

Forming the development of a value relationship to a healthy lifestyle among future primary school teachers based on healthcare technology

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Abstract

The aim of this study is to obtain the opinions of prospective teachers in order to create the development of the value relationship between the healthy lifestyle and the value of future primary school teachers based on health technology. This research was created in accordance with the qualitative research method. The study group of the research consists of 25 teacher candidates studying in primary school teaching departments in various universities in Kazakhstan. The data collection tool for the research is the semi-structured interview form developed by the researchers. As a result of the research, future primary school teachers stated that they had a healthy lifestyle, balanced and healthy nutrition, regular exercise, avoided harmful habits like alcohol and smoking, avoided stress, protected mental and emotional health and acquired regular sleep habits. They stated that technological devices are used in the field of health, health technology shortens the healing process, facilitates health practices, saves time, requires professional application and use and increases awareness. Moreover, the majority of future primary school teachers stated that they strongly support the development of the value relationship with a healthy lifestyle based on health technology.

Keywords: Healthy life, health technology, primary school teachers of the future;

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1. Introduction

Health promotion aims to prevent the diseases that individuals will have as well as improve the general health and well-being of individuals (Kain et al., 2010; Nitsch, Adamcik, Kuso, Zeiler, & Waldherr, 2019). Today's understanding of health, which emerged in parallel with this aim, includes a health-centred care approach that protects, maintains and improves the health of the individual, family and society. With this understanding, it is foreseen that the individual acquires behaviours that will protect, maintain and improve his/her well-being and make the right decisions about his/her own health (Sisk, 2000).

1.1. Theoretical and conceptual framework

Health behaviour is considered an activity that people believe and do in order to exhibit a healthy life and prevent disease when healthy. In addition, when we look at the developments in medicine and health services over the years, it is seen that people first try to heal the sick and then seek ways to protect themselves from diseases (Lupu, 2017; Melnyk et al., 2009; Shah et al., 2011). All efforts are aimed at keeping people as healthy as possible. For this, many applications have been developed that protect people from getting sick and keep them healthy throughout their lives. Today, all of these practices are called 'healthy lifestyles' (Olsen & Nesbitt, 2010; Sharif Ishak, Chin, Taib, Nasir, & Chan, 2020).

A healthy lifestyle is defined as controlling all behaviours that may affect the health of the individual, choosing and regulating behaviours appropriate for his/her health status while performing daily life activities with his/her decision-making ability and making these behaviours a habit (Alexander, Sergij, & Olena, 2016; Cheng & Wong, 2015). Health behaviour, on the other hand, is defined as any behaviour that an individual believes and does in order to be healthy, protected from diseases and to ensure the continuity of well-being (Colak, Cetin, & Cinar, 2018; Marques et al., 2020; O'Haver, Jacobson, Kelly, & Melnyk, 2014).

Minimising health problems seen in society can be achieved by learning a healthy lifestyle (Ling, King, Speck, Kim, & Wu, 2014; Manios et al., 2018; Sasan & Adibelli, 2016). It is important that healthy lifestyle behaviour is included not only in health-related fields but also in formal education in order to integrate individuals of all ages in society. Teachers have the feature of being a role model and influencing the group they teach with the lifestyles they lead due to their professional responsibilities and social roles (Natale et al., 2014).

Teachers have important duties in terms of raising awareness of healthy living among their students and replacing negative behaviours with positive behaviours necessary for health (Gorga et al., 2016; Raming, Wahyuni, Isfandiardi, Kasal, & Ssekalembe, 2020). For this reason, every teacher should understand the importance of protecting and improving health, and exhibit motivation or enhancing behaviours in order for their students to develop positive health behaviours (Day, Sahota, & Christian, 2019; Yurdatapan, Similar, & Guven, 2014).

The acquisition of healthy lifestyle behaviours is possible by changing the knowledge, thoughts and value judgments of individuals. For this reason, it is necessary to give importance to health education (Breslin & Brennan, 2012). With health education, behaviours that will endanger the health of the individual and society are determined first and the educational reasons underlying these behaviours are revealed and changed (Kanim & Aldujali, 2017). Teachers play an important role in the education of children by protecting and improving their health. They have the feature of being a role model with their professional responsibilities, social roles, lifestyles and influencing the individuals they serve with the education they provide. For this reason, teachers are expected to

have sufficient knowledge and practice about health promotion behaviours (Eyikara & Baykara, 2017).

