

## **EFL Teachers' Work Tasks Motivation towards Class Preparation, Teaching, and Evaluation of Students**

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### **Abstract:**

**Introduction:** Motivation plays a central role in teachers' instructional practices. Teaching quality and teacher effectiveness contribute positively to student achievement. In line with this, teachers face several tasks in their profession, and they exhibit various motivational levels consisting of different motivational constructs, such as intrinsic, introjected, identified, external motivation, and amotivation. Therefore, this study aims at revealing Turkish EFL teachers' motivations towards the work tasks of class preparation, teaching, and evaluation of students, which all teachers have to conduct in their profession.

**Methods:** To collect data, Work Tasks Motivation Scale for Teachers was used. The sample consisted of 1786 EFL teachers teaching throughout Turkey in all types of schools and locations across seven geographical regions.

**Results:** The quantitative data revealed that motivational constructs vary according to the work tasks of class preparation, teaching, and evaluation of students indicating that teacher motivation has a multifaceted nature and is a non-uniform construct.

**Discussion:** The results indicated that Turkish EFL teachers did not value the task of classroom preparation, while the task of evaluation of students seemed to be valued. Gender-based differences also indicated that female teachers had higher amotivation and external regulation levels towards classroom preparation and teaching despite their higher levels of intrinsic motivation towards evaluation of students. In addition, considering age variable, the younger group of EFL teachers were found to be more intrinsically motivated towards teaching and evaluation of students compared to the older groups while being more amotivated towards the task of classroom preparation.

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**Limitations:** Despite the high number of the participants, the findings of the study are limited to the analyses of quantitative data as the main source.

**Conclusions:** The findings of the study indicated that EFL teachers working in all regions and cities of Turkey demonstrated high levels of a) amotivation towards classroom preparation, b) introjected regulation towards teaching, and c) intrinsic motivation towards evaluation of students. Moreover, EFL teachers' work task motivations displayed variations based on their gender, their age, the location and the type of their school. Further research could investigate potential reasons for the differences in EFL teachers' motivation levels while further increasing the reliability of the results by integrating qualitative data through interviews, observations, or teacher diaries.

**Key words:** EFL teachers, self-determination theory, teacher motivation, teaching profession, work tasks motivation.

## **Digital Technologies and Their Application in a Child's Life**

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### **Abstract:**

**Introduction:** This research aims to examine pedagogically significant applications of digital technologies and attempt to identify certain principles of educational influence in pre-primary education. A qualitative methodology was used for this purpose.

**Methods:** The research is focused on in-depth interpretive analysis and identification of the meanings of the use of digital technologies for didactic purposes from a pedagogical point of view. The research was conducted in a kindergarten in Šaľa, Slovakia; the research group consisted of 12 children aged 5-6 years and 10 parents of children of preschool age from 3 to 6 years.

**Results:** The results have shown that through the constant comparative strategy and the sampling of extreme and similar cases we were able to analyse particular occurrences and mutual connections between them as interpreted by children and parents.

**Discussion:** We know that there are disagreements and conflicts between parents and children in the area of using digital technologies by children. In the application of digital technologies, we see not only a typical feature of contemporary society's behaviour (communicating, presenting, etc.) but also certain support of development-forming aspects of children's personalities.

**Limitations:** The research was conducted during the COVID-19 pandemic when the kindergartens were attended by a limited number of children. The interviews with parents were carried out online without a closer social contact.

**Conclusion:** We identified identical and non-identical categories in opinions between children and parents relating to the use of digital

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technologies by children. We discovered that parental educational principles related to the use of digital technologies are opinion-determined.

**Key words:** preschool children, parents, digital technologies and their use, unifying education, educational perspectives.

## **Effects on Primary School Teacher Candidates of Developing and Implementing Jigsaw Technique Activities Enriched with Educational Games in Science and Technology Teaching Lessons**

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### **Abstract:**

**Introduction:** The aim of the study was to examine the effects on Primary School Teacher Candidates of developing and implementing jigsaw technique activities enriched with educational games in Science and Technology Teaching lessons.

**Methods:** In the study, the mixed design was used. The single group pre-test post-test weak experimental pattern from among quantitative research methods and a case study from among qualitative research methods were used. The study group consisted of 48 teacher candidates continuing their education at Istanbul University, in the Primary Education Department Classroom Teaching Program during the 2018-2019 academic year. In the Science and Technology II lessons the “Jigsaw technique enriched with educational games” was implemented. The “Communication Skills Scale” and the “Opinion Form Jigsaw Technique Enriched with Educational Games” (JTEEG) were used as data collection tools. The SPSS 16 program and the content analysis method were used for data analysis.

