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Primary School Teacher Candidates' Views of Citizenship and Ideal Citizenship

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Abstract: Citizenship is an act of being the ideal member of a society that “maintains and adapts to the culture of this society”, besides having a legal status with the duties and rights that the state imposes on the individual. This study aims to determine the citizenship perceptions of primary school teacher candidates and their ideal citizenship narratives. The study was carried out according to the mixed research design. Three different measurement tools were used in the research and content analysis method was used for the analysis of data. According to the findings of the study, it was concluded that teacher candidates' perceptions of citizenship and ideal citizenship are similar. Accordingly, it was determined that they participated in the items related to traditional citizenship in the scales, and their perceptions of active/social citizenship were relatively low. It was also determined that all of the teacher candidates mentioned the courses they took during the university process in the differentiation of their ideal citizenship perceptions, and the ideal citizenship narratives were built on traditional citizenship as well as the perceptions of citizenship of the pre-service teachers.

Keywords: *Citizenship, citizenship education, ideal citizenship, primary school teacher.*

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Introduction

Democracy and citizenship are the two of the indispensable concepts in people's discussions about people, power and politics. The concept of citizenship that is handled within democracy has been described many times in different forms until they reach the definitions we use today (Kilinc & Dere, 2013). Citizenship education and education studies for democratic citizenship (Rapoport, 2010), which have been at the main points of educational discourse for many years, have also provided a diversification of definitions.

Citizenship is a concept with philosophical, psychological and social foundations (Yigit, 2019). Abowitz and Harnish (2006), who have made a broad definition of the concept of citizenship, have stated that the concept has the following characteristics in democracy: a) grants membership status to individuals within a political unit, b) gives individuals identity, c) creates a set of values that are often interpreted as a commitment to the common good of a particular political unit, d) involves practicing some degree of participation in the political life process and e) means acquiring and using knowledge and understanding of laws, documents, structures and management processes. The concept is also related to the fact that the human being dares to use his own mind, which is the basis of the enlightenment thought (Gunduz & Gunduz, 2007). To be a member of a group is the only target as long as one lives. That is why every person deciphers a priority to achieve a goal to be satisfied (Yazgan, 2020). Citizenship is one of the ways for this satisfaction.

There are also sociologists like Marshall (2006), who thinks that citizenship is formed by the combination of three different axes, namely civil, political and social rights. Westheimer and Kahne (2004) talk about three types of citizens: the personally responsible citizen, the participant citizen and the justice-oriented citizen. Zaman (2006) developed the model of citizenship in two main dimensions. The first is the social paradigm-centered dimension. The social paradigm centered dimension consists of a political socialization model, a reflective questioning model and critical citizenship education. The second dimension is the national-global dimension. This dimension is divided into two as nationalist citizenship education and global citizenship education.

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Today, the concept of citizenship includes a holistic structure that attracts attention from many fields and is tried to be defined in different ways by examining in line with the perspectives specific to those fields. The interest in the concept of citizenship was primarily among the political theorists (Kymlicka & Norman, 2008), and this interest has always kept its vitality with periodic increases and decreases. The interest of educators and sociologists in the concept of citizenship has also been undeniable. The interest of educators, especially emerging in line with the political socialization process, is effective in laying the foundations of the field of citizenship education. In addition, the idea of "shaping the adults of the future in childhood" is the purpose of education emphasized by Marshall, a sociologist (2006, p. 17), can be accepted as a reason that keeps the interest alive among educators. This situation points out the importance of schools for citizenship education to be carried out with the desired quality as an output of the process of political socialization.

Schools are the institutions where political socialization occurs significantly. In addition, the school can form milestones in the central stages of the childhood (Doganay et al., 2007). It is also known that educators and policymakers are increasing their studies on citizenship education, in-service training and other pedagogical purposes to strengthen democracy (Westheimer & Kahne, 2004). The role, the responsibility and the impact of schools are very important in the formation and strengthening of citizenship education, democracy awareness and democratic culture (Doganay, 2010). Citizenship is why assets are located in Turkey's political life and as a source of legitimacy (Standing, 2010).

Citizenship education has been a subject area that concerns all individuals in the country and even all citizens in the global world (Alkin, 2007). It is known that this subject area has a structure covering activities both in and outside of the school in many countries (Bakioglu & Kurt, 2009; Eguz, 2019). Social and moral responsibility, political literacy and social participation are areas to be considered when planning activities in citizenship education (Ersoy, 2014a).

Citizenship education may have a structure shaped for each country's own goals and with the influence of the dominant culture (Parker, 2008; Sunal & Haas, 2011). Countries' short and long-term goals can also affect the diversity of citizen-type skills. Since the human being is a social entity, there is a need for the rules that regulate the social life and training of people to comply with this system (Dogan, 2007).

Citizenship and democracy education are given under different courses at different educational levels in Turkey (Doganay, 2010; Yesilbursa, 2015). Social Studies is a course that constitutes the most important basis of the ideal of raising citizens (Heater, 2007).

When examined historically, the task given to the course is mostly on raising citizens. When citizen education is considered with the basic functions of education, controversial issues such as indoctrination and ideological education in social studies may appear (Leming, 1992). Therefore, the concept of citizenship is one of the controversial concepts (Bakioglu & Kurt, 2009; Ersoy, 2016; Guven, 2011). The fact that the changes in the perception of citizenship and the education policy of countries are directly reflected in the changes in the historical meanings attached to the concept.

Teachers, who are among the main actors that individuals interact with throughout their educational lives, have various professional responsibilities in terms of citizenship education (Kennedy, 2008). In the context of political literacy, the professional experiences and the formations of teachers, which stand out with their many roles, affect the learners (Davies & Hogarth, 2004). Therefore, the effects of teachers on their understanding of citizenship, with which they contribute to their education, together with their own understanding of citizenship, have been the subject of various studies (Doganay, 2009).

