-Confidence Levels of Working Women According to Their Income Levels

	Income levels	N	\bar{x}	χ^2	SD	p
Self-confidence levels	1000-3000 TL	40	163.3000	9.04	2	.011
	3001-6000 TL	290	156.3759			
	6001 TL and above	66	162.9545			

Total	396
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Looking at Table 2; It was concluded that the self-confidence levels of working women showed a significant difference ($p < .05$) according to their income levels ($\chi^2(2, N = 396) = 9.04; p = .011$). This difference showed a median value of 169 in favor of the group with an income level of 1000-3000 TL, and it can be said that this group has the highest level of self-confidence. Other groups were calculated as employees with an income level of 6001 TL and above ($Md = 165$) and employees with an income level of 3001-6000 TL ($Md = 158$), respectively. Based on this finding, it can be said that having a low income level does not negatively affect self-confidence.

Findings on Lifelong Learning Levels of Working Women

Data obtained from the lifelong learning level of working women are given in Table 3. Minimum-maximum values, arithmetic averages and standard deviation values taken in the context of the lifelong learning levels of working women and the sub-dimensions of the Employees' Lifelong Learning Scale Turkish Form (Passion, Fear and Ambition) are given.

Table 3. Lifelong Learning Levels of Working Women

Dimensions	N	min	max	\bar{x}	SS
Lifelong learning levels		21.00	80.00	61.4495	9.60564
Passion subdimension	396	12.00	40.00	32.7652	5.74239
Fear sub-dimension		3.00	15.00	7.4192	3.48466
Ambition subscale		5.00	25.00	21.2652	3.21356

Looking at Table 3, it can be seen that women's lifelong learning average is $\bar{x} = 61$. The minimum score to be taken from the women's lifelong learning scale is 16; The maximum score value is 80. Based on this standard, it is seen that the average of the scores received by the participants is higher than the scale average. Therefore, it can be said that the women working in this research have high levels of lifelong learning. At the same time, high averages are noticeable in the lifelong learning sub-dimensions ($\bar{x} : 32$ in the Passion sub-dimension; $\bar{x} : 7$ in the Fear sub-dimension ; $\bar{x} : 21$ in the Ambition sub-dimension).

Findings on Lifelong Learning Levels of Working Women According to Age, Marital Status, Education Level, Professional Group, Years of Service, and Income Levels

The Kruskal -Wallis test , which tests the significance of the lifelong learning levels of working women according to age groups, is given in Table 4.

Table 4. Kruskal -Wallis Test Results Testing the Differences in Lifelong Learning of Working Women According to Their Age

	Age	N	\bar{x}	χ^2	SD	P.
Lifelong learning levels	20-29 years old	One hundred	63.6200			
	30-39 years old	179	60.1229	7.06	2	0.02
	40 years and above	117	61.6239			

Total	396
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Looking at Table 4; It was concluded that the lifelong learning levels of working women showed a significant difference ($p < .05$) according to their age ($\chi^2(2, N = 396) = 7.06$; $p = .02$). This difference showed a median value of 64 in the group of employees aged 20-29, and it can be said that this group has the highest level of lifelong learning. Other groups were calculated as employees aged 40 and over ($Md = 62$) and employees aged 30-39 ($Md = 60$), respectively. It is thought that this difference is caused by younger age groups seeking and finding opportunities.

When the statistical information regarding the Mann-Whitney U test, which tests the significance of working women's lifelong learning levels in the context of their marital status, is examined; It was found that the lifelong learning levels of working women did not show a significant difference ($p > .05$) according to whether they were single ($Md = 62$) or married ($Md = 61$) ($U = 16,111$; $p = .11$). However, it can be said that there is a small effect size ($z = -1.55$ / $N = 396$; $r = .00$) according to Cohen criteria ($.1 = \text{small}$) (Pallant, 2020). Statistical information regarding the Kruskal-Wallis test, which tests the significance of working women's lifelong learning levels in the context of their educational status, is given in Table 5.