Today, the healthcare sector has become increasingly dependent on technology in its business and operations. Hundreds, perhaps thousands, of new technologies are introduced into the medical care system each year (Hyman et al., 2020). Technology is basically the systematic integration of scientific or other organised knowledge into practical tasks. Healthcare technology, on the other hand, is defined as the drugs, devices and medical and surgical procedures used in healthcare, and the organisational and supportive systems through which care is provided (Banta, 2003).

1.2. Related research

GluoksnYTE and Tvilum (2019) investigated the lifestyle habits and healthy living phenomenon of European youth. In working with the students and parents of the schools carrying out the Healthy Lifestyle Erasmus project, which is carried out in five different countries, they determined the factors that negatively affect health and how to combat them. With this study, attention was drawn to the fact that a happy life is related to developing a healthy lifestyle, and that this situation will positively affect the social environment and the whole society.

Sural and Tamer (2021) examined the healthy lifestyle behaviours of physical education and sports teachers in terms of various variables, and also examined the relationship between the participants' body mass index and healthy lifestyle. The scores of physical education teachers show significant differences according to gender, age and marital status variables. It was found that there was no difference according to the education level, professional seniority and school type. It can be said that there is no significant relationship between body mass index and healthy lifestyle behaviour scores of physical education and sports teachers. Zoellner, Connell, Bounds, Crook, and Yadrick (2009) conducted a cross-sectional study to examine the nutritional literacy status of adults in the Mississippi region. As a result of the research, it has been determined that adults have moderate nutritional literacy.

Aihara and Minai (2011) found it appropriate to conduct a study to identify the barriers and catalysts to nutritional literacy among Japanese above-middle-aged citizens. Their results revealed that men's nutritional literacy is more limited than women's. Low education level and economic status were associated with limited nutritional literacy among women. In the studies conducted in the field, it is seen that teachers' perceptions about healthy nutrition, the formation of healthy eating habits and their own eating habits are investigated based on the effects of teachers on nutritional habits as well as on other behaviours of students. It has been revealed by various studies that the nutritional habits of university students are determined and that students do not have healthy eating habits (Abraham, Noriega, & Shin, 2018).

Özkan (2018) aimed to determine the energy and nutrient intakes (nutrition habits), healthy lifestyle behaviours and physical activity levels of classroom teachers and candidates. 105 classroom teachers working in Bartın province and 95 students studying at Bartın University participated in the study. According to the study, while there was a difference in favour of male classroom teachers between energy and nutrient intakes and physical activity levels of classroom teachers, it was found that there was no relationship between energy and nutrient intakes and physical activity levels of female classroom teacher candidates.

1.3. Purpose of the research

The aim of this study is to take the opinions of prospective teachers in order to create the development of the value relationship between the healthy lifestyle and the value of future primary school teachers based on health technology. Depending on this purpose, the following sub-objectives have been determined:

1. What are the perceptions of future primary school teachers regarding a healthy lifestyle?
2. What are the perceptions of future primary school teachers about health technology?
3. What are the perceptions of future primary school teachers regarding the development of a healthy lifestyle and value relationship based on health technology?

2. Methods and materials

In this section, there are information about the semi-structured interview form developed in accordance with the purpose of the research, the demographic characteristics of the future primary school teachers participating in the research, the method used in the research, the collection process of the research data and the evaluation of the data.

2.1. Research method

This study was carried out in accordance with the qualitative research method. Qualitative research is one of the forms of knowledge production developed by people to understand their own potential, to solve their secrets and to explore the depths of the social structures and systems they have built with their efforts. In studies designed with qualitative method, there is an effort to reach a deep perception about the event or phenomenon examined (Morgan, 1996). In this direction, in this study, it was found appropriate to consider the opinions of prospective teachers in accordance with the qualitative research method in order to establish the development of the value relationship between healthy lifestyle and value of future primary school teachers based on health technology.