**Results:** When the quantitative data obtained from the study were examined, it was determined that there were statistically significant differences between the pre-test and post-test mean scores of the communication skills scale in favor of the post-test. Based on the qualitative findings of the study, teacher candidates stated opinions including the themes of “Positive Opinions”, “Negative Opinions”, and “Preferring the Technique “and” Suggestions for technique related changes”. It was also observed that the majority of the teacher candidates indicated positive opinions.

**Discussion:** It is important that teacher candidates who will be educating students in the future develop their skill levels in order to improve the communication skills of their students. As can be understood from the results of the present study, JTEEG is effective in developing the communication skills of classroom teacher candidates. Also, it is very

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important that the classroom teachers who will teach a science lesson for the first time increase the interest of the class making sure that the students enjoy science. It can be put forth, based on the findings of the study that JTEEG is quite effective in making students like a science lesson and learn through enjoyment.

**Limitations:** There were several limitations to this study. The first limitation was that this research relied on only Primary School Teacher Candidates' data. The second limitation was the subject. The study was carried out only on the "Properties of Matter" unit. The third limitation was that the study data were only collected in Turkey, and so, the study results are only regionally generalizable.

**Conclusion:** In conclusion, it was observed as a result of the present study on the impacts of developing JTEEG related activities and implementing them that the technique used in this study resulted in an increase in the communication skill levels of teacher candidates. As can be understood from the results of the present study, JTEEG is effective in developing the communication skills of classroom teacher candidates. Hence, it can be suggested in the light of the findings of this study that education environments should be arranged based on JTEEG. Also, it can be stated, based on the statements of the teacher candidates, that they mostly have positive opinions on the implemented technique. Science lessons are among the lessons that students mostly approach with concern. The fact that it involves abstract concepts and that some of its subjects are perceived as difficult are among the reasons for this concern. Students get to take a science lesson for the first time in the 3rd grade. It is very important that the classroom teachers who will teach the science lesson for the first time increase the interest of the class by making sure that the students enjoy science. It can be put forth, based on the findings of the study, that JTEEG is quite effective in making children like the science lessons and learn through enjoyment, since it enables them to be more active, take responsibility while providing them with the opportunity to develop new games and activities, establish more communication with other students in addition to making abstract concepts more concrete. For this reason, it is very important that the techniques to be applied are learned and applied by the teacher candidates.

**Key words:** primary school teacher candidates, Jigsaw technique, educational games, science and technology teaching.

# **The Effectiveness of Mindfulness-Based Thriving Programs on High School Students' Perceived Stress, Mindfulness, Thriving and Self-Efficacy Levels**

*Neslihan Arıcı Özcan\**

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## **Abstract:**

**Introduction:** Adolescence is a period of rapid change marked by increased stress levels. Individuals with high self-efficacy better alleviate the effects of the stress of this period by exerting conscious control over their own thoughts, behaviours and feelings – a trait strongly associated with mindfulness. In this regard, the concept of mindfulness-based self-efficacy has been a much-researched area in recent students. Mindfulness practices ensure individuals with vitality and energy since they learn to become more open and engaged. In this respect, mindfulness is associated with thriving. This experimental research investigates the effects of the Mindfulness-Based Thriving Program (MTP) on high school students' perceived stress, mindfulness, thriving and self-efficacy levels.

**Methods:** The study was conducted with 17 randomly assigned, female 11th grade students ( $\bar{X}$ =16.62 for experimental group,  $\bar{X}$ =16.77 for control group), who acquired educational support in Uskudar Municipality Youth Academy in the 2019-2020 academic year. The inclusion criteria included scoring highly on the Perceived Stress Scale (PSS) and scoring lowly on the Mindfulness Attention Awareness Scale (MAAS), Thriving Scale (TS) and Self-Efficacy Scale (GSES) in a pre-test assessment. The experimental group (n=8) received a six-session MTP intervention developed by the researcher, while the control group (n=9) received no intervention. To determine the immediate and long-term effects of the MTP, all participants completed post-tests (PSS, MAAS, TS, GSES) two months after the program.

**Results:** The 6-week MTP applied to adolescents was significantly effective in decreasing perceived stress and increasing mindfulness, thriving and self-efficacy levels.

**Discussion:** All findings were supported by the relevant literature and recommendations on their possible application have been given.

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**Limitations:** Scores obtained from the scales, the narrow range of the sample (only 11th grade female students), the lack of a placebo group to support reliability and the lack of a comparable program for the current one all indicated the limitations of the study.

