



## Social Studies and Classroom Teachers' Citizenship Tendencies and Views on Classroom Practices

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### Abstract

The general purpose of this study is to examine the views of social studies and classroom teachers on citizenship tendencies and classroom practices. In line with this purpose, teachers' citizenship tendencies, whether citizenship tendencies vary according to gender, branch, and seniority, how they interpret the concept of "ideal citizenship," and classroom practices related to citizenship teaching were investigated. The study was conducted according to mixed method. The results revealed that the citizenship tendencies of the teachers were at a high level. The total mean scores of teachers did not differ according to gender; however, there were significant differences in terms of branch and seniority. Findings show that the teachers expressed ideal citizenship as "knowing their rights and responsibilities" and "obeying the laws." While defining the qualities an ideal citizen should have, it was concluded that teachers frequently emphasised the themes of "responsible" and "patriotism." It was concluded that teachers adopted the principle of "learning by doing-experiencing" and the method of "lecturing" while explaining the subject of citizenship. It was also found that "visual media" and "insufficient curriculum" were teachers' most common problems while raising citizens. Teachers made various suggestions about raising ideal citizens.

**Keywords:** Citizenship, citizenship education, citizenship tendencies, social studies.

## Introduction

Education is an important dynamic in the development and qualification of people. The development and progress of societies are only possible if individuals are equipped in every aspect (Reddy et al., 2022). In the past and today, various methods (cognitive, behavioural, etc.) have been tried to raise educated and equipped people. It can be said that the main goal is not to raise a stereotyped human type but to raise citizens who are in harmony with society and who advance society. When the social studies curriculum is examined, it is seen that the primary goal is to raise students as citizens who love their homeland and nation, know and use their rights, fulfill their duties, and have national consciousness (Ministry of National Education, 2018).

When the general aims of the Ministry of National Education (MNE henceforth) are analysed, it is revealed that the people to be educated should have qualities such as being developed in a balanced and healthy way in terms of body, mind, morality, spirit, and emotion, the ability

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to think freely and scientifically, a comprehensive world view, respect for human rights, valuing personality and initiative, feeling responsibility towards society, being constructive and creative (Acun et al., 2010; Keskiner, 2003; MNE, 1973; Ülger, 2013).

When the concepts of citizen and citizenship are examined, it is seen that they first emerged in the Ancient Greek Age (Atasoy, 2015) and were first discussed in France in the modern sense (Çelik, 2008). When the literature is examined, it is seen that citizenship is defined as the bond created between individuals by the will of the state, the status given to the individual by the state or nation, and the individual's belonging to an independent state (Atasoy, 2015; Castles & Davidson, 2020; Engle & Ochoa, 1998; Hablemitoğlu & Özmete 2012; Meray et al., 2012). According to the definitions above, it can be said that citizenship is the rights granted to an individual by an independent state.

In the related literature, different terms such as effective, ideal, and good are encountered in relation to citizenship (Aydın & Çelik, 2017; Baştürk, 2011; İbrahimoğlu, 2014; Ontas & Koç, 2020). Although the starting points of the studies are different, it can be said that the goal to be reached is common, and this goal is ideal citizenship. Ideal citizenship is to raise individuals as citizens who understand and make sense of social and cultural values in the society to which they belong, know and use their individual rights and freedoms, and have the necessary knowledge and national emotions (Baştürk, 2011). According to Westheimer and Kahne (2004), the ideal citizen is clean, economical, disciplined, follows current developments, controls his/her emotions, and finds solutions to conflicts. The ideal citizen type described within the framework of citizenship education is a citizen who is sound in character and body, loves and respects Turkish national culture, and is hardworking, honest, obedient, and respectful (İbrahimoğlu, 2014). Again, it is a person who loves the country and the nation, is ignited by the love of duty, and is sensitive to national issues (Ikuenobe, 2020; Üstel, 2008).

Definitions show that the ideal citizen is an individual who loves and serves his/her homeland in the national sense, who is economical, just, and respectful of human rights, and who knows his/her rights and responsibilities in the universal sense. The way to create a society that knows and follows its rights and responsibilities is to educate individuals at the desired level (Bulandere, 2014; Shaturaev, 2021). Therefore, citizenship education has become a need in nation states which aim to raise responsible and conscious individuals.

Citizenship education has become an important issue in Turkey's education system as in other contemporary, democratic, and modern education systems (Acun et al., 2010; MNE, 2018). Citizenship and democracy education is a necessity for a sustainable democracy. Effective citizenship education should provide students with citizenship knowledge, skills, and values (Gözütok, 2003), and it is an important function of primary and secondary education because basic education is important for the acquisition of knowledge, skills, values, attitudes, and habits that today's and future citizens should acquire (Ülger, 2013). Citizenship education, on the other hand, is very important and it should be provided within and even beyond school in order for individuals to gain democracy awareness (Davies, 2001).

When the studies conducted in the field are examined; opinions and levels of students about citizenship education (Akdü, 2016; Aras, 2000; Arslan, 2014; Baştürk, 2011; Bulandere, 2014; Eroğlu, 2016; Çevik, 2015; Çolak, 2015), teacher opinions and competencies (Arslan, 2014; Başaran, 2007; Candan, 2006; Çelik, 2009; Durmuş, 2017; Güven, 2010; Polat, 2020), the effectiveness of the program (Atasoy, 2015; Civek, 2008; Çolak, 2015; Gürbüz, 2006; İpek, 2011; Toraman, 2012) and comparison of citizenship education (Alkın, 2007; Kab, 2012; Mulhan, 2007) are the subjects that are dealt with intensively.

A comprehensive literature review shows that studies generally deal with teacher-student opinions and competencies, the level of inclusion of citizenship education in the education program, and a comparison of citizenship education implemented in Turkey and the programs of other countries. The examination of studies on citizenship education in Turkey shows that there are many studies on similar problems. However, it is seen that there needs to be more publications to determine teachers' classroom practices and citizenship tendencies within the scope of citizenship education.

