





## The Views of Classroom Teachers with the Title of Head Teacher on Citizenship Education

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### Abstract

The aim of this study is to reveal the experiences and opinions of primary school teachers with the title of head teacher about citizenship education. Qualitative method was used in this study. The participants of the study consisted of 25 classroom teachers with the title of head teacher working in 14 primary schools. Data were obtained through semi-structured interviews with the participants. The data were analyzed by content analysis. As a result of the research, it was seen that teachers defined citizenship education as establishing social rules, giving individuals a sense of duty, gaining necessary responsibilities, and understanding rights. They stated the purpose of citizenship education as fulfilling citizenship duties, raising desirable citizens, raising individuals who are beneficial to their family and nation, and ensuring social order. In addition, it was concluded that citizenship education is mostly given in life science, social studies and Turkish lessons. Furthermore, it was concluded that citizenship education was mostly given with the subjects of national values and citizenship duties. While conducting citizenship education, teachers use activities such as making sample choices, assigning duties and responsibilities, using visuals such as movies, videos, and drama in the classroom, while organizing institutional visits outside the classroom. According to teachers, citizenship education should help students acquire values such as respect, obeying rules, patriotism, morality, honesty and responsibility. Teachers see the lack of application of the information learned in citizenship education, the lack of practical training and social media as problems.

**Keywords:** Citizenship, citizenship education, classroom teachers.

## Introduction

In order for societies and nations to continue their existence, it is necessary to ensure social order and to keep up with the developments taking place all over the world. In order to achieve this, it is of great importance to educate the individuals who make up the society, i.e. citizens. This education is largely carried out by teachers in schools. The general purpose of this study is to examine in detail the views of classroom teachers with the title of head teacher on citizenship education.

Every society has a structure formed by its own values. Education is one of the most important tools for the formation of this structure. The development of societies is primarily through education. The main feature of education is that it has a social aspect (Aslan, 2001). It is a



known fact that in order for societies to survive and develop, the individuals who make up the society must be educated. Human beings are social beings and need education in order to survive and adapt to society. In other words, social life makes human education necessary (Oktay, 2007).

Education, besides being a social phenomenon and event, is the process of harmonizing individuals with social values and making them acquire these values (Gül, 2004). Therefore, the education of the individuals who make up the society will make positive contributions to that society. For this reason, it is possible to state that citizenship education is very important. Due to its importance, citizenship education has been included in the education curriculum as compulsory in many countries in recent years (Eurydice, 2005). In most societies, schools are responsible for providing citizenship education and have an important role to play (Geboers et al., 2013). Schools have always been seen as one of the main places where young people learn to become citizens (Heater, 2002). Citizenship education is carried out by teachers in schools. Teachers are professionals who implement educational policies, the educational vision of the school, and educational-cultural projects (Veugelers, 2007). This is the starting point of this study. Because the change and development of countries in many areas depends on citizenship education and the practitioners of this education are teachers. It is thought that examining and evaluating citizenship education from teachers' perspectives will contribute to the development of citizenship education.

### **Citizen**

In 1789, after the publication of the 'declaration of the rights of man and citizen/citizenship' document, the concept of citizen started to come to the agenda more frequently (Bakioğlu & Kurt, 2016). One of the basic structures of the state is the people and the individuals who make up the people are called citizens (Yılmaz, 2002). The Turkish Language Association (TDK) defines a citizen as 'each of those whose homeland and feelings of homeland are one' (<http://www.tdk.gov.tr/>). We can also define a citizen as a member of society. Westheimer and Kahne (2004) examined citizens in three different categories. These are individually responsible citizen, participatory citizen and justice-oriented citizen. An individually responsible citizen works, pays taxes, obeys the law, and voluntarily participates in aid campaigns. A participatory citizen, as a member of the society, organizes organizations to improve the society and works for the benefit of the society by assuming a leadership role. Justice-oriented citizens identify the causes of social problems and produce solutions. He/she fulfills collective duties by adopting a fair approach in solving problems.