**Conclusions:** The 6-week MTP applied to adolescents showed the effectiveness in decreasing perceived stress and increasing mindfulness, thriving and self-efficacy levels. In this regard, thriving and mindfulness together have an important role in the development of self-efficacy and in decreasing perceived stress during adolescence. Thus, all these conclusions highlight the potential contribution of eclectic mindfulness practices for adolescence.

**Key words:** mindfulness, mindfulness-based thriving program, perceived stress, self-efficacy, thriving.



## **The Relationship between Waldorf Pedagogy and Information and Communication Technologies in Hungary**

*Mátyás Turós\**

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### **Abstract:**

**Introduction:** The number of two-to three-year-old children using mobile phones was 10% in 2013 compared to 40% in 2017 (Konok, Bunford, & Miklósi, 2020). Several theoretical and empirical studies deal with the didactics of using modern technology in the classroom. Most studies highlight the neutral (Zsolnai, 2017) or positive impact of using ICT in the classroom. Only a few address the negative effects of digitally enhanced learning (Dávila, Casabayó, & Rayburn, 2018; Livingstone, 2012; Lorenzo & Trujillo, 2018). State education has continually tried to integrate modern technology with education, but there are also examples of institutional restrictions on its use and even a total ban can also be found.

**Purpose:** This study provides an overview of the pedagogical and epistemological reasons why Waldorf pedagogy and Waldorf Steiner schools take a critical approach to the use of information and communication technologies (ICT) and to “screens” in general, together with mapping out the current state of Waldorf schools in Hungary.

**Methods:** In the present study, we applied source analysis as a traditional research method in the philosophy of education.

**Conclusions:** The findings show that the institutional use of information and communication technologies entirely contradicts the basis, tasks and spirit of Waldorf pedagogy. If we look at the epistemology and anthroposophical anthropology of Waldorf pedagogy, we can see that the autonomy of a Waldorf teacher is not limitless, and so a continuous practical and theoretical responsibility of the Waldorf movement and Waldorf teachers is to establish and uphold coherence between the practices of every Waldorf institution and Waldorf pedagogy.

**Key words:** epistemology, ICT, Waldorf pedagogy, ICT negative impact on pedagogy, Rudolf Steiner.

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## **Depression, Anxiety, and Stress in University Students: Effects of Dysfunctional Attitudes, Self-Esteem, and Age**

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### **Abstract:**

**Introduction:** This study aimed to investigate the direct and indirect effects of dysfunctional attitudes (perfectionism and dependency) and age on depression, anxiety, and stress and the mediator role of self-esteem in these relationships in undergraduate university students.

**Methods:** This study was designed as a relational study to examine the relationships between dysfunctional attitudes, depression, anxiety, stress, self-esteem, and age using path analysis technique. The participants consisted of 407 undergraduate university students, 287 females and 120 males. The data were collected using the Depression, Anxiety, Stress Scale (DASS-21), the short form of the Dysfunctional Attitudes Scale (DAS-17), the Rosenberg Self-esteem Scale, and Demographic Information Form.

**Results:** The findings showed that perfectionism positively affected the participants' depression and stress levels; however, direct effect of the perfectionism on anxiety was not significant at the alpha level of .05. Dependency directly and positively affected their stress level; however, it did not have a significant effect on their depression and anxiety levels. Self-esteem and age directly and negatively affected their depression, anxiety, and stress levels. Perfectionism and dependency negatively affected their self-esteem. Finally, dependency positively affected their depression, anxiety, and stress levels through the mediation of self-esteem.

**Discussion:** The findings showed that the students with high self-esteem would stay away from depression, anxiety, and stress. University students, who want to be flawless in all tasks and to be approved by others, have difficulties in making positive judgments about their selves. When the perfectionist and dependent students face difficulties, they may react emotionally, physically or behavioral, and may feel disappointed, unhappy, guilty or depressed. The students who lose self-esteem, self-confidence, and optimism due to not feeling perfect may be more depressive and stressful. Self-esteem was found to have a full mediator role in the relationship between dependency and both depression and

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anxiety. The beliefs about the necessity of approval by others for being happy indirectly lead to worries about experiencing bad events in the future and being sad, unhappy, and depressed. These beliefs increase the negative self-judgments and cause losing self-confidence and underestimating the abilities and success. When the university students lose their self-esteem due to being disapproved by others, they may feel guilty, unhappy, depressive, and anxious. Self-esteem had a partial mediator role in the relationship between dependency and stress. Considering that stress is a reaction occurring when an individual feels threatened, it might be thought that the university students, who have beliefs about dependency, feel more threatened. The students who are not approved by others lose their self-esteem, so they may experience more stress. Finally, the increase in age led to a decrease in depression, anxiety, and stress. In addition to the developmental difficulties, the difficulties about university life may cause younger university students to experience more depression, anxiety, and stress.