It can be said that today it is necessary to raise citizens who respect human rights, produce solutions, adopt justice, and emphasise patriotism. It is the responsibility of teachers and schools to train individuals in accordance with the above-mentioned requirements. In this context, revealing the citizenship tendencies of social studies and classroom teachers and their classroom practices related to citizenship education has been the main starting point of this research. It is of great importance to examine these issues. In this context, the research aims to examine the citizenship tendencies of social studies and classroom teachers and their classroom practices related to citizenship education. In order to analyse this, four research questions were formulated.

1. What is the level of teachers' citizenship tendencies?
2. Do teachers' citizenship tendencies vary according to their branches, gender, and seniority?
3. How do teachers interpret the concept of "ideal citizenship"?
4. What are teachers' classroom practices related to citizenship teaching?

## **Methodology**

This study, which examines social studies and classroom teachers' citizenship tendencies and classroom practices, was designed according to the concurrent triangulation mixed model (Cresswel, 2019). In the triangulation mixed model, qualitative and quantitative data are collected at the same time and analysed separately. Then, the results obtained from two separate analyses are discussed and evaluated together. In this design, qualitative or quantitative method is not more prominent, the weight of the two methods is the same. The general aim is to compare the findings obtained through two different data collection methods, thus confirming the findings obtained by one method with another method (Cresswell & PlanoClark, 2018). For the quantitative dimension of the study, the descriptive model was used to determine the citizenship tendencies of teachers, and the relational survey model was

used to examine their perceptions of ideal citizenship according to different variables. The case study method was used in the qualitative dimension of the study.

### **Study Group**

The population of this study consists of social studies teachers and classroom teachers working in the city of Konya. The sample consists of 514 classroom teachers and social studies teachers (266 male and 248 female) working in primary and secondary schools in the central districts (Meram, Selçuklu, and Karatay). Since quantitative and qualitative data collection methods were used together in this study, the research was conducted with two different study groups. While one study group was administered the "Citizenship Tendencies Scale," the other study group was interviewed about how they interpreted and conceptualised ideal citizenship and their in-class practices. In this study, maximum diversity sampling method was selected from purposeful sampling methods. Maximum diversity sampling aims to include participants with as many different characteristics as possible in a purposeful way (Anderson & Arsenault, 2005). Table 1 shows the demographic characteristics of the quantitative study group teachers.

**Table 1.** Demographic characteristics of the study group from which quantitative data were collected in the study

<b>General Characteristics of Teachers</b>		<b>N</b>	<b>%</b>
Gender	Male	266	51,8
	Female	248	48,2
Branch	Social Sciences Teachers	203	39,5
	Classroom Teachers	311	60,5
Professional Seniority	1-5 years	63	12,2
	6-10 years	72	14,0
	11-15 years	87	16,9
	16-20 years	109	21,2
	21 years and over	183	35,7
Total		514	100

As seen in Table 1, 51,8% (n=266) of the study group were male teachers and 48,2% (n=248) were female teachers. The distribution of the study group according to the branches is 60,5% (n=311) classroom teachers and 39,5% (n=203) social studies teachers. It is understood that 12,2% (n=63) of the teachers have 1-5 years of experience, 14% (n=72) 6-10 years, 16,9% (n=87) 11-15 years, 21,2% (n=109) 16-20 years and 35,7% (n=183) 21 years and more. When the gender status of the teachers was analysed, it was found that male teachers were in the majority. When the table is analysed according to the branch, it is seen that classroom teachers are in the majority. When the professional seniority of the teachers is analysed, it is seen that the majority of the teachers have 21 years and more experience.

The researcher designed to work with a limited number of teachers regarding the qualitative data. For this reason, the study group of the research consists of 48 teachers working in Selçuklu, Karatay, and Meram districts of Konya province in the 2018-2019 academic year. The study group, from which qualitative data were collected, consisted of teachers working in 8 primary schools and 16 secondary schools. Interviews were conducted with the teachers constituting the study group. Table 2 shows the demographic characteristics of the teachers in the study group where the qualitative dimension of the research was conducted.

**Table 2.** Demographic characteristics of the study group from which qualitative data were collected

<b>General Characteristics of Teachers</b>		<b>N</b>	<b>%</b>
Gender	Male	27	56
	Female	21	44
Branch	Social Sciences Teacher	28	58
	Classroom Teacher	20	42
Total		48	100

As seen in Table 2, 56% (n=27) of the study group were male teachers, and 44% (n=21) were female teachers. The distribution of the study group according to the branches is as follows: Classroom teachers 42% (n=20) and Social Studies teachers 58% (n=28). When the gender status of the teachers is analysed, it is seen that male teachers are in the majority. When the table is evaluated according to the branch, it is seen that social studies teachers are in the majority.

### **Data Collection Tools**

This study collected quantitative data with the Citizenship Tendencies Scale (CTS), and qualitative data were collected with the "Teacher Interview Form."

### **Citizenship Tendencies Scale (CTS)**

The scale developed by Acun, Demir, and Göz (2010) was used to determine teachers' ideal citizenship perception levels. The scale was prepared by considering 21st century ideal citizenship characteristics. Citizenship Tendencies Scale was used after obtaining the necessary permissions from the researchers. The scale consists of 3 main dimensions (knowledge, behaviour, and caring) and six sub-dimensions (Active Participation, Production-Consumption-Economy, Environmental Sensitivity, Global Issues, Democracy: Respect and Equality, Community and Society: Respect and Equality, Society and Individual). The scale consists of 85 items in total. In this study, the scale was applied to 514 teachers. The internal consistency coefficients (alpha) of the sub-dimensions of the scale were found to be .79 for active participation, .81 for production-consumption-economy, .88 for environmental sensitivity, .73 for global issues, .82 for democracy: respect and equality, and .95 for society and individual.