Within the basic education level, primary school teachers are the teachers with whom the students interact the longest. The social studies course, which is among the core lessons, is one of the most prominent courses in basic education, especially with its contributions to citizenship education. For this reason, primary school teachers carrying out social studies lessons have a great role in citizenship education. Because of these important roles, it is very important to train all primary school teachers, social studies teachers and prospective teachers (Eguz, 2019).

It is known that researches related to the field of citizenship are categorized into two main dimensions (Doganay, 2009). The first of these categories is the theoretical research of political scientists, and the second is the work done by academics in the field of education related to citizenship education. The number of studies especially in the context of political socialization is also quite high (Hahn & Alviar-Martin, 2008). Turkish sample's citizenship perception (Bakioglu & Wolf, 2009; Doganay, 2009; Kilinc & Creeks, 2013; Scott, 2012; Yesilbursa, 2015), citizenship competencies (Ac's et al., 2010), active citizenship (Wayne, 2014; Eryilmaz, Bursa & Ersoy, 2018), global citizenship (Eguz, 2016), democratic citizenship (Doganay et al, 2007; Doganay, 2010), and effective citizenship education practices (Ersoy, 2007; Ersoy, 2014b) have been studied. In the international literature, there are studies such as the citizenship education curriculum (Westheimer & Kahne, 2004), the emergence of the concept of citizenship (Abowitz & Harnish, 2006), active citizenship (Peterson & Knowles, 2009), ideal citizen perceptions (Castro, 2013). In Turkish literature, there is a social narrative review by Ozturk (2019) on the perception of ideal citizenship for social studies teacher candidates. In this study, it was aimed to examine the ideal citizens' 'understanding of citizenship through social narrative, apart from determining the pre-service teachers' perception of citizenship. In the study, besides the

narratives, experiences were used to determine how the teacher candidates perceive the ideal citizenship concept. In the study, answers to the following questions were sought in line with these objectives:

1. What are the perceptions of citizenship of primary school teacher candidates?
2. What are the ideal citizenship narratives of primary school teacher candidates?

In the literature, the concept of citizenship is generally mentioned in a significant part of the studies on citizenship. In this study, it is also focused on the concept of ideal citizenship, which is an important dimension of the concept of citizenship. The research also differs due to its content, apart from its focus on pre-service teacher candidates. Therefore, the findings obtained in the research will enrich citizenship education studies. Also, it is predicted that the use of narrative questioning (Ersoy & Bozkurt, 2016), which is included in the Turkish education literature in a limited number, will contribute to the literature in terms of a variety of methods.

Methodology

Research Design

This research, which aims to examine the citizenship perceptions and ideal citizenship narratives of primary school teacher candidates through narrative inquiry, was designed with mixed-method. The mixed-method is a pattern in which both designs are formed by collecting qualitative and quantitative data (Gay et al., 2012; Fraenkel et al., 2012). In this method, where two patterns are preferred in a single study (NIH Office of Behavioral and Social Sciences, 2018), it is aimed to provide a more detailed and comprehensive understanding of a case by using the advantages of qualitative and quantitative patterns. In this study, the part where the candidates' perception of citizenship is determined is the quantitative dimension of the study, and the part where the ideal citizenship narratives are determined is the qualitative dimension.

Research Area and Participants

Typical case sampling was preferred in the selection of the participants in the research. Patton (2018) states that typical case sampling is used to reveal the qualitative profile of one or more typical cases in describing a culture or program of people strange to the work environment. Participants were selected from the pre-service teachers who were studying in the 3rd and 4th year of the classroom education division of the education faculty of a public university in the Black Sea region, which was established in 1992. Elementary teacher candidates from 3rd (N=50) and 4th (N=73) year has been reached.

The data on 123 pre-service teachers constituting the research area are as follows.

Table 1. Numerical data on participant teacher candidates

Grade Level				Gender				Daily Newspaper Reading				Free Time Activities					
3		4		Female		Male		Yes		No		Internet		Friends		Reading	
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
50	40,6	73	59,4	95	77,2	28	22,8	18	14,6	105	85,4	50	40,7	34	27,6	24	19,5

In the open-ended form included in the scales used in the research, the students were asked whether they would like to take part in the ongoing process of the research. 13 students from the 3rd grade and 25 students from the 4th grade answered "yes" to the question. When the answers of the students who answered "yes" were analyzed, it was seen that the answers of 14 students were the answers reflecting the willingness to take part in the research that examined the subject in detail. In addition to this, the research was conducted with seven pre-service teacher candidates who completed three different interviews in the process. The characteristics of the participants are given in Table 2.

Table 2. Characteristics of students in the ongoing process of the research

Teacher Candidate	Graduated School Type	Personal Characteristics
Ecrin	Vocational High School	She has a tolerant family structure, loves reading books, following the agenda from the internet, TV and radios.
Yagiz	Anatolian Teacher High School	He follows the country's agenda on TV and the Internet, has a tolerant family, politics, sports and books are the most important parts of his life, he prefers to spend time on social networks and spend time with friends.
Fatma	Anatolian High School	She follows the country's agenda online and has a conservative family. In her daily life, she prefers to read, walk, watch movies and chat with friends.