**Limitations:** The data were collected from the students enrolled in the same university in the South-Eastern Anatolia Region of Turkey. The gender distribution of the participants was not balanced. The participants of this study were selected using the convenience sampling method. This study was designed quantitatively.

**Conclusion:** The results revealed that low self-esteem and the presence of dysfunctional attitudes were important risk factors in terms of university students' mental health. In order to prevent depression, anxiety, and stress in university students, the university counseling centers may organize individual or group counseling practices. These counseling practices should aim to support the development of self-esteem. Besides, psycho-educational programs aiming to increase self-esteem should be conducted.

**Key words:** depression, anxiety, stress, dysfunctional attitudes, self-esteem.

## **Organizational Justice, Perceived Stress and Leader Support as Predictors of Teachers' Job Satisfaction**

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### **Abstract:**

**Introduction:** Teachers' job satisfaction which has a positive effect on the quality of education, students, teachers and schools is significant for the successful functioning of schools. On the other hand, the increase in the level of dissatisfaction causes disciplinary problems, inefficiency, job dissatisfaction, alienation from the job, or leaving the job. Therefore, research on teachers' job satisfaction can help to understand the general and specific aspects of teachers' job satisfaction, which in turn this information can provide a scientific basis for solving problems.

**Methods:** The study uses quantitative research methodologies based on a correlational research. The research data obtained the convenience sampling method from 396 teachers who work for public schools in the province of Denizli in Turkey. Multiple regression was used for analysis.

**Results:** The results of the study showed that organizational justice, perceived stress and leadership support are all significant predictors of teachers' job satisfaction. The relative importance order of the specified variables in predicting teachers' job satisfaction is organizational justice, perceived stress and leader support, respectively. Predictor variables account for approximately 50.4% of the total variance in teachers' job satisfaction.

**Discussion:** Within the scope of the research, the relationships determined between job satisfaction, organizational justice, perceived stress and leader support are consistent with the results of the research conducted on teachers and other professional groups in the literature. Implications of the study results were discussed in detail.

**Limitations:** In addition to its contributions to the literature, the research also has some limitations. Basically, correlational research results can be useful to reveal the existing relationships between variables, but it should be emphasized that these relationships are not causal ones. Furthermore, the use of convenience sampling method among non-random sampling

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methods can be considered as another limitation. However, the consistency of the relationships determined between the variables of the study with the existing literature indicates that the bias due to this limitation is relatively low.

**Conclusion:** The results of the study indicated that the order of relative importance in educational policies and practices that will take teachers' job satisfaction into account should be structured as organizational justice, perceived stress and leader support. However, it is thought that holistic approaches that include all variables can be more effective, since variables of organizational justice, perceived stress and leader support are significantly associated with teachers' job satisfaction.

**Key words:** teachers' job satisfaction, organizational justice, perceived stress, leadership support.

## **Formation of Art Design Skills (Crossover Point) in the Process of University Education**

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### **Abstract:**

**Introduction:** The actualization of crossover point design activities in modern artistic practice is due to the growing mass demand for entertainment. The musical and theater project involves the introduction of new technologies. Creation of synthesized art "crossover-projects" requires the efforts of a group of managers and performers, taking into account the demands of the art market, their complex perception by a wide audience, and non-traditional approaches to staging classical works, taking into account the peculiarities of the location.

**Purpose:** The purpose of the paper is to characterize art "crossover-projects" in the context of present culture and to reveal the method of preparation of future specialists to art design during getting university education. The article analyzes the methodology of training future specialists for art design in the process of their university education. The need for such an approach is due to the fact that the functioning of artistic culture in public practice is carried out in accordance with the laws of business, in which the commercial component is of decisive importance. Modern art projects have a high cost, as they involve the support and participation of creative individuals and groups.

**Results:** The growing demand for modern cultural projects containing a creative search, creative component has made it necessary to introduce the corresponding disciplines into the KNUKiM (Kyiv National University of Culture and Arts) curriculum for master students of creative specialties (audiovisual art and production, theatrical art, musical art, choreographic art), as well as design protection of graduation work in the form of a master's creative project. The formation of a creative project within the framework of a master's program is an important element of the formation of skills of the theorist and the practice of artistic culture in their harmonious combination.

**Discussion:** The phenomenon of design activity - "crossover point" and its distribution in modern artistic practice are characterized. Their polyfunctionalism, "manufacturability" and focus on mass character

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induce to creative methods that are not burdened with the experience of the past. Indicative in this respect is the design activity of Filevskaya - art manager, sponsor of many projects dedicated to Ukrainian avant-garde art, founder of the public organization "Malevich Institute". Her work fits into the concept of "crossover projects".