2.2. Participants

The study group of the research consists of 25 teacher candidates studying in the primary school teaching departments at various universities in Kazakhstan. Of the future primary school teachers, 10 are female and 15 are male. Of the pre-service teachers, four are in the first year, nine are in the second year, five are in the third year and seven are in the fourth year. Future primary school teachers who participated in the research agreed to participate in the research data collection process voluntarily.

2.3. Data collection tools

The data collection tool of the research is the semi-structured interview form developed by the researchers. A literature review was conducted while creating semi-structured interview questions. Then, the formed interview questions were presented to the opinion of two experts. In line with the evaluations from the experts, some corrections were made in the semi-structured interview form. The final form of the semi-structured interview form is given in Table 1.

Table 1. Semi-structured interview form

Demographic features

Your gender:

Class you are studying:

Research Questions

1. What is your perception of a healthy lifestyle?

Opinion:

2. What is your perception of health technology?

Opinion:

3. What is your perception of establishing the value relationship with a healthy lifestyle based on health technology?

I totally support ()

I support ()

Partially support ()

I do not support ()

I absolutely do not support ()

In Table 1, the semi-structured interview form developed as the data collection tool for the research is given. There are two questions in the form determining the demographic characteristics of primary school teacher candidates participating in the research. Two open-ended and one closed-ended questions were formed to get the opinions of future primary school teachers in order to establish the development of the healthy lifestyle and value relationship based on health technology.

2.4. Data collection process

In the process of collecting research data, interviews with future primary school teachers were conducted face-to-face. The interviews were conducted one-on-one in a quiet classroom at the university, where students could easily fill out the semi-structured interview form. Semi-structured interview forms were directed at pre-service teachers and they were asked about the points they did not understand. While it took about 30 minutes for each pre-service teacher to complete the semi-structured interview forms, it took about 5 weeks to complete the interviews with all the pre-service teachers.

2.5. Data collection analysis

Descriptive analysis method was used in the evaluation of the research data. The purpose of descriptive analysis was to bring together the data collected as a result of interviews and observations with the reader in an organised and interpreted way (Kitzinger, 1995). The answers given by the future primary school teachers to the questions in the semi-structured interview form were transformed into findings with the descriptive analysis method.

3. Results

In Table 2, answers to the question ‘What is your perception of a healthy lifestyle?’ are evaluated.

Table 2. Perceptions of future primary school teachers about healthy lifestyle

Category	F	%
Balanced and healthy diet	21	84
Doing regular sports	16	64
Avoiding harmful habits like alcohol and smoking	13	52
Avoid stress	11	44
Protecting mental and emotional health	10	40
Getting regular sleep habits	7	28

Avoiding technology addiction	6	24
Regular health check-up	4	16
Avoiding unnecessary drug use	1	4

In Table 2, the perceptions of the future primary school teachers participating in the research on healthy lifestyle are categorised. 84% of the pre-service teachers answered balanced and healthy diet, 64% of them answered doing regular sports, 52% of them answered avoiding harmful habits like alcohol and smoking, 44% of them answered staying away from stress, 40% of them answered protecting their mental and emotional health, 28% of the pre-service teachers answered acquiring regular sleep habits, 24% answered avoiding technology addiction, 16% answered regular health check-ups and 4% answered avoiding unnecessary drug use.

In Table 3, answers to the question ‘What is your perception of health technology?’ are evaluated.

Table 3. Perceptions of future primary school teachers about health technology

Category	F	%
Technological devices used in the field of health	22	88
Health technology shortens recovery time	17	68
Health technology simplifies healthcare practices	13	52
Health technology saves time	10	40
Health technology requires professional practice and use	9	36
Health technology raises awareness	8	32
Health technology makes diagnosis and treatment easier	6	24
Health technology offers transparent information	4	16
Health technology increases stakeholder interaction	2	8
Health technology is pharmaceutical technology	1	4

In Table 3, the perceptions of future primary school teachers participating in the research regarding health technology are categorised. 88% of the teacher candidates accepted technological devices are used in the field of health, 68% stated that health technology shortens the healing process, 52% stated that health technology facilitates health applications, 40% stated that health technology saves time and 36% stated that health technology requires professional application and use. 32% of the prospective teachers stated that health technology raises awareness, 24% stated that health technology facilitates diagnosis and treatment, 16% stated that health technology provides transparent information, 8% stated that health technology increases stakeholder interaction and 4% stated that health technology is medicine technology.