### **Teacher interview form**

In the collection of data for qualitative dimension of the study, a semi-structured interview form developed by the researcher was used to determine the views of social studies and classroom teachers on the concept of ideal (acceptable) citizenship and to determine whether they addressed the issue of ideal (acceptable) citizenship in their lessons. Glesne (2013) defined interviewing in qualitative research as obtaining information about what you cannot see and making alternative explanations about what you can see. The content of the questions in the interview form designed for the study includes;

1. The concept of ideal (acceptable) citizenship,
2. Qualities of the ideal (acceptable) citizen,
3. Ideal (acceptable) citizenship education,
4. Practices on ideal (acceptable) citizenship,
5. Difficulties encountered in teaching ideal citizenship.

### ***Data Collection Process***

Citizenship Tendencies Scale was applied between 04.04.2019 and 28.06.2019. Necessary research permissions were obtained from official institutions for the application. In order to collect teachers' views on the concept and teaching of ideal (acceptable) citizenship, interviews were conducted with social studies and classroom teachers between 13 May 2019 and 28 June 2019. Each interview lasted an average of 14 minutes. The data collected by the interviews were transferred to the computer, and raw data of 95 pages were obtained.

### ***Data Analysis***

The SPSS package program was used to analyse the quantitative data obtained with the Citizenship Tendencies Scale. For the input of the items of the scale into the computer, scores from 1 to 5 were given from "Never" (1) to "Very much" (5). Similarly, the items in the second part of the scale were inputted into the computer, and scores from 1 to 5 were given from "Never" (1) to "Always" (5). In addition to the arithmetic mean, independent groups t-test and one-way analysis of variance (ANOVA) statistical techniques were used in the analysis of the data. At least .05 significance level was taken as a basis in these analyses. Accordingly, the difference between teachers' perceptions of ideal citizenship according to gender and branch variables was tested by t-test. A one-way analysis of variance (ANOVA) test was conducted to determine whether teachers' perceptions of ideal citizenship differed significantly according to their seniority. In cases where one-way analysis of variance is significant, complementary post-hoc multiple comparison techniques are used according to the results of Levene's test. Firstly, it was examined whether the data met the assumptions of ANOVA before the analysis. In this regard, it was analysed whether the scores were normally distributed at each level of the dependent variable and whether the variances of the dependent variable were equal for each sample. Skewness and kurtosis coefficients and the Kolmogorov-Smirnov test were taken into consideration in evaluating the suitability of the scores belonging to each sub-dimension of the citizenship tendencies scale for normal distribution. In order to determine whether data has a normal distribution, skewness, and kurtosis values should be between -2 and +2

(George & Mallery, 2003). The data obtained for the research have an acceptable value in terms of normal distribution. In cases where there was a difference between the groups as a result of the analysis, Tukey HSD test was performed to find out which group's mean was the source of the difference. Tukey-HSD test is the most frequently used follow-up test in the related literature (Kayri, 2009). Teacher interview form was used to collect qualitative data in the study. A voice recorder was used in the interviews with the teachers. The data obtained with the voice recorder were then transcribed meticulously. The transcribed voices were subjected to the content analysis method with the help of the NVivo-11 package program.

### ***Validity and Reliability Studies for the Qualitative Dimension of the Research***

In order to increase the validity and reliability of the qualitative dimension of this research, the studies carried out in line with the recommendations of Miles and Huberman (1994), Yıldırım and Şimşek (2011), Merriam (2013) and Patton (2018) are explained below.

1. In the study, "participant confirmation" was used to ensure internal validity or credibility. Participant confirmation was obtained by asking for feedback from the participants.

2. In order to increase internal validity, expert opinion was sought on the subject and methodology of the study, as well as the effectiveness and appropriateness of the interview questions.

3. To ensure internal validity or reliability, data were collected from 36 teachers in total until a certain satisfaction was reached within the framework of the study's data collection and data analysis process. Sufficient time was spent for data analysis.

4. In order to increase the external reliability of the research, the research process and what was done in this process were tried to be explained in detail. In this context, the research model, study group, data collection tool, data collection process, data analysis and interpretation were explained in a rich and intensive way.

## **Findings**

### ***Research Question 1***

The first question of the research was, "At what level are the citizenship tendencies of teachers?". The data relating to this sub-question was collected through the Citizenship Tendencies Scale. Descriptive statistical values were analysed on the data obtained. The arithmetic means and standard deviation distributions of teachers' citizenship tendencies are shown in Table 3.

**Table 3.** Arithmetic mean and standard deviation distributions of teachers' citizenship tendencies

<b>Sub-dimensions</b>	<b>N</b>	<b>Lowest Value</b>	<b>Highest Value</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
Active Participation	514	13	50	33,91	6,979
Environmental Sensitivity	514	32	65	55,46	7,243
Society and Individual	514	63	125	101,94	11,533

Democracy: Respect and Equality	514	53	105	91,50	9,317
Production- Consumption- Economy	514	16	45	39,98	4,457
Global Issues	514	9	35	27,10	4,676
Total	514	223	424	348,88	35,385

Table 3 shows the descriptive data related to the scores of the teachers from the Citizenship Tendencies Scale. Accordingly, it is seen that the lowest value is in the sub-dimension of active participation (13), and the highest value is in the sub-dimension of society and individual (125). In addition, the lowest value for the total score is 223, and the highest value is 424.

When the arithmetic averages of teachers' citizenship tendencies are analysed, it is seen that the lowest average is in the sub-dimension of active participation (33,91), and the highest value is in the sub-dimension of society and individual (101,94). The arithmetic mean for the total score is 348,88. In light of these data, it is seen that the mean citizenship scores of the teachers are high.