Ayşe	Anatolian High School	She follows the country's agenda through social media, TV channels, and has a family with an understanding and tolerance.
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Table 2. Continued

Teacher Candidate	Graduated School Type	Personal Characteristics
Tugba	Anatolian Imam Hatip High School	She follows the country's agenda on the internet, defines her family as democratic and traditional, and prefers to chat with her friends, read books, watch movies and be alone in her daily life.
Irem	Anatolian High School	She follows the country's agenda from social media, TV channels and some news sites, and has a free family atmosphere full of respect, love, understanding.
Eda	Anatolian High School	She follows the country's agenda on TV and the Internet. She describes her family as tolerant and prefers to chat with her friends and read books in her daily life.

Data Collection and Analyses

Three different measurement tools were used in the research. The measurement tool to determine the citizens' perception of teacher candidates was developed by Doganay (2009). The scale consisting of 25 items has a two sub-dimensional structure, namely "Traditional Citizenship Perception (14 items)" and "Social/Active Citizenship Perception (11 items)". Active Citizenship Scale, the second measurement tool used in the research, was developed by Hoskins and Mascherini (2009) and adapted to Turkish by Doganay (2009). The scale consists of protest, participation and commitment to democratic values. The last measurement tool in the research was developed by Ozturk (2019), and there were questions in 4 main topics. The questions were prepared to reveal the narratives of the participants. Research questions mainly focus on the citizenship narrative and the reflection of university education on citizenship narrative. Creswell (2017) listed the 7 main points of narrative research as follows: individual experiences, chronological order of experiences, collection of individual stories, re-narration, coding for themes, context and environment, cooperation with participants. In the study, the data were analyzed by the content analysis. The basic process in the content analysis is to gather similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand (Yildirim & Simsek, 2011). The Cronbach Alpha value of the quantitative measurement tool was found to be .869. Expert opinions, two encoders and participant confirmations were consulted to provide the reliability and validity of the qualitative measurement tool.

Findings

In this part of the study, after presenting the citizens' perceptions of teacher candidates, the ideal citizenship narratives of the participants in the ongoing process of the research are presented.

Findings of the Citizenship Perception Scale

Citizenship Perception Scale consists of two sub-dimensions: "Traditional Citizenship Perception" and "Social / Active Citizenship Perception". While the average of the traditional citizenship sub-dimension of the pre-service teachers is 3.5, the average of social/active citizenship perception sub-dimension is 3.2 (The maximum score that can be obtained from the measurement tool is 5, and the minimum score is 1). In the traditional citizenship sub-dimension, primary school teacher candidates evaluated the items "Complies with the law, votes in every election, works hard, knows the history of his/her country, pays taxes without delay, respects those who represent the government, depends on his/her country and devotes himself/herself to his/her country, fulfills the responsibility given to him/her, thinks of the good of others, exhibits moral behavior, fulfills family responsibilities" as 90% or more important/ very important. They evaluated the item "fits the authority of those who are in the management position." found it important/very important with 56.9%.

Table 3. Frequency and Percentage Distributions, Arithmetic Mean and Standard Deviation Values of Teacher Candidates' Responses to the Sub-Dimensions of Traditional Citizenship Perception

Items	Not Important-Less Important		Important-Very Important		I Don't Know		\bar{x}	SD
	f	%	f	%	f	%		
Complies with the law	0	0	122	99,2	1	0,8	3,8	,40
Votes in every election	6	4,9	116	94,3	1	0,8	3,7	,61
Works hard	9	7,3	113	91,9	1	0,8	3,4	,66
Knows the history of his/her country	1	0,8	122	99,2	0	0	3,8	,41
Serves as a volunteer to defend his country	15	12,2	104	84,6	4	3,3	3,3	,78
Pays taxes without delay	5	4,2	115	93,5	3	2,4	3,5	,63

Respects those who represent the government	10	8,1	111	90,2	2	1,6	3,3	,71
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Table 3. Continued

Items	Not Important-Less Important		Important-Very Important		I Don't Know		\bar{x}	SD
	f	%	f	%	f	%		
Depends on his/her country and devotes himself/herself to his/her country	3	2,4	116	94,3	4	3,3	3,6	,61
Fulfills the responsibility given to him/her	3	2,4	119	96,7	1	0,8	3,6	,53
Thinks of the good of others	6	4,9	114	92,6	3	2,4	3,5	,62
Exhibits moral behavior	2	1,6	121	98,4	0	0	3,7	,52
Fits the authority of those who are in the management position	34	27,6	70	56,9	19	15,4	3,1	1,13
Fulfills family responsibilities	3	2,4	112	96	2	1,6	3,7	,53
Doesn't have bad habits	22	17,9	96	76,1	5	4,1	3,3	,88
General arithmetic mean							3,5	

In the social/active citizenship perception sub-dimension, primary school teacher candidates evaluated the items of taking part in activities promoting human rights, rejecting laws that do not protect human rights, making the right decisions based on knowledge and reasoning, having information about the management of the government, having knowledge about the different societies in the world, tolerating to differences in society as important/very important at 90% and above. They found the items of becoming a member of a political party and participating in political discussions as not important/less important.