In Table 4, answers to the questions ‘What is your perception of establishing the development of a healthy lifestyle and value relationship based on health technology?’ are evaluated.

Table 4. The perceptions of future teachers participating in the research towards establishing the development of a healthy lifestyle and value relationship based on health technology

Category	F	%
I absolutely support	11	44
I support	7	28
I partially support	6	24
I do not support	1	4
I absolutely do not support	-	-
Total	25	100

In Table 4, the perceptions of future primary school teachers participating in the research on the development of a healthy lifestyle and value relationship based on health technology are categorised. 44% of the teacher candidates gave the answer 'I absolutely support', 28% 'support', 24% 'partially support' and 4% 'do not support'. None of the pre-service teachers who participated in the research stated that they absolutely disagree with the development of the value relationship with healthy lifestyle based on health technology.

4. Discussion

The future primary school teachers participating in the research stated having a healthy lifestyle, balanced and healthy nutrition, regular exercise, avoiding harmful habits like alcohol and smoking, avoiding stress, protecting mental and emotional health and acquiring regular sleep habits. In addition, some teacher candidates gave the answer of avoiding technology addiction, regular health check-up and avoiding unnecessary drug use. McSharry and Timmins (2016) stated that there were short-term improvements in the health behaviours of nursing students after a curriculum-based education called health and well-being at a university in Ireland.

Future primary school teachers participating in the research gave their perceptions on health technology and devices are used in the field of health, health technology shortens the healing process, facilitates health practices, saves time, requires professional application and use and increases awareness. In addition, some teacher candidates participating in the research stated that it facilitates diagnosis and treatment, provides transparent information, increases interaction between stakeholders and is a drug technology.

The vast majority of future primary school teachers participating in the research stated that they strongly support the development of the value relationship with a healthy lifestyle based on health technology. Previous studies have mentioned the importance of exhibiting physical activity and healthy lifestyle behaviours, and it was emphasised that adopting these behaviours prevents many diseases such as obesity (Dubnov, Brzezinski, & Berry, 2003; Hesketh, Waters, Green, Salmon, & Williams, 2005). In addition, in some studies, it has been stated that physical activity and exercise are the first measures that come to mind in adopting a healthy lifestyle (Church, 2011).

Erişen and Yılmaz (2020) aimed to evaluate the opinions and thoughts of health managers working in private hospitals about health technology evaluation and applications. As a result of the research, although administrators have information about health technology assessment practices, it was seen that this situation is limited. In this respect, it has been revealed that it would be beneficial to provide general education to health managers about health technology assessment in order to increase health technology assessment practices and awareness on this issue.

5. Conclusion

In order for individuals to lead a good life and be productive in society, it is very important to be healthy and to protect health. Today, due to advances in science and technology, there is a rapid change process in the world, and individuals' demands for a better quality of life are increasing. In this direction, the importance of health technology comes to the fore day-by-day. In this direction, this study aimed to obtain the opinions of future primary school teachers in order to create the development of the healthy lifestyle and value relationship based on health technology. As a result of the research, future primary school teachers stated that they have a healthy lifestyle, balanced and healthy nutrition, regularly exercise, avoid harmful habits like alcohol and smoking, avoid stress, protecting mental and emotional health and acquire regular sleep habits. Future primary school teachers' perceptions are health technology and devices are used in the field of health, health

technology shortens the healing process, facilitates health practices, saves time, requires professional application and use and increases awareness. Moreover; the vast majority of future primary school teachers stated that they strongly support the development of the value relationship with a healthy lifestyle based on health technology.

6. Recommendations

In line with the results obtained from the research, the following recommendations were developed:

1. In order to improve the healthy life perceptions of future primary school teachers, courses aimed at creating a healthy life value by supporting healthy life with health technology should be added to teacher training programmes at universities.
2. Curriculums aiming to develop the healthy lifestyle and value relationship of not only primary school teacher candidates but also students studying in all departments and faculties in universities should be created based on health technology.
3. In-service training programmes should be organised for primary school teachers, and training should be given to improve the relationship between healthy lifestyle and value, and the effects of health technology on creating a healthy lifestyle perception should be explained.

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