Table 5. Kruskal -Wallis Test Results Testing the Difference in Lifelong Learning Levels of Working Women According to Their Educational Status

	Education status	N	\bar{x}	χ^2	SD	p
Lifelong learning levels	Associate degree and below	98	64.0000			
	Licence	251	60.2390	14,854	2	.001
	Master's degree and above	47	62.5957			
	Total	396				

Looking at Table 5; It was determined that the lifelong learning levels of working women showed a significant difference ($p < .05$) between their educational status ($\chi^2(2, N = 396) = 14.85$; $p = .001$). This difference manifested itself with a median value of 64 in the group with higher education levels of associate degree and below. It can be thought that this group is affected by their personal development as well as advancing their professional careers within the scope of lifelong learning dimensions. Then, respectively, in the master's degree and above group ($Md = 63$); ($Md = 60$) values were observed in the undergraduate group. The other group with a high level is master's degree and above, although their education level has now reached a certain level, there may be a continuity of learning activity resulting from the positive effects of lifelong learning. Statistical information regarding the Kruskal-Wallis test, which tests the significance of working women's lifelong learning levels in terms of the professional groups they work in, is given in Table 6.

Table 6. Kruskal -Wallis Test Results Testing the Differences in Lifelong Learning Levels of Working Women According to Professional Groups

	Job groups	N	\bar{x}	χ^2	SD	p
Lifelong learning levels	education worker	187	60.8449			

Health employee	59	62.9400	8,527	2	.014
Other professional workers	150	59.5763			
Total	396				

Looking at Table 6; It was determined that the lifelong learning levels of working women showed a significant difference ($p < .05$) between occupational groups ($\chi^2(2, N=396)=8.52$; $p=.01$). This difference manifested itself as a median value of 64 in favor of employees in other occupational groups. Other values are respectively: education workers group ($Md=60$; $x=60$), healthcare workers group ($Md=60$; $x=59$). Based on this finding, the definitions, duties and conditions of the professions within the group of other professional employees may be accompanied.

Statistical information regarding the Kruskal -Wallis test , which tests the significance of working women's lifelong learning levels in terms of their years of service, is given in Table 7.

Table 7. Kruskal -Wallis Test Results Testing the Difference in Lifelong Learning Levels of Working Women According to Their Years of Service

	Years of service	N	\bar{x}	χ^2	SD	p
Lifelong learning levels	0-9 years	166	62.9217			
	10-19 years	149	61.2148	9,345	2	.009
	20 years and above	81	58.8642			
	Total	396				

Looking at Table 7; It was concluded that the self-confidence levels of working women showed a significant difference ($p < .05$) according to their years of service ($\chi^2(2, N=396)=9.34$; $p=.00$). This difference is revealed with a smaller value difference, with a median value of 62.5 in those with 0-9 years of service. Other values are those with 10-19 years of service ($Md=62$), and those with 20 or more years of service ($Md=59$). This finding can be considered as the perspective of the group, which is still small in terms of years of service, on lifelong learning, both at an improvable level and at a motivational level. Statistical information regarding the Kruskal -Wallis test, which tests the significance of the lifelong learning levels of working women in terms of their income levels, is given in Table 8.

Table 8. Results of the Kruskal -Wallis Test Testing the Difference in Lifelong Learning Levels of Working Women According to Their Income Levels

	Income levels	N	\bar{x}	χ^2	SD	p
Lifelong learning levels	1000-3000 TL	40	66.9000			
	3001-6000 TL	290	60.8138	20,470	2	,000
	6001 TL and above	66	60.9394			
	Total	396				

Looking at Table 8; It was concluded that the lifelong learning levels of working women showed a significant difference ($p < .05$) according to their income levels ($\chi^2(2, N =396)=20.47$; $p=.00$). This difference showed a median value of 70 in the group with an income level of 1000-3000 TL, and it can be said that this group has the highest level of lifelong learning. Other groups were calculated as

employees with an income level of 6001 TL and above (Md=61) and employees with an income level of 3001-6000 TL (Md=60), respectively. Lifelong learning activities and professional attitudes seem to be higher in the group with lower income levels. The reason for this situation may be the desire to continue and improve the professional career that arises with the effort to increase the income level.