### **Research Question 2**

The second question of the research was, "Do teachers' citizenship tendencies vary according to their gender, branch, and seniority?". The data for this sub-problem was collected through the Citizenship Tendencies Scale. Teachers' mean scores from the Citizenship Tendencies Scale were compared according to gender, branch, and seniority. A t-test was conducted on the teachers' scores obtained from the Citizenship Tendencies Scale according to gender. The results of this test are presented in Table 4.

**Table 4.** t-test results of teachers' citizenship tendencies according to gender

Sub-dimensions	Gender	N	$\bar{X}$	SD	t	p
Active Participation	Female	266	32,40	6,803	-4,879	.00*
	Male	248	35,54	6,813		
Environmental Sensitivity	Female	266	55,62	7,038	.500	.61
	Male	248	55,28	7,469		
Society and Individual	Female	266	102,14	11,010	.377	.70
	Male	248	101,73	12,092		
Democracy: Respect and Equality	Female	266	92,26	9,330	1,785	.00*
	Male	248	90,69	9,257		
Production- Consumption- Economy	Female	266	40,10	4,577	.630	.52
	Male	248	39,84	4,330		
Global Issues	Female	266	25,53	4,415	-2,704	.00*
	Male	248	27,71	4,877		
Total	Female	266	348,04	33,849	-519	.60
	Male	248	349,78	37,020		

\*  $p < 0,05$

When Table 4 is analysed, it is seen that citizenship tendencies of teachers differ in some sub-dimensions according to gender variables. According to these results, the mean scores of male teachers in the dimensions of active participation (= 35,54,  $p < .05$ ) and global issues (= 27,71,  $p < .05$ ) are significantly higher than the mean scores of female teachers. On the other hand, female teachers' mean scores of the democracy: Respect and Equality sub-dimension (=92,26,  $p < .05$ ) are significantly higher than the mean scores of male teachers. No significant difference was observed between the mean scores of teachers' citizenship tendencies in the dimensions of sensitivity to the environment, society and individual, production-consumption-economy, and the overall total of the scale according to gender variable.

Citizenship Tendencies Scale was applied only to social studies teachers and classroom teachers. Therefore, to describe whether teachers' citizenship tendencies vary according to their branches, independent samples t-test scores were calculated. The results are presented in Table 5.

**Table 5.** t-test results of teachers' citizenship tendencies according to branch

Sub-dimensions	Branch	N	$\bar{X}$	SD	t	p
Active Participation	Social Sciences	203	34,84	7,421	1,875	.06
	Classroom	311	33,50	6,747		
Environmental Sensitivity	Social Sciences	203	55,66	7,172	.391	.69
	Classroom	311	55,37	7,283		
Society and Individual	Social Sciences	203	104,29	10,886	2,889	.00*
	Classroom	311	100,90	11,674		
Democracy: Respect and Equality	Social Sciences	203	92,17	9,736	1,004	.32
	Classroom	311	91,21	9,128		
Production- Consumption-Economy	Social Sciences	203	40,01	4,466	.100	.92
	Classroom	311	39,96	4,460		
Global Issues	Social Sciences	203	27,78	4,503	2,059	.04*
	Classroom	311	25,80	4,726		
Total	Social Sciences	203	353,74	35,974	1,937	.04*
	Classroom	311	346,74	34,966		

\*  $p < 0,05$

When Table 5 is analysed, it is seen that the citizenship tendencies of teachers differ in some sub-dimensions and total scores according to the branch variable. According to these results, the mean scores of social studies teachers in the dimensions of society and individual (= 104,29,  $p < .05$ ) and global issues (= 27,78,  $p < .05$ ) are significantly higher than the mean scores of classroom teachers. Likewise, the total mean scores of social studies teachers (= 353,74,  $p < .05$ ) were significantly higher than the mean scores of classroom teachers. From this point of view, it can be said that social studies teachers' citizenship tendencies are higher than classroom teachers in the dimensions of society and individual, global issues and total score.

No significant difference was observed according to the branch variable in sub-dimensions such as Active participation, Sensitivity to the environment, Democracy: Respect and equality, and Production-consumption-economy.

One-way analysis of variance (ANOVA) was performed to describe whether teachers' citizenship tendencies changed significantly in terms of seniority. The results of the analysis are presented in Table 6.

**Table 6.** ANOVA results of teachers' citizenship tendencies according to seniority

Sub-dimensions	Variance Source	KT	SD	KO	F	p	Tukey																																																																					
Active Participation	Between Groups	325,5	4	81,4	1,68	.15																																																																						
	Within Groups	21446,9	509	48,4				Environmental Sensitivity	Between Groups	1166,0	4	291,5	5,80	.00*	5-3	Within Groups	22281,2	509	50,3	5-4	Society and Individual	Between Groups	1722,5	4	430,6	3,30	.01*	2-4	Within Groups	57734,9	509	130,3	Democracy: Respect and Equality	Between Groups	1016,4	4	254,1	2,98	.01*	5-4	Within Groups	37789,6	509	85,3	Production-Consumption- Economy	Between Groups	85,9	4	21,5	1,08	.36		Within Groups	8792,8	509	19,8	Global Issues	Between Groups	257,5	4	64,4	3,00	.01*	5-3	Within Groups	9516,1	509	21,5	Total	Between Groups	15410,4	4	3852,6	3,14	.01*	5-3
Environmental Sensitivity	Between Groups	1166,0	4	291,5	5,80	.00*	5-3																																																																					
	Within Groups	22281,2	509	50,3				5-4	Society and Individual	Between Groups	1722,5	4	430,6	3,30	.01*	2-4	Within Groups	57734,9	509	130,3	Democracy: Respect and Equality	Between Groups	1016,4	4	254,1	2,98	.01*	5-4	Within Groups	37789,6	509	85,3	Production-Consumption- Economy	Between Groups	85,9	4	21,5	1,08	.36		Within Groups	8792,8	509	19,8	Global Issues	Between Groups	257,5	4	64,4	3,00	.01*	5-3	Within Groups	9516,1	509	21,5	Total	Between Groups	15410,4	4	3852,6	3,14	.01*	5-3	Within Groups	544264,4	509	1228,6								
Society and Individual	Between Groups	1722,5	4	430,6	3,30	.01*	2-4																																																																					
	Within Groups	57734,9	509	130,3				Democracy: Respect and Equality	Between Groups	1016,4	4	254,1	2,98	.01*	5-4	Within Groups	37789,6	509	85,3	Production-Consumption- Economy	Between Groups	85,9	4	21,5	1,08	.36		Within Groups	8792,8	509	19,8	Global Issues	Between Groups	257,5	4	64,4	3,00	.01*	5-3	Within Groups	9516,1	509	21,5	Total	Between Groups	15410,4	4	3852,6	3,14	.01*	5-3	Within Groups	544264,4	509	1228,6																					
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	Within Groups	37789,6	509	85,3				Production-Consumption- Economy	Between Groups	85,9	4	21,5	1,08	.36		Within Groups	8792,8	509	19,8	Global Issues	Between Groups	257,5	4	64,4	3,00	.01*	5-3	Within Groups	9516,1	509	21,5	Total	Between Groups	15410,4	4	3852,6	3,14	.01*	5-3	Within Groups	544264,4	509	1228,6																																	
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\*  $p < 0,05$