### **Citizenship**

The concept and meaning of citizenship varies across countries and bears the social, cultural and historical traces of those countries (Lister et al., 2007). It is stated that the definition of citizenship isn't single and fixed, but in constant change (Balibar, 1988). Citizenship discourses and related pedagogical policies are not necessarily static and consistent (Keating, 2014). Citizenship is constantly evolving as conceptualizations of citizenship influence each

other (Pykett, et al., 2010). We can say that there are many definitions of citizenship. According to T.H. Marshall (1950), citizenship is a status given to citizens and every citizen has equal rights and duties. Citizenship gives individuals certain rights and protects them against differences in religion, language, gender, race, etc. In addition to their rights, citizens must also fulfill some responsibilities towards the state (Yılmaz, 2002). Leenders et al. (2008) define citizenship as the desire and opportunity to be a part of society and to actively participate in the society in which one lives.

### ***Citizenship Education***

The basic elements of citizenship education are knowledge, skills and values related to citizenship. Individuals gain the knowledge, skills and values they should have through citizenship education (Çelik, 2009). Elkatmış (2013) stated that citizenship education prepares individuals for social life and emphasized that the aim of citizenship education is to provide individuals with rights, freedom, responsibility and political literacy. In addition, citizenship education is the studies carried out for students to have knowledge about the state, politics and law (Hoge, 2002). In other words, citizenship or civic education refers to the role of education (schooling, learning, teaching) in preparing young people for their future roles and responsibilities as citizens (Kerr, 1999). Citizenship education is education at school level that encourages students to become active citizens, equipped with the knowledge, skills and attitudes necessary for the development of their society in all areas (Eurydice, 2012). According to Veldhuis (1997), the aim of citizenship education is to enable individuals to participate actively in society and in political decisions.

Citizenship education is shaped by many factors. For example, family, society, non-governmental organizations, media tools are some of the factors that influence citizenship education. Teachers are the most important of all these factors and indispensable for citizenship education (Kuş & Aksu, 2017). Teachers are responsible for preparing students for life, transferring social values, implementing the curriculum and interacting with students (Safran, 2009:48). Teachers play an active role in the citizenship education process. Teachers' knowledge, skills and transfer of citizenship education to students are important in the formation of citizenship awareness and raising useful citizens starting from primary education (Güven, et al., 2009).

When the related literature is examined, it is seen that studies have been conducted on teachers' views on citizenship education (Aktaş & Ayaydın, 2023; Bademci et al., 2023; Bıçak & Ereş, 2018; Boadu, 2013; Ceylan, 2014; Çermik et al., 2016; Dusi et al., 2012; Ersoy, 2015; Ersoy, 2016; Evans, 2006; Güven et al., 2009; Genç & Çelik, 2018; Karasu Avcı et al., 2020; Kuş & Aksu, 2017; Leenders, 2008; Memişoğlu, 2014; Şimşek et al., 2017). However, studies conducted with teachers with the title of head teacher are quite limited. Therefore, in this study, the views of classroom teachers with the title of head teacher on citizenship education were examined.

The aim of the study is to determine the views of primary school teachers with the title of head teacher on citizenship education. In line with this purpose, answers to the following research questions were sought.

1. What are teachers' views on citizenship education?
2. What are teachers' in-class and out-of-class practices related to citizenship education?
3. Which values do teachers aim to make their students acquire through citizenship education?
4. What are teachers' suggestions for the problems in citizenship education?

## **Methodology**

This section includes the research model, study group, data collection tool and data analysis.

### ***Research model***

In this study, which aims to determine the views of primary school teachers with the title of head teacher on citizenship education, the case study model, one of the qualitative research methods, was adopted. Qualitative research aims to define people's behavior by examining its 'nature' and 'quality' in the light of non-numerical data (Alshenqeeti, 2014). Berg & Lune (2019) state that in educational case studies, it is aimed to evaluate the thoughts about issues and practices in the field of education by investigating them in detail and in depth. In this study, the views of primary school teachers with the title of head teacher on citizenship education will be examined and detailed evaluations will be made.

### ***Study group***

The study group of the research consists of 25 classroom teachers (head teachers) working in 14 different primary schools in Turkey. The selection of classroom teachers with the title of head teacher as participants was influenced by the fact that they teach both social studies and life science courses, that these courses are among the important courses in which citizenship education is given, and that they are thought to be able to share their experiences more because they are head teachers. Demographic characteristics of the teachers are given in the table.