Findings on the Level of Relationship Between Lifelong Learning and Self-Confidence of Working Women

Spearman analysis calculated to examine the relationship between lifelong learning levels and self-confidence levels of working women. The rank correlation coefficient is given in Table 9.

Table 9. Findings on the Relationship Between Lifelong Learning Level and Self-Confidence Level of Working Women

Self-confidence level		
Lifelong learning level of employees	Spearman's rho	.331 **
	p	,000

p<.01

When Table 9 is examined; The calculated correlation coefficient (rho = .33; p<.01) shows that there is a moderate positive relationship between the lifelong learning levels of working women and their self-confidence. According to Cohen (1988) criteria, correlation values between .30-.49 indicate a moderate level of relationship (Pallant, 2020). In addition, the results are determined as the coefficient of determination (2.r.100); Lifelong learning scores explain approximately 10% of the scores employees receive from the self-confidence scale. Although the significance level of the correlation number (p=00) indicates a moderate positive correlation, the fact that the common variance of these two variables is 10% strengthens this relationship. According to these results, moderate levels of lifelong learning are associated with medium levels of self-confidence. Self-confidence or lifelong learning is an important and positive variable in women's lives that affects each other from time to time. Spearman's scale was calculated to examine the relationship between the lifelong learning levels of working women and the sub-dimensions of their self-confidence levels. Rank correlation coefficients are given in Table 10.

Table 10. Findings on the Relationships Between Working Women's Lifelong Learning Level and Sub-Dimensions of Self-Confidence Level

Sub-dimensions		Total self-confidence	Satisfaction	Social relations	Inner self-confidence	Appearance	Performance	Total lifelong learning	Passion	Fear
Satisfaction	Spearman's rho	,555**								
Social Relations		,829**	,508**							
Inner self-confidence		,920**	,467**	,721**						
Appearance		,650**	,285**	,449**	,551**					
Performance		,895**	,392**	,632**	,774**	,477**				

Total lifelong learning		,331**	,248**	,251**	,293**	,104*	,366**			
Passion		,478**	,299**	,371**	,417**	,226**	,512**	,864**		
Fear		-,159**	-,015	- ,136**	- ,136**	-,197**	-,143**	,596**	,237**	
Ambition		,302**	,211**	,207**	,264**	,085	,351**	,746**	,539**	,284**

N:396; *p.<.01; **p<.05

When the correlation coefficients given in Table 10 were examined, a positive and moderate relationship was detected between the scores of working women from the passion sub-dimension and the scores they received from the social relations sub-dimension ($r=.37$; $p<.05$). A positive and moderate relationship was found between the scores they received from the passion sub-dimension and the scores they received from the inner self-confidence sub-dimension ($r=.41$; $p<.05$). A positive and high level relationship was detected between the scores they received from the passion sub-dimension and the scores they received from the performance sub-dimension ($r=.51$; $p<.05$). A positive and moderate relationship was detected between the scores of working women from the ambition sub-dimension and the scores they received from the performance sub-dimension ($r=.35$; $p<.05$).

Conclusions

Results on the Self-Confidence Levels of Working Women

The first question of the research, which is the result of working women's self-confidence levels, has been reached. As a result of his research, Güner (2008) stated that working at a job increases self-confidence. Women's participation in the workforce has enabled them to express themselves in all areas of life, empowering them and increasing their self-confidence (Şahan, 2018). In their study supporting this idea, Magnusson & Nermo (2018) explained the concept that affects women's prestige as self-confidence; He stated that having a profession and professional skills increase self-esteem. Additionally, Keller et al. (2015) concluded in their study that women need more self-confidence than men for a high-quality business life.

