

Opinions of Primary School Science and Technology Teachers about Developing Students' Affective Competence

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Abstract

The present study aimed to determine the primary school secondary level science and technology teachers' opinions about developing students' affective competence. It was designed as case study with qualitative research method. The participants of the study consisted of 19 science and technology teachers with at least five year experience, who works at 14 different state primary school secondary levels in Eskisehir in Turkey. The data of the study was collected through semi-structured interviews with the teachers in March-April 2010. The interview form contained 10 questions and the responses to these questions were analyzed with NVivo8.0 program through content analysis approach. The findings of the study indicated that the Science and Technology teachers agreed on the significance of gaining the affective intelligence to students, however, they had lack of information and skills on this issue. According to the participant teachers, school administrators and teachers have important responsibilities for this issue, so the teachers were in struggle for using various teaching method and techniques to gain this competence. Yet, they felt inadequate about measurement and evaluation.

Keywords: *Science and technology teaching; affective domain; teachers' opinions*