**Table 1.** Demographic Characteristics of Teachers

<b>General characteristics of teachers</b>	<b>f</b>	<b>%</b>	
Gender	Male	14	56
	Female	11	44
Class taught	1	6	24
	2	4	16
	3	8	32
	4	7	28
Education Status	Undergraduate	22	88
	Master's degree	3	12
Total	25	100	

It is seen that the number of teachers in the study group is close to each other in terms of gender. This is important in terms of obtaining teachers' views on citizenship education at the same rate. In addition, it is important for the validity of the data that the study group consists of teachers teaching at every grade level. All of the participants have 20 years of experience or more. It is thought that teachers have a lot of professional experience and thus they will convey more and more in-depth opinions about citizenship education.

#### **Data collection tool**

A semi-structured interview form developed by the researchers was used as a data collection tool in the study. While preparing the interview form, in order to ensure the appropriateness of the questions to the objectives of the study, the relevant literature on the subject was examined in detail and the opinions of experts in the field were utilized (Myers, 2013). Pilot applications should be conducted to eliminate errors related to the interview questions (Willis, 2015). In order to achieve this, a pilot application (pre-application) was conducted with five classroom teachers. As a result of the pilot study, the form was finalized. The content of the questions in the final interview form

- Definition of citizenship education
- Activities related to citizenship education
- Values gained through citizenship education
- It includes recommendations for the development of citizenship education.

#### Data collection and analysis

In order to obtain qualitative data for the study, interviews were conducted with classroom teachers with the title of head teacher. The interviews lasted a minimum of 10 and a maximum of 42 minutes. The interviews were recorded with a voice recorder. Before the interview, the participants' permission was obtained by stating that audio recording would be made. The 427-minute audio recordings were transcribed and a 112-page word document was created. The findings were supported by direct quotations. Codes (P1, P2, P3....) were given to ensure

the confidentiality of the participants. Inductive content analysis was conducted with the data obtained. Inductive content analysis aims to produce a general summary by analyzing written documents or transcripts of text-based data or verbal interactions (Vears & Gillam, 2022). While conducting content analysis, results are reached and interpreted by combining around some similar concepts and themes (Karataş, 2017). In order to ensure validity and reliability, the themes were examined in detail by two expert researchers and a consensus was reached.

## Findings

This section presents the findings obtained from the research questions in line with the purpose of the study.

In line with the first question of the study, the definition and aims of citizenship education were examined. The first question determined teachers' views on how they define citizenship education and what the aims of citizenship education are. Themes were formed in line with the answers received from the teachers and shown in Table 2.

**Table 2.** Teachers' Definitions of Citizenship Education

Theme	f	%
It is the teaching of social rules	8	25
Giving individuals a sense of duty	7	28
Giving individuals the necessary responsibilities	6	24
It is the realization of the rights of the individual	2	8
Acquisition and application of citizenship knowledge	1	4

When the analysis results in Table 2 are examined, the expressions used by the participants in defining citizenship education were determined. While defining citizenship education, the participants mostly used the expressions of teaching social rules (25%), giving individuals a sense of duty (28%), giving individuals the necessary responsibilities (24%), and making individuals understand their rights (8%). In addition, it was determined that they also used the expressions of gaining and applying citizenship knowledge (4%).

One of the participants, P15, defined citizenship education as '*Citizenship education is to raise individuals who obey social rules, obey the laws, and are loyal to their state and nation, this is what I understand when I say citizenship education*'. In addition, the participants defined citizenship education as giving individuals a sense of duty. One of the participants, P5, defined citizenship education as '*I can express it as fulfilling his/her rights and duties, the duties imposed on him/her by the country of which he/she is a citizen, in a correct and proper way, covering all areas*'. On the other hand, some of the participants defined citizenship education as providing individuals with the necessary responsibilities. One of the participants, P19, used the expressions '*...I think it is a process in which individuals should be informed about what they should do as citizens or their rights and responsibilities*'. In addition, there were also participants who defined citizenship education as making the individual comprehend his/her rights. As a matter of fact, P16 explained, '*If I can bring and send them to a level that will not*

*harm their country and nation and then protect their own rights, it means that I have given citizenship education".*