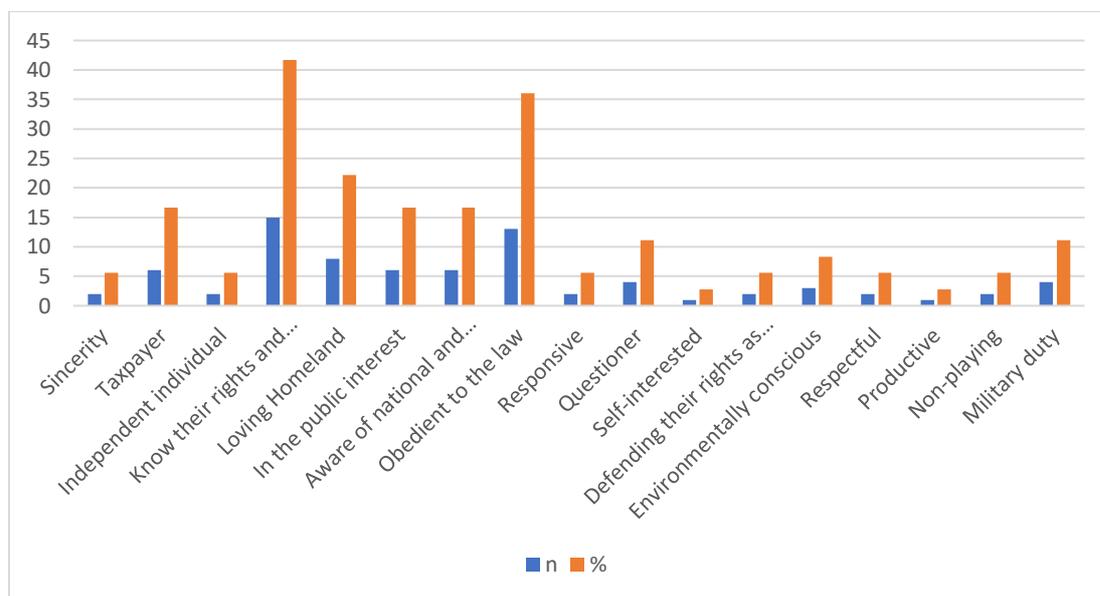
When Table 6 is analysed, a significant difference is observed in the citizenship tendencies of teachers according to seniority variable in the dimensions of environmental sensitivity ( $F_{(5,80)} = .0,00$ ;  $p < 0,05$ ), society and individual ( $F_{(3,30)} = .0,01$ ;  $p < 0,05$ ), democracy: respect and

equality ( $F_{(2,98)} = .0,01$ ;  $p < 0,05$ ) and global issues ( $F_{(3,00)} = .0,01$ ;  $p < 0,05$ ). In addition, teachers' perceptions of ideal citizenship also differ in total score ( $F_{(3,14)} = .0,01$ ,  $p < 0,05$ ).

When the results of Tukey HSD test were analysed, according to the seniority variable, the mean scores of the teachers with 21 years and above seniority were significantly higher than the mean scores of the teachers with 11-15 years and 16-20 years of experience in sub-dimensions of Environmental sensitivity, Democracy: respect and equality, Global issues and total score. The mean scores of teachers with 6-10 years of seniority are significantly higher than the mean scores of teachers with 16-20 years of experience in the sub-dimension of society and individual. According to these results, the citizenship tendencies of teachers with 21 years and above seniority are higher than the others.

**Research Question 3**

The third question of the research was, "How do teachers interpret the concept of 'ideal citizenship?'". The data for this sub-question was collected through the Teacher Interview Form. In the interviews, teachers were asked about the connotations of ideal citizenship and the qualities of ideal citizens. Teachers' thoughts on the concept of ideal citizenship were presented as main themes and sub-themes. The first question investigated how the teachers defined the ideal citizen. The themes and sub-themes formed in line with the teachers' views on ideal citizenship are presented in graph 1.



**Graph 1.** Teachers' views on ideal citizenship

Graph 1 shows that teachers' most frequently mentioned topics related to ideal citizenship is "knowing their rights and responsibilities" and "obeying the law". On the other hand, the least mentioned topics related to ideal citizenship by teachers are "self-interested" and "productive." When the results are analysed, it can be said that teachers equate ideal citizenship with the concepts of "knowing their rights and responsibilities" and "obeying the law." Teacher statements supporting this finding are given below:

"When I think of an acceptable citizen or ideal citizen, I imagine a type of person who loves his/her homeland and nation, is aware of his/her national and spiritual values, is sensitive to the events around him/her and is not oblivious to his/her surroundings (T, 2)."