Table 4. Frequency and Percentage Distributions, Arithmetic Mean and Standard Deviation Values of Teacher Candidates' Responses to the Sub-Dimension of Social/Active Citizenship Perception

Items	Not Important-Less Important		Important-Very Important		I Don't Know		\bar{x}	SD
	f	%	f	%	f	%		
Becomes a member of a political party	103	83,7	15	12,2	5	4,1	1,8	,96
Participates in peaceful action to protest a law he/she believes is unfair	25	20,3	82	66,7	16	13	3,3	1,0
Takes part in activities promoting human rights	3	2,4	116	94,3	4	3,3	3,5	,65
Participates in political discussions	79	64,2	33	26,8	11	8,9	2,3	1,1
Rejects laws that do not protect human rights	3	2,4	115	93,5	5	4,1	3,6	,68
Queries all kinds of thoughts	10	8,1	106	86,1	7	5,7	3,4	,72
Makes the right decisions based on knowledge and reasoning	1	,8	121	98,4	1	,8	3,6	,49
Has information about the management of the government	2	1,6	120	97,6	1	,8	3,6	,53
Knows of the different societies in the world	6	4,9	116	94,3	1	,8	3,4	,60
Tolerant of differences in society	0	0	122	99,2	1	,8	3,7	,44
Criticizes government policies when necessary	9	7,3	105	85,4	9	7,3	3,5	,78
General arithmetic mean							3,2	

Findings of the Active Citizenship Scale

The second measurement tool used to determine the characteristics of the research area is the Active Citizenship Scale (ACS). The overall average of the protest subdimension is 1.9. When the evaluations given to the items in the "protest" subdimension of the ACS are examined, "Helping the environment voluntarily except for organized campaigns." was at the item the highest level agreement (43.9%). Having a close relationship with politicians, writing on the walls for protest or propaganda purposes, writing a letter of appreciation/criticism to government officials for a liked/disliked application, transferring personal thoughts about the news in the newspaper or the comments of columnists via letter, fax and the internet, taking part in legal demonstrations and working in a non-governmental organization received always/generally responses at a rate below 10%.

Table 5. Frequency and Percentage Distributions, Arithmetic Mean and Standard Deviation Values of Teacher Candidates' Responses to the Sub-Dimension of Protest of Active Citizenship Scale

Items	Always-Generally		Sometimes-Very Rare		Never		\bar{x}	SD	
	f	%	f	%	f	%			
	Working in a non-governmental organization	6	4,9	82	66,7	35			28,5
Signing in the signature campaign	28	22,7	82	63,7	13	10,6	2,7	,96	
Taking part in legal demonstrations	9	7,3	60	48,8	54	43,9	1,8	,94	
Protest buying a product for environmental, ethical, etc. reasons	14	11,4	51	41,5	58	47,2	1,9	1,1	
Buying a product for environmental, ethical, etc. reasons	23	18,7	59	48	41	33,3	2,3	1,1	
Having a close relationship with politicians	1	,8	25	20,3	97	78,9	1,2	,63	
Helping his/her surroundings voluntarily out of organized campaigns	54	43,9	60	48,8	9	7,3	3,2	1,1	
Transferring personal thoughts about the news in the newspaper or the comments of columnists via letter, fax and the internet	10	8,1	35	28,4	78	63,4	1,6	1,0	
Writing on the walls for protest or propaganda purposes.	3	2,4	8	6,5	112	91,1	1,1	,63	
Writing a letter of appreciation/criticism to government officials for a liked/disliked application	4	3,2	20	16,3	99	80,5	1,3	,73	
General Arithmetic Mean							1,9		

When the frequency and percentage distributions of the pre-service teachers' responses to the items in the active citizenship scale participation sub-dimension are analyzed, it can be seen that they participated in cultural and hobby organizations and social organizations item at the level of 11.4% while they participated the item political parties, unions and religious organizations at a level of 3.3% and below.

Table 6. Frequency and Percentage Distributions, Arithmetic Mean and Standard Deviation Values of Teacher Candidates' Responses to the Sub-Dimension of Participation of Active Citizenship Scale

Items	Becoming a member		Participating in events		Providing financial help		Volunteer work		None		\bar{x}	S
	f	%	f	%	f	%	f	%	f	%		
	Human rights organizations	11	8,9	15	12,2	9	7,3	21	17,1	67		
Environmental organizations	10	8,1	26	21,1	6	4,9	30	24,4	51	41,5	3,7	1,40
Unions	4	3,3	3	2,4	1	,8	3	2,4	112	91,1	4,7	,86
Religious organizations	3	2,4	9	7,3	8	6,5	10	8,1	83	75,6	4,4	1,05
Sporting organizations	11	8,9	26	21,1	1	,8	20	16,3	65	52,8	3,8	1,47
Cultural and hobby organizations	14	11,4	37	30,1	3	2,4	27	22	42	34,1	3,3	1,48
Business organizations	7	5,7	16	13	2	1,6	12	9,8	86	69,9	4,2	1,3
Teacher organizations	10	8,1	18	14,6	1	,8	21	17,1	73	59,3	4,0	1,38
Social organizations	14	11,4	39	31,7	5	4,1	23	18,7	42	34,1	3,3	1,49
Political parties	2	1,6	2	1,6	1	,8	3	2,4	115	93,5	4,8	,76
General Arithmetic Mean											4,0	

When the primary school teacher candidates' level of commitment to democratic values is analyzed according to citizenship perceptions, it is seen that their levels of commitment to human rights and traditional democratic values are very high. However, it is relatively lower at the expressions about cultural tolerance. Especially, the arrival of people from different races and ethnic groups in our country and going into active politics items have the lowest values.

Table 7. Arithmetic Mean and Standard Deviation Values of Teacher Candidates' Responses to the Sub-Dimension of Commitment to Democratic Values of Active Citizenship Scale According to Citizenship Perceptions (\bar{x} max:10)

Commitment Levels to Democratic Values	\bar{x}	SD
Immigrants and people of different ethnic groups have the same rights as all other people	7,3	2,76
Laws against all kinds of discrimination in the workplace	9,3	1,62
Laws against racist hostility	9,0	2,12
The arrival of people from different races and ethnic groups in our country	6,8	2,63
Immigrants and people of different ethnic groups in the country for the cultural wealth	7,1	2,55
Participate in elections	9,0	1,98
Obeying the rules	9,5	1,21
Independent opinion of a citizen	9,0	1,94
Volunteering in organizations	8,6	2,06
Entering active policy	5,5	2,88
More women in the active policy	8,8	2,04
General arithmetic mean	8,2	1,19

In the qualitative part of the research, pre-university, university, post-university citizenship narratives and ideal citizenship narratives were tried to be determined. Related findings are as follows.