**Conclusion:** Preparation for art design within the framework of university education provides for the necessary lines of intersection of various art branches, specialties and specializations, encouraging students to create a synthetic artistic product at the intersection of various types of arts and aesthetic and artistic traditions, since the "purity" of art is no longer a criterion for creativity and professional success.

**Key words:** design activity, "crossover point", art projects, synthesis of arts, design in the field of culture.

## **EFL Teachers' Sources of Remote Teaching Anxiety: Insights and Implications for EFL Teacher Education**

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### **Abstract:**

**Introduction:** This study aims to explore an under-researched issue; namely, remote teaching anxiety.

**Methods:** This study employed a sequential mixed-methods exploratory design where participants initially reported their remote teaching anxiety sources and then rated each. For the analysis, inductive content analysis and statistical tests were employed.

**Results:** The content analysis revealed two major themes: digitalisation-related concerns and online pedagogy-related concerns. Statistically significant difference was only found between anxiety sources and online teaching experience but not between gender, age, teaching experience, work setting and anxiety sources.

**Discussion:** Several studies (Çoklar, Efiltili, Şahin, & Akçay, 2016; Hassan et al., 2019) found digitalisation-related concerns causing stress among teachers; however, remote teaching anxiety remains an underexplored construct (Russell, 2020). Although online pedagogy-related concerns were found to cause teaching anxiety in our study, a recent study (Lazarevic & Bentz, 2020) found using technology helpful to decrease anxiety.

**Limitations:** The data were limited to the views of 96 EFL teachers in the Turkish context.

**Conclusion:** We can conclude that limited experience with remote teaching can contribute to higher anxiety among EFL teachers. Additionally, this research can contribute to the relevant literature with several implications on the future of language education.

**Key words:** anxiety, Covid-19, English as a foreign language, remote teaching anxiety, sources of anxiety.

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## **What are Turkish Preservice Science Teachers' Claims about Daily Life-Threatening Situations?**

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### **Abstract:**

**Introduction:** Science courses involve a wide range of content. The benefits of science education become clear when science is applied to daily life because science has the capability of raising the quality of life by eliminating a variety of problems. Accordingly, as technological advances are made, daily life applications are frequently refreshed and improved. Though such improvements aim to make contributions to human life, many points still need to be considered carefully. In this study, we wanted to address this issue from the perspective of preservice science teachers. The target of the present study therefore is to investigate the claims of preservice science teachers about daily life-threatening situations which can be explained within the scope of their scientific knowledge of physics, chemistry and biology. Thus, the study will introduce examples given by preservice teachers regarding everyday situations that endanger daily life, along with their reasons for providing these examples. It will also be possible in this way to determine situations that were not mentioned by the participants.

**Methods:** A qualitative study was conducted with a total of 153 third-year preservice science teachers studying in three different state universities in western Turkey. Data were collected with the help of a questionnaire consisting of three open-ended questions. Content analysis was utilized in the data analysis. The analysis results yielded themes and categories that the participants identified as daily life-threatening situations. An analysis was also made of why the participants chose to offer these particular examples.

**Results:** According to the results, the most common daily life-threatening situations identified by the participants were electric shock (68.6%), which fell within the scope of their physics knowledge; not taking safety precautions while working with chemicals (74.5%), falling within the scope of their chemistry knowledge; and damaging nature (33.3%), which

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fell within the scope of their biology knowledge. The participants generally referred to health and environmental problems as the reasons leading them to provide their examples.

**Discussion:** The study focused on the association of scientific knowledge with daily life, which is one of the aims of science education. The results indicated that preservice teachers associated their scientific knowledge with daily life-threatening situations at various levels. Also, the reasons they offered made connections with various health and environmental issues. In addition to the examples provided by the participants, several situations were seen to be ignored. Additionally, and in line with the literature, a few misconceptions were encountered in their explanations.

**Limitations:** The present study was limited to the findings obtained from three state universities in Turkey. Similar investigations might be conducted in different countries so that further comparisons may be made possible in this context.

**Conclusion:** To conclude, preservice science teachers were aware of various health and environmental issues with respect to the examples they offered. However, there were also gaps in their associations between scientific knowledge and daily life. The findings obtained from the present study might be used to design the content of courses (such as Environmental Science or Science Teaching Laboratory Practice) given in faculties of education, and to raise awareness among preservice teachers in this context.

**Key words:** science-daily life associations, scientific knowledge, preservice science teachers.