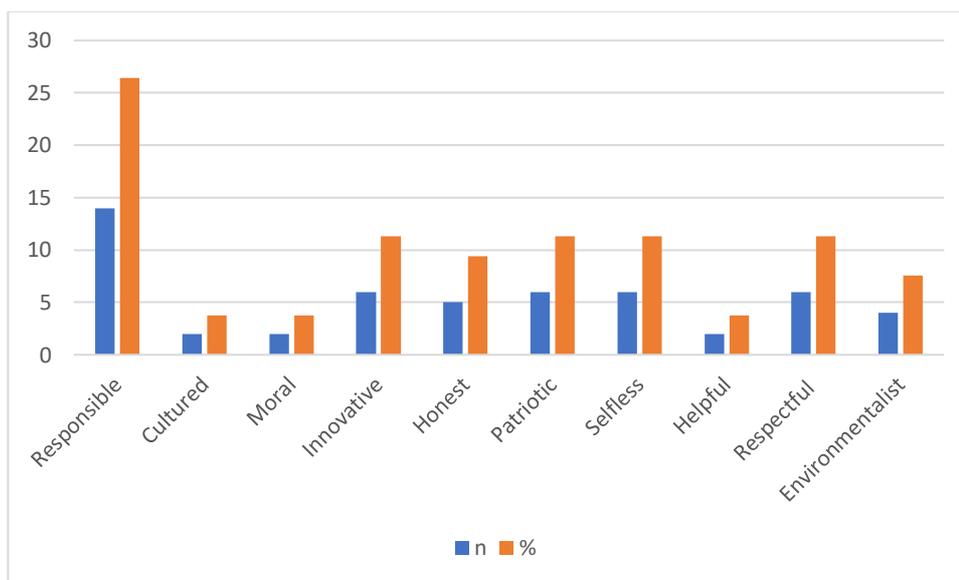
"Firstly, we start from the discovery of what the individual expects from himself/herself and to what extent he/she should learn his/her rights and responsibilities. Especially starting with the importance of learning our rights and responsibilities, and what our country expects from us in terms of living and loving our homeland. What we understand from the ideal citizen is what our country expects from us, what kind of a person we are expected to be, and how to channel us to do the job in the best way. How do we use our rights and responsibilities in daily life? How do we learn and live? (T, 2)."

"We can define an ideal citizen as someone who pays his/her taxes, does not do anything illegal, and does his/her best to protect his/her homeland. Firstly, there should be love for the homeland (T, 7)."

"As a citizen, everyone will fulfill their responsibilities in the best way possible; that is, no matter which profession they choose, they will fulfill their profession in the best way. He will also be careful not to steal. In other words, he will not think about how I can earn better, but how I can do it better, that is, he will not be a lover of money; he will serve in accordance with his purpose. He will not see money as his first goal (T, 10)."

**The connotations of the concept of ideal citizenship**

Within the scope of the third sub-problem of the research, the teachers were asked, "What does the concept of ideal citizenship evoke for you? ". The answers given by the teachers about what the concept of ideal citizenship reminds them are presented as main themes and sub-themes. In this question, the teachers were investigated about what the ideal citizen reminds them. The themes and sub-themes formed in line with the opinions of the teachers are presented in Graph 2.



**Graph 2.** Qualities of the ideal citizen according to teachers

Graph 2 shows that the most frequently mentioned qualities of the ideal citizen by teachers are "responsible" and "patriotic." On the other hand, the least mentioned qualities of the ideal citizen are "cultured," "moral," and "helpful." When the results are analysed, it can be said that teachers describe the ideal citizen as "responsible." Teacher statements supporting this finding are given below:

*"... firstly, they will know their rights and responsibilities. They will know where to apply when they are exposed to injustice. They will know how to claim their rights, which institutions they should contact... ..they will know their responsibilities towards themselves, their responsibilities towards their families, their responsibilities towards their environment, and their responsibilities towards the state... In addition, the environment is very important (T, 17)."*

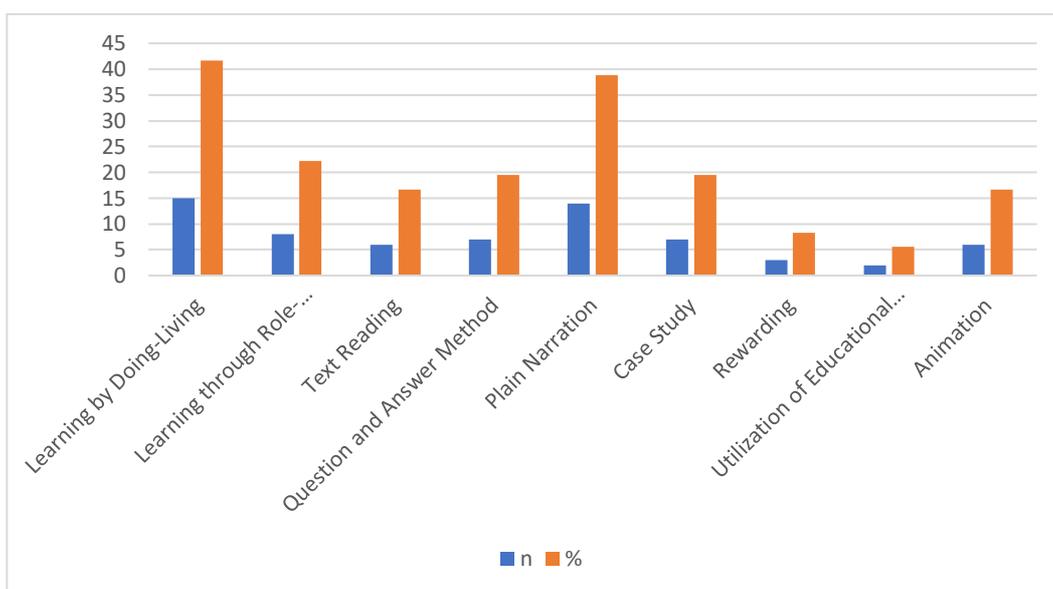
*"...in my opinion, the ideal citizen is the one who reflects the cultural values that are exemplary in every aspect and applies the values of Turkish society in every field in social status... (T, 16)."*