**Table 3.** Opinions on the Aims of Citizenship Education

Theme	f	%
To fulfill their civic duties	5	20
Raising desirable citizens	4	16
Raising individuals who are beneficial to their family and nation	3	12
Ensuring social order	2	8
To teach individuals their rights and responsibilities	2	8
Ensuring that individuals obey the rules and laws	2	8

When the analysis results in Table 3 were examined, the participants' explanations about the aims of citizenship education were determined. While explaining the aims of citizenship education, the participants used expressions such as fulfilling citizenship duties (20%), raising desirable citizens (16%), raising individuals who are beneficial to their family and nation (12%), ensuring social order (8%), teaching the rights and responsibilities of duties (8%), ensuring that individuals obey the rules and laws (8%).

One of the participants, P12, stated the function of citizenship education with the statements 'Citizen knows the rules, knows what to do, and the state keeps everyone equal in the face of the law and rules'. Some participants also stated that citizenship education raises desirable citizens. One of the participants, P8, stated that 'we lay the foundations for raising individuals who love their homeland, love their nation, love their family, are loyal to their family, are loyal to their homeland, and work for their homeland'. P17, on the other hand, made explanations such as 'first of all, an individual who is a good son for his parents, an individual who is a good individual for the motherland and nation, an individual equipped with love for the flag and love for the country, this individual will of course be very useful for himself, society and the nation'.

Within the scope of the first question of the research, the teachers were also asked through which courses and subjects citizenship education is mostly provided. With this question of the research, it was tried to determine through which courses and subjects citizenship education is given the most. The themes created in line with the answers given by the teachers are shown in Table 4 and Table 5.

**Table 4.** Courses where Citizenship Education is Most Frequently Provided

Theme	f	%
Life science	18	72
Social Studies	16	64
Turkish	8	32
Human rights and citizenship	4	16
Music	4	16
Mathematics	4	16

Art	4	16
Religious culture and ethics	3	12

The results of the analysis in Table 4 show the courses in which citizenship education is given most frequently. Participants stated that citizenship education is given in Life Science (72%), Social Studies (64%), Turkish (32%), Human Rights and Citizenship (16%), Music (16%), Mathematics (16%), Art (16%), Religious Culture and Ethics (12%).

One of the participants, P19, said, 'We may have social studies or life science, we already touch on citizenship from time to time in these lessons'. In addition, one of the participants, P1 stated, 'Let me put it this way, as a 4th grade teacher, we try to give it in social studies, starting from life science, and in the 4th grade, we mostly focus on this issue in the human rights course'. P17, one of the participants, mentioned that citizenship education is given in the Turkish lesson with the explanations 'because first they should know, understand and comprehend Turkish, I think that citizenship awareness will be given better through Turkish by including it in every lesson, first in Turkish'.

**Tablo 5.** Most Frequent Topics of Citizenship Education

Theme	f	%
National values	7	28
Citizenship duties	6	24
Our Rights	2	8
Social rules	2	8
Protecting public property	2	8
Protecting the environment	2	8
Our Homeland	1	4

When the results of the analysis in Table 5 are analyzed, it is seen that the most common topics of citizenship education were identified. Participants stated that citizenship education was covered in the subjects of National values (28%), Citizenship duties (24%), Our rights (8%), Social rules (8%), Protecting public goods (8%), Protecting the environment (8%), Our homeland (4%).

When Table 5 is examined, it is seen that citizenship education is mostly given through the subject of values. One of the participants, P18, stated that 'because I try to give them as accuracy and honesty in measurements, for example, when explaining kilograms and liters, we need to be honest with other people or with our environment'. One of the participants, P1, stated that citizenship education was given with the subject of our duties as citizens in the social studies course with the statements 'Our duties as citizens, conscious citizenship, of course, all of them are included in this'.

In line with the second question of the research, it was investigated what kind of activities were carried out by teachers in and out of the classroom in citizenship education. With this



question, it was aimed to determine which activities teachers included in citizenship education. The themes created in line with the answers given by the teachers are shown in Table 6 and Table 7.