Ecrin

Ecrin, the first teacher candidate, underlined the importance of the education she received at the university during the formation of citizenship awareness and touched on how the perception of citizenship differed before and after the university. Ecrin, who explained the concept of ideal citizenship with concepts such as country love, responsibility, respect for different thoughts, and solidarity, can be summarized as follows.

Pre- University

I am sure that if I did not study at the university and were interviewing you, I would answer the questions I answered more narrowly and more uniformly. The university provides a better nation and worldview.

University

The lessons with an emphasis on citizenship at the university told me that social studies lesson played an important role in the perception, interpretation and participation of children and the socialization process of children. While the phenomenon of citizenship and human rights concerns every level of education, primary education has a privileged place in terms of gaining the ability to be a good citizen early.

Post-University

If I was teaching democracy and citizenship, I would like to explain all the issues involved in teaching in an effective and good way by emphasizing importance of all subjects. Because all of them are issues that need to be learned, which can sometimes be related to each other. However, being a human is the basic source of everyone, that is right, freedom and responsibility. For example, human rights is a very important issue.

Ideal Citizen Narrative

Ideal citizen acts with the awareness of social values and national responsibilities. They follow the rules and laws. They respect other citizens in the country where they live. They protect the environment. They are helpful and try to be good and exemplary. They must be an active citizen. They should have good and healthy communication and views with other people in his homeland. An ideal citizen participates in social activities and is accepted in society. The ideal citizen brings the values of the country in which he lives.

Yagiz

Yagiz built his expectation on academic research on education and playing a role in the field. Stating that university life has developed himself intellectually, Yagiz wants to look back as he has provided economic freedom in his life after university. When he looks back, he wants to see the people he is happy to know and see his teachers who have contributed to his development. Some of the views of Yagiz, whose ideal citizenship is explained by his love of homeland, flag research and inquiry concepts are as follows.

Pre-University

Besides, as a citizen who loves his country and nation, I consider myself lucky to have a chance to become a beneficial citizen to my country thanks to his teaching profession. Although it seems like a metaphorical dream, every teacher is building the future of the country.

University

I was able to add myself directly or indirectly to courses such as philosophy, sociology, life studies teaching and social studies teaching. These courses presented ideas about ideal citizenship and helped me form opinions. I learned these by speaking class in the content of the lesson and questioning under the leadership of our teacher.

Post-University

I would have instilled the love of homeland first. First of all, we must embrace the land we live in and create national consciousness. At the same time, national consciousness with the Republic of Turkey should only have the limitation that all our compatriots must love the land. We should explain the political events impartially to the students and evaluate them multi-dimensionally, including the advantages and disadvantages of the decisions made. We must enlighten our students without escaping politics.

Ideal Citizen Narrative

Ideal Citizens draw an image that love the ideal country of citizens and makes useful actions to their country. They deal with the internal and external problems of the ideal citizen country. The ideal citizen does not speak badly against his country and nation. He/she does not pollute the lands and waters of its country. He/she does not ignore his education and academic development.

Fatma

The participant teacher candidate Fatma mentioned about the citizen profile she wanted to train after the education she received, by mentioning the personal development of university education and her contribution to citizenship perception, similar to other teacher candidates. She explained ideal citizenship with the concepts of responsibility, respect, diligence and being productive. Some of the relevant views are as follows.

Pre-University

The people in my life have set the effect and pressure they want on me like domino stones. They are all interconnected and very close. If I manage to disrupt their game and topple the stone first, the others will be destroyed one by one.

University

The section I read helps me understand what a person does and why it is about the development of people. It made me realize how big a place children have in our lives. I gained very good information on how to train our future well.

Post-University

I would like to explain tolerance to my students first." On the one hand, I believe that if we start to heal people, the rest will come off like socks off. I would like to raise citizens who are responsible for citizenship and democracy education, who are affiliated with their state and republic, know how state authorities work and are aware of their rights and obligations. In general, we can increase the welfare level of society thanks to the individuals that we can bring these features.

Ideal Citizen Narrative

Ideal Citizen tries to fulfill its responsibilities towards the ideal citizen-state and nation. He/she pays his taxes regularly. Uses the game in elections. Complies with the laws and rules. He/she is eager to reveal new things with a sense of production. He/she is an idealist and determined. He/she respects and cares about his opinions to understand the perspectives or opinions of different people.

Kubra

Kubra mentioned the shortcomings of the education she received before the university for her perception of citizenship, and what kind of changes the courses she took at the university caused her. She stated that they wanted to do as ideal citizens by mentioning what they planned to do while practicing their profession thanks to the education they received. She explained ideal citizenship with concepts such as love and loyalty to his nation, homeland and values, freedom of opinion and conscience, respect for different opinions, contributing to his country.

Pre-University

I do not think that the issues related to citizenship were emphasized in classes before the university. Students make inferences from the topics described by tweezers. I think that students should interact more about citizenship during their education. Because not enough attention is given.

University Education

I wouldn't have a chance to observe the events and situations that I can relate to citizenship. I would probably be someone who does not know that citizenship should exist with education and does not make extra efforts to do so. As a

citizen who does not know my citizenship rights and therefore has difficulty in defending himself, I would continue my life.

Post-University

First of all, I want to be a good teacher because if I am a good teacher, I can raise ideal citizens. As an ideal citizen, I would like to love and embrace my country and nation. I want to be aware of my rights and responsibilities. As an ideal citizen, I would like to be free of opinion and conscience. I want not only to consume but to produce and touch my country a benefit.