*"The ideal citizen is an honest citizen, the ideal citizen is an ethical citizen, the ideal citizen is a productive citizen, the ideal citizen is a citizen who knows his responsibilities, the ideal citizen is a citizen who is beneficial to his homeland and nation... (T, 8)."*

**Research Question 4**

The fourth question of the research was "Teachers' in-class activities related to citizenship teaching." The data for this sub-problem was collected through the Teacher Interview Form. In the interviews, teachers were asked about their classroom practices related to citizenship teaching. Within the scope of the fourth research question, teachers were also asked the questions, "What are the problems you face in raising citizens?" and "What are the suggestions you would like to add about citizenship teaching?".

Firstly, teachers' opinions on classroom practices related to raising citizens were presented as main themes and sub-themes. The themes and sub-themes formed in line with the teachers' views on classroom practices related to citizenship are presented in graph 3.



**Graph 3.** Teachers' classroom practices

Graph 3 shows that teachers mostly adopt the principle of "learning by doing and experiencing" and the "direct instruction" method in their classroom practices. When the comments were analysed in terms of the branch variable, it was seen that classroom teachers frequently preferred the principle of learning by doing and experiencing, and social studies teachers preferred the method of lecturing. On the other hand, the least used practices related to raising citizens by teachers are "rewarding" and "utilising educational technologies." When the results are analysed, it can be said that the principle that teachers make use of most while teaching the subject of citizenship in their classes is learning by doing and experiencing. Teacher statements supporting this finding are given below:

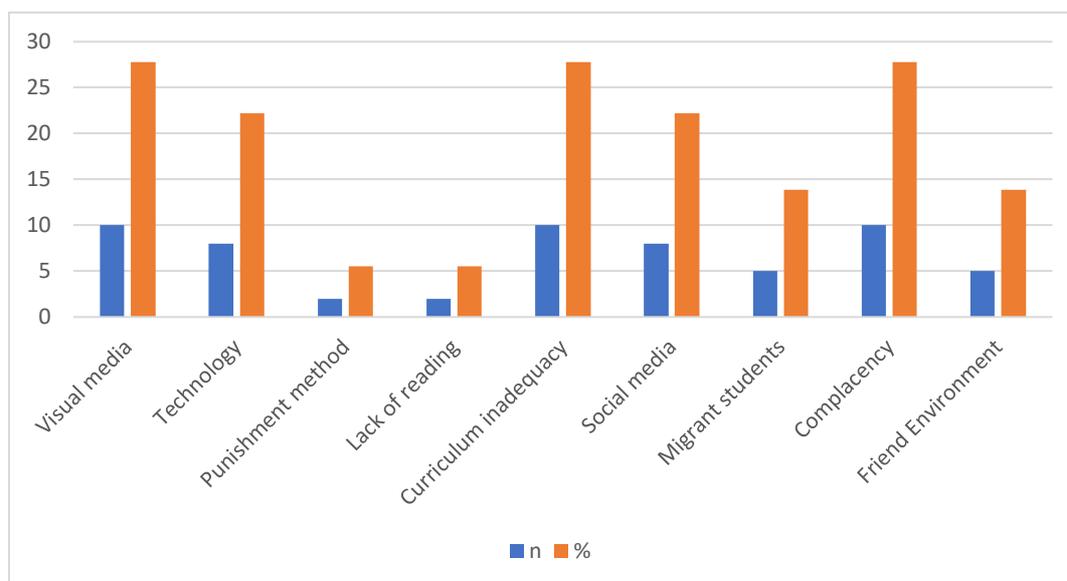
*"...if they fulfill their homework and share with their friends, we encourage them and make suggestions that this should be the case. We even reward children in these matters. Good behaviours and positive acquisitions start at school when they are young... (T, 17)."*

*"... classroom practices vary according to the class. It varies according to the class level, but first of all, let me say that I do this in order to ensure equality with my students. Secondly, we, the practitioners, need to obey the rules in terms of keeping time in the lessons and obeying the rules. I mean, as I told you at the beginning, the normal person is the one who obeys the rules and fulfills his/her responsibilities and uses his/her rights, so the students try to obey the rules themselves at first, and when they see this, they start to gain a behaviour in that direction... (T, 12)."*

*"Firstly, I myself act as an example for the children; I never let the staff enter my classroom, I clean it myself; the children are now in the second grade. The classroom is not dirty because the child has seen such an example. The simplest and most beautiful example is to be a role model by seeing and experiencing. We believe that we are doing this. Secondly, if the parents can be role models at home in the same way, if the society can be a role model, we think that those who come from behind them will follow them and become good citizens (T, 12)."*

### **Problems encountered in raising citizens**

Within the scope of the fourth question of the research, teachers were also asked, "What are the problems you face in raising citizens?". The answers related to the problems faced by teachers in raising citizens were presented as main themes and sub-themes. In this question, it was tried to determine the problems faced by teachers in raising citizens. The themes and sub-themes formed in line with the opinions of the teachers on this issue are presented in graph 4.