**Table 6.** Classroom Activities in Citizenship Education

Theme	f	%
Making a sample election	7	28
Assigning tasks and responsibilities	5	20
Using visuals such as movies, videos, etc.	4	16
Making drama	4	16
Rewarding positive behaviors	2	8

By examining the analysis results in Table 6, the in-class activities that teachers do in citizenship education were determined. According to the results of the analysis, the participants stated the in-class activities as making sample elections (28%), assigning tasks and responsibilities (20%), using visuals such as movies-video etc. (16%), having drama (16%), and rewarding positive behaviors (8%).

When Table 6 is examined, it is seen that the most common in-class activity in citizenship education is making sample elections. As a matter of fact, one of the participants, P12, supports this situation with the statements 'we can do activities in the classroom about electing the school president and participating in elections'. It is also evident that the participants assign duties and responsibilities in the classroom during the citizenship education process. One of the participants, P5, explained as follows: 'In terms of citizenship education, I think that giving small responsibilities to our children in our educational areas in the understanding of realizing their sense of duty is also the education of citizenship understanding'. In addition, it was determined that the participants also benefited from visuals such as movies and videos. One of the participants, P19 said, 'I told you that the cartoon was very effective, we showed a cartoon to the children during the pandemic, and the children did not do what they should not do. We should give how important this is'. On the other hand, it was determined that the participants used drama in classroom activities. One of the participants, P6, stated this finding as follows: 'The best thing now is that children learn by doing and experiencing. It is like that for all of us. There can be activities in the form of drama. This can be in-school activities.

**Table 7.** Out-of-Class Activities in Citizenship Education

Theme	f	%
Organizing institutional visits	8	32
Cooperation with NGOs	1	4
Organizing aid campaigns	1	4
Making excursions to historical places	1	4
Participating in national ceremonies	1	4

When the results of the analysis in Table 7 are analyzed, it is seen that the participants' out-of-class activities in citizenship education were identified. According to the results of the analysis, it was determined that the participants organized institutional visits (32%), cooperated with NGOs (4%), made aid campaigns (4%), made trips to historical places (4%), and participated in national ceremonies (4%) as out-of-class activities.

It was determined that the most common out-of-class activity used by the participants in the citizenship education process was to visit institutions. As a matter of fact, one of the participants, P11, stated that 'generally, we have such a thing about going to the traffic park, teaching the rules in the traffic park, and obeying the rules within the framework of the cooperation of the municipality. We go that way, we explain the rules there with the reasons and this is a very important way of changing behavior'. One of the participants, P9, also stated that 'trips can be organized and information about the use of common areas can be given. They can also participate in activities related to cleaning the environment or something like that' supports this finding.

In line with the third question of the research, it was investigated what values students should acquire through citizenship education. With this question, it was aimed to determine the values that teachers should impart through citizenship education. The themes created in line with the answers given by the teachers are shown in Table 8.

**Table 8.** Values to be Acquired by Students through Citizenship Education

Theme	f	%
Respect	7	28
Following the rules	7	28
Patriotism	7	28
Morality	5	20
Honesty	5	20
A sense of responsibility	5	20
Love	4	16
Being hardworking	3	12
Benevolence	2	8
Tolerance	2	8
Compassion	2	8
To be just	1	4
Protecting the environment	1	4
Fairness	1	4
Protecting public property	1	4

When the analysis results in Table 8 are examined, it is determined what values the participants think students should acquire through citizenship education. Accordingly, the participants stated that the values that students should acquire through citizenship education are respect (28%), obeying the rules (28%), patriotism (28%), morality (20%), honesty (20%), sense of responsibility (20%), love (16%), being hardworking (12%),

benevolence (8%), tolerance (8%), compassion (8%), being fair (4%), protecting the environment (4%), truthfulness (4%), protecting public property (4%).

One of the participants, P21 emphasized the value of respect by stating that 'first of all, we need to raise generations that are respectful towards different opinions'. P11 emphasized the value of respect by stating: 'From my point of view, following the rules and laws is one of the most important things. Because when there are no rules and laws, there is no order' and drew attention to the value of following the rules. Another participant P7 emphasized the value of patriotism with the statements 'sense of belonging, I said that at the beginning, so when the sense of belonging to that homeland is created, I think the rest will follow by itself'.

In line with the third question of the study, teachers were also asked about their roles and responsibilities in citizenship education. The themes created in line with the answers given by the teachers are shown in Table 9.