As a result of the research, no significant difference was found between the self-confidence levels of working women and age. Jakobsson (2012) stated in his research that older women are less self-confident than younger women. In a study that did not show results consistent with this study, Elsei (2019) stated that adults' self-confidence levels increase with age. No significant difference was found between self-confidence and marital status in the study. In the study of (Aldemir & Bayram, 2019, Elsei, 2019), which supports this result, no significant difference was found between marital status and internal self-confidence and external self-confidence. No significant relationship was found between the educational level of the study and the self-confidence of working women. Unlike these studies, Kalkan et al. (2020) found a positive relationship between academic success and self-confidence as a result of their research; They stated that when a person's self-confidence increases, their motivation increases, and this increases the success rate. No significant relationship was found between the occupational groups and self-confidence of working women, which is another question heading of the research. In the study of Bakioğlu & Ülker (2018), a significant relationship was found between self-confidence and professional relationships. Additionally, 85% of academic women mentioned self-confidence in the development of their academic careers. The study stated that self-confidence affects women's ambition,

motivation and creativity levels. In another study by Hergüner & Gül (2019), the self-confidence levels of female managers were higher than those of men. As a result of the research, no relationship was found between years of service and self-confidence. Unlike the results of this study, Ateş & Avcı (2018) found a significant difference between science teachers' technological pedagogical content knowledge self-confidence perceptions and years of service. This difference is in favor of teachers with less seniority. In another study, Akagündüz & Bağdiken (2018) found a significant difference between the technological pedagogical self-confidence level of science teachers and their years of service. It was observed that this difference was from the group with the lowest seniority to the group with the highest. According to the results obtained from the relationship between the self-confidence level of working women and their income level, a significant difference emerged. Supporting this result, Hildingh et al. (2006)'s study, income level and financial conditions were given as one of the variables affecting the self-confidence of American and Swedish women. It has been stated that since American women have higher income levels, their self-confidence is higher than Swedish women. However, it was concluded that although Swedish women experience less stress in their working lives than American women, they report more health problems. Another result of the study is that weak economic conditions can lead to low self-confidence. In this context, the high self-confidence level of working women with low income obtained as a result of this study is consistent with Hildingh et al. (2006)'s research result. Another study supporting the results of this research is Rodolpho et al. (2014) is a study examining the relationship between self-esteem and socioeconomics. A highly significant relationship was found between the socioeconomic levels and self-confidence of women in Brazil. Again, Tetikli Nart (2019) stated that as a result of his research, he concluded that there is a significant relationship between self-esteem and income level.

Results on Lifelong Learning Levels of Working Women

It was concluded that working women, which is the sub-problem of the research, have high levels of lifelong learning. Many studies have been found in the literature that support this conclusion: In the study conducted by Yılmaz & Beşkaya (2015) with educational administrators, it was concluded that educational administrators generally have a high tendency towards lifelong learning. In the lifelong learning and job satisfaction research conducted by Sevinç & Çelebi (2020) with teachers, it was stated that teachers' lifelong learning was at a sufficient level. As a result of the research, it was understood that there was a significant difference between the age and lifelong learning of working women. It has been observed that this difference is in favor of employees between the ages of 20-29. In the study conducted by Akbaşı & Durnalı (2017) with employees working in a public education center, it was stated that there was a significant difference in the "communication competence in foreign language(s)" of the employees according to age. This difference was determined to be in favor of the 31-40 age group. Among the age groups in the study group of this research, the 30-40 age group is seen as the group least associated with the level of lifelong learning according to age. Çetinkaya et al., a study that is not consistent with the results of this study. (2019) found no significant relationship between lifelong learning tendencies and age as a result of their research with teachers. As a result of the research, no significant difference was found between marital status and lifelong learning levels of working women. Based on the research results, whether working women are single or married cannot be associated with the concept of being a lifelong learner. Similar to the results of the study, in the study conducted by Çam & Üstün (2016) on teachers' professional attitudes and lifelong learning, it was reported that although the lifelong learning of married teachers was higher than that of single teachers, this difference was not statistically significant. In Gündoğar's (2019) study with nurses, the lifelong learning averages of married employees were found to be lower than those of single employees, but it was found that there was no significant difference between lifelong learning and marital status, and it was stated that marital status