Ideal Citizen Narrative

The ideal citizen respects and enforces laws. Because society must live in order and balance. He/she must be attached to its homeland and protect it. The ideal citizen should be free of opinion and conscience because democracy predicts this. The ideal citizen should know his rights and responsibilities because the order in the society he/she lives in should not be disrupted. The ideal citizen should be productive as well as consuming because if he/she contributes to his country, the country develops and the level of welfare rises.

Ayse

Ayse underlined several shortcomings by comparing her pre-university expectations with her education. She explained the importance of the future professional life in raising ideal citizens and explained what they wanted to do in this context. Conducting studies in favor of ideal citizenship is defined by the concepts of responsibility and morality. Examples of his views are as follows.

Pre-University

When I started university, I expected to be efficient and to be a qualified teacher. However, the system is highly incomplete that I created my idealistic understanding of teaching thanks to shortcomings. My expectations were not met. The concern of a teacher is not to lean on the state but to become an equipped, efficient teacher. The system is anxious for people who refuse hardware and efficiency and become instructors.

University

When I think about my teacher training process, I cannot advocate any positive interaction in my school life. However, the books and research that I came across in this process led me to different fields. It was not my teacher education that helped me make positive changes as a role model and also led me to move to other areas, and these were the sources I came across when questioning this education.

Post-University

I want to teach my students to love their country when school is over. Because I believe that the most basic, ideal, best citizenship passes through the profession of the individual. For this reason, I think that as long as I cannot raise my children as a teacher, those children will come up as malicious individuals who do not vote in the future, do not harm the animal.

Up selfishly, ignore or even violate the moral rules. I believe that we will be a country that declines instead of being a growing country as long as they are such individuals."

Ideal Citizen Narrative

They are individuals who love the country of the ideal citizen country, who act in favor of the province/district where they live, and who know the value of the country they live in. The ideal citizen votes in his/her country, which is governed by democracy, follow the agenda to consider the country's agenda and the factors that may affect his/her country and complies with the ethical rules. Because the ideal citizen enters the pattern of the ideal citizen because it will be efficient if he/she applies them.

Tugba

Tugba focused on the shortcomings of the lessons involved in university education in raising citizenship awareness. She has associated what he wants to do after university education with his professional life and explained ideal citizenship with the concepts of tolerance, empathy, critical and consciousness.

Pre-University

It is an educational process that aims to gain awareness of responsibility. And this goal provides an example of observation, internship, and practical lessons, and gaining real meaning.

University

The number of courses in which university emphasis is made on citizenship is very low. I learned that we are responsible for other people and that we need to know our rights very well from social life with the attitudes of our academician teachers.

Post-University

If I were to teach in Democracy and Citizenship or any lesson, I would explain the necessities of being a good person and that everything we learned is based on them. Since freedom is the most fundamental and important right in terms of democracy, I would talk about what could happen if this situation disappears. This course aims to provide patriotism awareness, but this goal is not the most 'we are. I would say that every country is the same. I would often emphasize that the ideas of nationalism and racism do not mix, that the homeland is made up of people from all nations and that it should accommodate all people equally and fairly.

Ideal Citizen Narrative

The ideal citizen should be able to make decisions as an individual who, first of all, realizes that he is an individual, who thinks about the benefits of himself and people, who can evaluate his point of view as good and bad. Ideal citizen; He/she lives his life as an individual who is tolerant, respectful, empathic and has high decision-making skills. Because these features are universally the forms of behavior that every person deserves. He/she acts consciously. Being conscious allows the individual to be aware of what is happening around him. He/she is the building block of being responsible.

Irem

She stated that she had some basic thoughts before the university and that university education enabled these thoughts to be shaped at a certain level. Stating that citizenship education is a process that should continue throughout life, she defines the ideal citizenship concept as individuals who can respect, love and produce their homeland and nation, who are not afraid of expressing themselves in the environment of free-thinking, where personal rights are respected.

Pre-University

I had major ideas before college. I was aware of some event situations that went wrong. There were obvious situations that every thinking individual should be aware of. The university's contribution to my existing thoughts allowed me to look from a wider perspective with other important factors such as better self-expression, using more accurate and appropriate words, and being in a different environment, meeting people with various ideas.

University

I do not think that very active courses on citizenship are being held at the university. Topics about the curriculum were addressed. In some cases, current topics were being discussed with in-class activities and studies. As far as I can see, everyone was reluctant to discuss these issues in the classroom, including me. This situation was experienced as the school-teacher-student positions were certain and there were some limits. For this subject to add something to us in these lessons, the instructor should actively participate with us without breaking its objectivity. What I have learned is that I need to adapt my class in the future and encourage students to express their opinions respectfully and freely.

Post-University

Ensuring the continuity of a country and combining differences for common purposes can be achieved by giving individuals the awareness of being citizens. Therefore, democracy and citizenship education is not only a lesson in formal education in schools but a dynamic process based on lifelong learning. This process supports every individual living in the community as a knowledgeable, problem-solving, participatory, responsible and sensitive to social problems. First of all, I would like to focus mainly on the terms democracy, citizenship, freedom and rights. Because it is these terms that form the basis of this course. All of them are developing within the framework of these concepts. While explaining these concepts, it should be such that it can address students' cognitive, affective and psychomotor skills.

Ideal Citizen Narrative

He/she must love his homeland. He/she should respect its other citizens. He/she should be tolerant and sharing. He/she must follow the rules. He/she should fulfill its responsibilities. He/she must protect the environment. He/she loves his/her homeland is the one who does his job best. He/She should obey the rules. He/she should be respectful and tolerant towards other people.