**Table 9.** Teacher Responsibilities in Citizenship Education

Theme	f	%
Being a role model	9	36
Communicating with the family	2	8
Treating students equally	1	4
Giving responsibility	1	4
Explaining laws and rules	1	4
Being committed to national and spiritual values	1	4

The results of the analysis in Table 9 reveal the responsibilities of teachers in citizenship education. Participants stated that the most common responsibilities of teachers are being a role model (36%) and communicating with the family (8%). In addition, they explained the responsibilities of teachers as treating students equally (4%), giving responsibility (4%), explaining laws and rules (4%), and being committed to national and moral values (4%).

Participants emphasized being a role model the most. As a matter of fact, one of the participants, P6, emphasized this with the words "I mean, we should be an example ourselves first, so that we should live the right way so that the children will have an effect, otherwise it remains on paper, unfortunately, it does not work very well". Participants also expressed the importance of teachers' communication with families in citizenship education. The following words of P2 support this finding: 'Because no matter how much we struggle here, no matter how much we try to explain, I think it is not a very healthy education if the family is taught the opposite or if there is a reverse education or if there is insensitivity'.

In line with the fourth question of the research, it was aimed to determine what the teachers' solution suggestions were for the problems experienced in citizenship education. The themes created in line with the answers given by the teachers are shown in Table 10.

**Table 10.** Suggestions for Problems Encountered in Citizenship Education

Theme	f	%
Setting a good example for students	5	20
Practical citizenship education should be provided	2	8
Cooperation with the family	2	8
Parents should be educated	2	8
Activities should be organized inside and outside the school	2	8
Educational seminars should be organized	1	4
Educational television programs should be made	1	4

According to the results of the analysis in Table 10, teachers' suggestions for solutions to the problems they face in citizenship education were identified. The suggestions of the participants were as follows: setting a good example for students (20%), practical citizenship education (8%), cooperation with the family (8%), parent education (8%), activities inside and outside the school (8%), educational seminars (4%), and educational TV programs (4%).

While the participants offered solutions to the problems they encountered, they especially emphasized setting a good example for students. One of the participants, P25, stated that 'written sources are not important, no, written sources are also very important, we will apply it in the classroom, we will make them apply it and we will try to see it in the society'. Participants also suggested applied citizenship education. One of the participants, P1, stated that 'this is not something that can only be taught verbally in a dry class. We need to put it into practice. ...If we can explain it by associating it with citizenship education, we can give the desired behaviors in children more easily'. Another solution suggestion is to realize citizenship education in cooperation with the family. The words of P21, one of the participants, 'family supervision will be improved and then, with the cooperation of teachers and schools, there should be things that will prepare children for life and give them positive behaviors' are an example of this. One of the suggestions is mother and father education. One of the participants, P14, stated that 'family education and the participation of parents in this work should definitely be brought to the forefront, especially in the education of children aged 0-18 years, not only to educate the child, but also to educate the parents, we need to include them in the education'. Another solution suggested by the participants to the problems they experienced in citizenship education was to organize appropriate activities inside and outside the school. As a matter of fact, P3 stated that 'I think that we should have good studies, courses, activities, assigning various tasks inside and outside the school, things that will contribute to education'.

### **Conclusion Discussion and Recommendations**

The ability of individuals to adapt to the society they live in, to comprehend their rights and duties, to adopt the values of the society, and to support the development of the society they live in in various fields depends on citizenship education (Gül, 2004). In this respect,

citizenship education has an increasing importance. Because of this importance, it can be said that countries aim to realize citizenship education in the most effective way.

The aim of this study was to determine the views of classroom teachers with the title of head teacher on citizenship education.