did not affect lifelong learning. As a result of the research, a significant difference was determined between the lifelong learning of working women and their educational status. In the study, this difference appears to be in favor of the group with an associate degree or below. In the study of Erten & Kazu (2016), which is not consistent with the results of the research, no significant difference was found between teachers' lifelong learning competencies and the sub-dimensions of self-management, learning to learn, initiative and entrepreneurship, obtaining information, digital competencies, decision-making and their undergraduate and graduate education status. . This situation is explained by the idea that teachers consider themselves competent. In the study of Gökyer (2019), which is similar to the results of this research, a significant difference was detected between the lifelong learning tendencies of secondary school teachers according to their education levels. The motivation levels of undergraduate teachers were found to be lower than those of graduate students. Postgraduate level teachers seem to be more willing to improve themselves. As a result of the research, a significant difference emerged between lifelong learning and professional group. This difference belongs to the group of workers in other professions. It is thought that this situation arises because professions outside the education and health sectors are professions that require performance and progress. In Sarigöz (2015)'s research, it was observed that students' lifelong learning levels differ depending on the type of score they study. This difference is in favor of the normal program type vocational school. It has been determined that the level of lifelong learning tendencies of students studying at a health vocational school is lower. As a result of the lifelong learning trends research conducted by Bulaç & Kurt (2019) with university teacher candidates, it was stated that the lifelong learning tendencies of teacher candidates differ depending on the program they study. The study found a significant difference between the years of service in lifelong learning and the lifelong learning of working women. This difference is in favor of women with 0-9 years of service. There is little difference between employees with 10-19 years of service. Duran Aksoy et al. (2017) found that university staff's lifelong learning attitudes differ significantly according to seniority.

As a result of the study, it was seen that employees with 25 years or more had higher levels of lifelong learning . For this study, female employees with 20 or more years of service are lower in terms of lifelong learning . Unlike the results of the study, Torun (2020) found no significant relationship between teachers' lifelong learning and years of service in his study. As a result of the research, a significant difference was found between income level and lifelong learning of working women. This difference is in favor of employees with an income level of 1000-3000 TL. Jackson (2003) similarly concluded in his study that working women with low income levels can benefit from broader concepts of learning. As a result of the study, it was stated that working women are stuck in the cycle of lifelong learning with low-wage, low-status jobs, and that the concepts of lifelong learning have become barren in terms of gender, race and classes in societies driven by market forces based on inequality. In the study conducted by Hoşgörür (2016) with the faculty members of the faculty of education, the faculty members stated that lifelong learning emerged for economic reasons, therefore lifelong learning is related to both individual and social economy.

Results on the Relationship Between Lifelong Learning and Self-Confidence of Working Women

According to the results of the research, there is a moderate positive relationship between the lifelong learning levels of working women and their self-confidence. As a study supporting this result, participants in a study by Tett & Maclachlan (2007) stated that their learning potential increased with a positive adult literacy opportunity and that positive learning experiences affected their self-confidence. It has been observed that with this self-confidence, their self-esteem and perception of success in their

abilities have improved. Sahin et al. (2014) in a study, faculty members explained the question of how to share knowledge and turn students' tendency to use skills into action as "sharing ideas and showing self-confidence". This is an indication that self-confidence is perceived as important in lifelong learning and is consistent with the results of this study. In the research conducted by Şahan & Yasa (2017), postgraduate students stated that the education they received increased their self-confidence. Similarly, Kozikoğlu & Altunova (2018) , one of the studies studied , conducted a 21st century study with prospective teachers. In the study investigating the predictive power of self-efficacy perceptions regarding lifelong learning tendencies, a positive significant relationship was found and it was stated that learning, renewal skills and life-career skills were predictive of lifelong learning. As a result of Çalışkan Toyoğlu 's (2016) research with teachers, it was concluded that Lifelong Learning Culture strengthens the education system and instills self-confidence.

Suggestions

Formal and informal learning experiences, in-service training for female employees,

Employees can be supported personally, professionally and socially by organizing seminars, courses and activities.

Applications (schools, schools,

university, permissions for exams) are needed.

Motivation and success to raise the education level of women with associate degree degrees

Supported applications (graduate studies, scientific research, academic writing programs, training and award incentives) can be made.

Without ignoring the economic dimension of lifelong learning, female employees

Fees that support education and learning paths can be added to the income level.

For female employees, the Ministry of Family and Social Policies, Labor and

Projects can be prepared jointly by the Ministry of Social Security and the Ministry of National Education.

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