He/She must stand for peace, not violence. He/she should be against all kinds of discrimination. He/she should express their opinion freely in the framework of respect. He/she should be able to say the wrong situations and events in his country. He/she should vote. Voting by believing that some situations and people in his country may change. He/she should seek and defend your right. He/she should be aware of the events around. It is because everyone who loves their homeland, their nation, their family should do this. He/she should strive for a better future. "

Eda

Eda stated that thanks to the education she received at the university, she understood the importance of citizenship education. Expressing that she aims to raise citizens questioning in his professional life, she explained ideal citizenship with the concepts of love and responsibility.

Pre-University

(She didn't say anything about this subject)

University

Going to university has a lot of benefits. The university offers not only information but also social development. If I did not go to university, I think I would be someone who does not see different lives, accepts the traditions of society as they are, and does not question them. In some of the courses I took at the university, I learned that the acquisitions related to citizenship are important and that we should be more sensitive.

Post-University

I would like to teach by being aware of all the responsibilities to be taught, because the information is only permanent with meaningful learning.

Ideal Citizen Narrative

The ideal citizen follows the life-regulating rules of the society to which he belongs, and is aware of the social and moral responsibilities in the society. Because he/she feels himself/herself belonging to that society. The ideal citizen does not exhibit behavior that contradicts the interests and rules of the society in which he/she lives because he/she is conscious of the conscientious and legal sanctions of these behaviors. Primary school teachers have an important place in citizenship education. When a teacher teaches the concept of "ideal citizenship", he/she must first have this awareness and be a good role model. Teachers 'understanding of citizenship will greatly affect students' understanding of citizenship. As a prospective primary school teacher, I would like to raise individuals who try to fulfill their responsibilities to society in the future, not externally, but gained their moral autonomy. It is because I think society needs such citizens.

Conclusion

Citizenship, which varies most in history, is the commonly discussed in theory and occupies the most central position in politics (Maas, 2011), is the membership of a political community in the most general sense. Today, the definition of citizenship and the concept of citizenship have much more comprehensive content than this general meaning. Now, citizenship has become a form of relationship that connects the individual with the state based on certain rights and obligations, beyond being a concept that indicates membership (Bal, 2015).

In this study, it was aimed to determine the citizenship perceptions of primary school teacher candidates and their ideal citizenship perceptions through narrative inquiry. The first scale used to determine the pre-service teachers' perceptions of citizenship was the Citizenship Perception Scale. When the responses to the traditional perception of citizenship, which was the first dimension of this scale, were analyzed, it was determined that pre-service teachers evaluated a significant majority of the items as important/very important. It is determined that the items that "comply with the law, knows the history of his/her country and exhibits moral behaviors are the first three items that teacher candidates participated most in this category. "Fits the authority of those who are in the management position" is the item with the lowest participation. In line with these data, it is seen that teacher candidates' perception of traditional citizenship is quite high. It can be said that almost all of the teacher candidates agree to be honest, responsible, aware of their obligations to the state and comply with the law in line with the traditional understanding of citizenship.

When the responses related to social/active citizenship items, which are another dimension of the scale, are analyzed, it is noteworthy that teacher candidates have a lower level of participation rates. The item that is "tolerant to differences in society" is the item with the most participation and the items that are "becomes a member of a political party and participates in political discussions" are the two items with the lowest level of participation. According to this, it can be understood that teacher candidates think that there is no connection between the idea of actively taking part in politics and the concept of social/active citizenship while approaching citizenship indicators that are based on skills such as tolerance, respect, justice, empathy, critical thinking and questioning.

Another scale used in the study is the "Active Citizenship Scale". The scale consists of 3 sub-dimensions which are protest, participation and commitment to democratic values. When the responses regarding these sub-dimensions were examined, it was determined that the protest sub-dimension was the sub-dimension with the lowest (1.9) general dimension, while the sub-dimension with the highest (2.88) sub-dimension was the commitment to democratic values. Accordingly, it was determined that prospective teachers were not involved in many activities, including writing a letter of appreciation/criticism to government officials for a liked/disliked application, and that they participated in studies and signature campaigns belonging to civil society organizations. Among all the sub-dimensions, it was

determined that the item with which they participated most was the law-abiding by the law. Accordingly, it can be said that the answers of teacher candidates regarding the items on this scale are consistent with the previous scale. Prospective teachers have approved articles that indicate that they tend to be law and order with a similar approach and support their passive citizenship perception. In other words, traditional citizenship perceptions that pre-service teachers are seen to be dominant can be understood at this scale.

In the other dimension of the study, pre-university, university and post-university citizenship narratives and ideal citizenship narratives of the prospective teachers who continue to research have been tried to be determined. Accordingly, it was determined that all of the teacher candidates mentioned the courses they took during the university process in the differentiation of their ideal citizenship perceptions. Preservice teachers stated that, thanks to these courses, their perception of citizenship has changed and improved. Current ideal citizenship perceptions include responsibility, diligence, compliance with rules, respect, tolerance, love of homeland, solidarity, etc. It was determined that it was structured within the framework of traditional citizenship characteristics. The pre-service teachers emphasized that they wanted to offer an education based on this profile in their professional life relevant to their ideal citizenship perception and that they wanted to train their students accordingly. According to these results, it was concluded that ideal citizenship narratives were built on traditional citizenship as well as the perceptions of citizenship of the preservice teachers.