Teachers defined citizenship education as the establishment of social rules, giving individuals a sense of duty, giving individuals the necessary responsibilities, making individuals understand their rights, gaining and applying citizenship knowledge. When we examined the literature, similar definitions of citizenship education were found. In a study conducted by Boadu (2013) with teachers, teachers defined citizenship education as the acquisition of constitutional knowledge, preparing young people for their duties and responsibilities, and developing desirable behaviors in young people. In a study conducted by Açıkkel (2022), teachers defined citizenship education as teaching legal rights and rules, raising awareness of duty and responsibility, socializing the individual and making them love their homeland. In a study conducted by Ekici (2018), teachers defined citizenship education as teaching fundamental rights and freedoms and informing the responsibilities as citizens. In addition, citizenship education is the acquisition of knowledge, skills, attitudes and experiences for individuals to become active and equipped members of democratic life (Campbell et al., 2012). In the interviews with teachers, they were also asked about the aims of citizenship education. Teachers stated the aims of citizenship education as fulfilling citizenship duties, raising desirable citizens, raising individuals who are beneficial to their family and nation, and ensuring social order. This result of the study is similar to the result of the study conducted by Kondu & Sakar (2013). Kondu & Sakar (2013) emphasized the functions of citizenship education as raising conscious, responsible, homeland-loving, tolerant and respectful citizens. In his study, Boadu (2013) found citizenship education important in terms of individuals knowing their rights and responsibilities, developing positive attitudes and socialization of individuals. Schugurensky & Myers (2003) state that the most basic aims of citizenship education are the development of good democratic citizens.

Teachers were asked through which courses citizenship education is mostly provided. According to the teachers' opinions, citizenship education is mostly provided through life science and social studies courses. Uğurlu (2011) also stated in his study that citizenship education is provided through the acquisitions in life sciences and social studies courses. Arslan (2022) concluded that the most important courses in the formation of citizenship awareness are social studies, Turkish, religious culture and ethics. In his doctoral study, Beldağ (2012) stated that social studies and Turkish lessons are important in the acquisition of patriotism value.

The results of the study showed that the most common topics of citizenship education were national values, citizenship duties, rules and our rights. In the study conducted by Bıçak (2018), it was concluded that it is important for teachers to provide the subjects in the human rights dimension with citizenship education.

The study concluded that the most common activities that teachers do in the classroom in citizenship education are making sample elections, assigning duties and responsibilities, using visuals such as movies and videos, and performing drama. This result of the research is similar to the results of some studies. Ersoy (2007), in his doctoral study, concluded that teachers most frequently used choice activities, and frequently used drama and research activities in teaching citizenship issues in the Social Studies course. Tonga (2013) stated in his study that teachers use drama and case study methods in the classroom in citizenship education. In his study, Ekici (2018) stated that the most common activity of teachers related to citizenship education is drama and emphasized that meaningful and permanent learning will take place in subjects related to citizenship education.

It was concluded that the most common activity that teachers do outside the classroom in citizenship education is traveling. In the study conducted by Açıkel (2022), the most recommended practice by teachers was field trips. Similarly, Memişoğlu (2014) concluded in his study that teachers used field trips-observation-interviews as out-of-class activities in citizenship education. Again, in the study conducted by Durmuş (2020), it was concluded that teachers adopted the travel-observation technique for the effectiveness of citizenship education. According to Güven (2002), teachers do not participate in field trip activities in citizenship education.

It was found that the values that teachers want students to gain through citizenship education are respect, obeying the rules, patriotism, morality, honesty. Similarly, Memişoğlu (2014) stated in his study that teachers included tolerance, responsibility and patriotism values in citizenship education. As a result of Arslan's (2022) study, parents stated that their children should acquire the values of respect, love, honesty, justice and patriotism within the scope of citizenship education.

According to the teachers, it was concluded that the responsibilities of the teacher in citizenship education are being a role model and communicating with the family. Topal (2017) concluded that teachers should be appropriate role models. Similarly, the study conducted by Durmuş (2020) concluded that teachers see students as a reflection of themselves.

Based on the results of the research, suggestions that can be made regarding citizenship education are as follows:

- Families should also be provided with training in terms of the effectiveness of citizenship education.
- Citizenship education should be practiced not only theoretically but also practically.
- Citizenship education curriculum should be developed.
- Teachers should be in more communication with families and act in partnership.
- Films, videos and television programs supporting citizenship education should be used.
- Educational seminars should be organized for students and teachers.

-Social activities and trainings should be provided in cooperation with non-governmental organizations.

-The effectiveness of citizenship education should be increased through more in-school and out-of-school activities.

-In order for citizenship education to be permanent, it should be given at an earlier age, taking into account the developmental characteristics of individuals.

### **Conflict of interests**

The authors declare no conflict of interest.

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