Discussion

Traditional citizenship is a form of citizenship based on raising "good citizens" that has existed in the definition of citizenship for years. Good citizens are individuals who are familiar with the structure and duties of the state, respect the law and order, and relate to the traditional form of political participation (Barr et al., 1977). The definition of traditional citizenship is still valid today, but it is not enough in a period of global development (Kan, 2009). For this reason, citizenship definitions need to be made to cover a more effective application area today (Heater, 2007; Kymlicka, 2002). This situation revealed the concept of active citizenship, which should be considered together with the traditional citizenship concept. Active citizenship is a contested concept. However, it is frequently used to describe citizens that engage in a broad range of activities that promote and sustain democracy. These actions include civil society activities such as protesting and collecting petitions, community activities such as volunteering and conventional political engagement such as voting or campaigning for elections (Hoskins, 2014). As can be seen, active citizenship is as important as the citizenship needed by democracies, as much as traditional citizenship. Because another indicator to determine whether citizens are beneficial for democracy is whether the person is an active participant.

Traditional citizens love their country, but this does not show that they are actively involved in the political sphere and citizenship duties. The passive mass, which is common among traditional citizens, unfortunately, talk and discuss their views without making an actual contribution to their country. This type of behavior differs markedly from the active participation needed by democracy (Kahne & Middaugh, 2006). For this reason, it is thought that teacher candidates' perceptions of citizenship have important deficiencies to become social and active citizens. Citizenship is achieved through citizenship education, which is a real citizen who knows his rights and responsibilities even though he is connected to the state through a legal link (Altunya, 2003). For this reason, it is thought that one of the reasons for the lack of citizenship perceptions of teacher candidates may be due to the education they have received. Accordingly, it is recommended to increase the goals and topics for active citizenship awareness by reviewing the content of the training they received during their undergraduate education.

When the different study results related to the subject are examined, Keynan and Lazar (2017) and Yigit (2017) pointed out that the responsible traditional citizenship features come to the fore in their work. Westheimer and Kahne (2004) examined citizenship education programs for different states. In their studies, they stated that there are three citizenship type solutions, namely responsible citizen, participating citizen and justice-oriented citizen. Onal (2012) determined in his study that pre-service teachers' perception of participation related to citizenship is limited to voting. In his study, Cakmak (2011) found that prospective teachers are abstaining from political participation, which is one of the elements of active citizenship. Journell (2010) stated that pro-republican citizenship features are at the forefront. Peterson and Knowledge (2009) revealed the shortcomings of the participants in their perceptions of active citizenship. Doganay (2009) and Bakioglu and Kurt (2009) determined that the participants have a traditional sense of citizenship in their work. Similarly, in the studies carried out abroad and domestically, the concept of citizenship was also handled by the participants in the context of the traditional understanding of citizenship. This shows that the lack of active citizenship concept is of a generalizable nature. The rapid changes in science and technology, the changing needs of society and the individual expectancy differentiate the skills of the individuals (Sontay et al, 2019). In today's fast-paced world, evolving and changing technology refers to innovations attracting every sphere of society as well as innovations for the benefit of everyone in society (Dedebali & Dasdemir, 2019). As an expected result of this situation, active citizenship perception has been added to the traditional citizenship perception. For this reason, it is thought that prospective teachers are not able to adapt to the renewed sense of citizenship.

In the ongoing phase of the study, the ideal citizens' perceptions of teacher candidates were tried to be determined. Accordingly, it was determined that pre-service teachers constructed their ideal citizenship perceptions in line with the traditional understanding of citizenship. When the study results in the literature are examined, Ozturk (2019) highlighted the lack of perceptions of teacher candidates for active and democratic citizenship in his study. Yesilbursa (2015) concluded that the pre-service teachers' understanding of good citizenship is related to honesty, loyalty and respect values. In his study, Kizilay (2015) determined that participants' associate good citizenship with values related to traditional citizenship. In his study, Castro (2013) found that pre-service teachers' ideal citizenship perceptions are passive and adaptive. According to prospective teachers, Martin (2008) concluded that obedience and benevolence are the most repeated good citizenship characteristics. As can be seen, the ideal and good citizenship perceptions of the participants in different study results have similar characteristics.

Citizenship is an act of being the ideal member of a society that "maintains and adapts to the culture of this society", besides having a legal status with the duties and rights that the state imposes on the individual (Dogan, 2007). The first of the main features expected to be found in these ideal members are undoubtedly traditional citizenship elements. In today's democratic societies, it is mentioned about the socially responsible citizenship features that know and fulfill their responsibilities towards the society and the participant citizenship features participating in social life and community-related activities at the national and regional level (Guyen et al., 2009). At this point, the concept of ideal citizenship has been characterized by the concepts of "effective" or "active" citizenship in recent years (Hamlemitoglu & Ozmete, 2012). To create this sense of citizenship, the main task falls on education processes. For this reason, it is thought that one of the most important factors affecting teacher candidates in the study was due to the factors (course contents, learning experiences, curricula, teacher attitudes, etc.) included in the educational processes.

Recommendations

It is recommended that the courses they take to increase their citizenship knowledge during their university education life, may be organized in this quality to improve the deficiencies related to the ideal citizenship perceptions of teacher candidates for active, social and effective citizenship. Also, it is recommended to review the social studies curriculum in the previous levels of education. When the different definitions of the social studies course are discussed, it is seen that the common point is that it is constructed on raising effective and good citizens (Safran, 2008; Zarillo, 2016). It can be thought that many skills related to citizenship can be gained in basic education through social studies courses. For this reason, the content of the course, which is responsible for developing the understanding of citizenship at the primary education level, may also be reviewed. The competence of teachers, who are the practitioners of the course, about citizenship education can be determined and training can be organized to overcome these deficiencies if needed.

There are some limitations in this study. It was observed that teacher candidates abstained while answering some of the questions. For this reason, it is thought that this limitation can be reduced by making intermittent and longer interviews with the participants in future studies.

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