**Graph 4.** Problems encountered in raising citizens

As seen in Graph 4, the most common problems encountered in raising citizens are "visual media," "insufficient curriculum," and "lack of interest." On the other hand, the least common problems encountered in raising citizens are "punishment method" and "lack of reading." When the results are analysed, the biggest obstacle in raising citizens is the media (visual media, social media). Teacher statements supporting this finding are given below:

*"...the problems and difficulties we face are the media and technology which tie our hands. The fact that the media and technology are used so intensively, and children use them intensively, is almost in front of us as teachers. I think that television series, competition programs, or computer games affect children more than us in raising ideal citizens... (T, 12)."*

*"...I mean, there was a citizenship course, but now it has been excluded from the program. This is one of the biggest problems... (T, 30)"*

*"First of all, you see great reactions from outside, so first of all, there is a lot of suspicion and apathy. Or when you try to do something, you can see great reactions. What happens to you? Or, depending on the situation, you start to say, "I don't care". I mean, you have great trouble outside (T, 11)."*

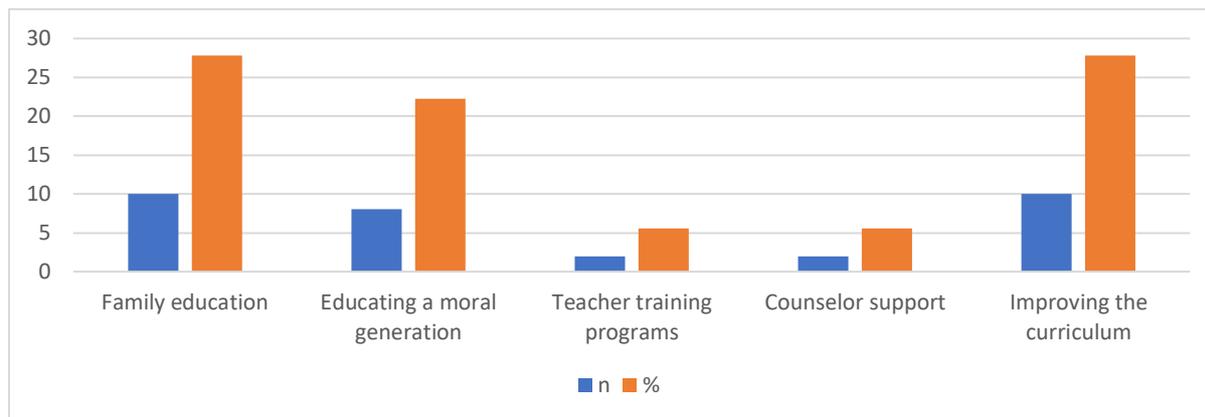
*"The problems we face are the lack of curriculum on this subject. In my opinion, the Ministry's work on this issue is inadequate, and these are the difficulties..."*

*"For example, I give an example to a child on the one hand, but on the other hand, the child is being mistreated. He wants to claim his rights. On the other hand, he is not even listened to by the teacher or administrator. Either punishment, scolding, or being pushed and shoved (T, 5)."*

#### **Teacher suggestions for raising citizens**

Within the scope of the fourth question of the research, the teachers were also asked, "What are your suggestions for raising citizens?". The suggestions put forward by the teachers on raising citizens were presented in the form of main themes and sub-themes. In this question,

teachers' suggestions for raising citizens were questioned. The themes and sub-themes formed in line with the opinions of the teachers on this subject are presented in graph 5.



**Graph 5.** Teacher suggestions for raising citizens

Graph 5 shows that the most frequently mentioned suggestions for raising citizens are "educating the family," "raising a moral generation," and "improving the curriculum." On the other hand, the least frequently mentioned suggestions for raising citizens are "support for guidance teachers" and "teacher training programs". When the results are analysed, it can be said that the curriculum should be updated in order to raise citizens. Teacher statements supporting this finding are given below:

*"Citizenship lessons should definitely be included in the curriculum again. Citizenship lessons need to be integrated; we need to teach our children the basic law, the constitution... (T, 28)."*

*"...apart from this, of course, the education level and educational status of the students' families are directly proportional to this situation, that is, since the children of educated families see and experience positive examples at home, it makes our job easier here, and we can achieve our gains more easily... (T, 16)."*

*"Previously, there was a citizenship and human rights course alongside the social studies course, but it was abolished. I think its abolition was not beneficial... (T, 7)"*

## **Discussion**

### **Teachers' citizenship tendency levels**

In the study, quantitative data were collected through the Citizenship Tendencies Scale, and the mean and standard deviation values of teachers' citizenship tendencies scores were compared. Descriptive statistical values were analysed on the obtained data. Accordingly, when the total scores of the teachers were analysed, it was seen that their citizenship tendency levels were high. Again, when the sub-dimensions of the scale were analysed, it was found that the sub-dimension with the highest citizenship tendencies of the teachers was "society and individual." The sub-dimension with the lowest citizenship tendencies of the teachers were found to be "global issues". The reason for this may be the adoption and teaching of national citizenship values rather than universal citizenship values. It is possible to support this situation with the qualitative data of the research. As a matter of fact, it was determined

that 'patriotism' was one of the themes that teachers emphasised most frequently when talking about the qualities of the ideal citizen. This finding obtained in the study is also supported by the findings of similar studies (Bakioğlu & Kurt, 2009; Eryılmaz et al., 2018; Kaya & Kaya, 2012; Önal et al., 2017; Sebell, 2021; Som & Karataş, 2015; Westheimer & Kahne, 2004). Westheimer and Kahne (2004) concluded in their study that an individual who received a limited and specific education is more committed to national citizenship values rather than universal citizenship perception. This may be due to the fact that the region where the study was conducted is located in Central Anatolia and has few connections abroad. As a matter of fact, Boğazlıyan (2020) states that the places where individuals live affect their citizenship tendencies. It was also found that this finding obtained in the study does not coincide with the results of some studies (Gürdoğan et al., 2014; Keskin & Yüceer, 2013; Samfundsfag, 2009). Gürdoğan et al. (2014) found that the social studies course contributed to global citizenship education. However, the fact that teachers have lower mean scores in the "global issues" sub-dimension can be explained by the fact that they are more interested in issues related to their countries.

### ***Teachers' citizenship tendencies by gender, branch, and seniority***

Teachers' mean scores obtained from the Citizenship Tendencies Scale were compared according to gender, branch, and seniority. In the light of the data obtained, whether there is a difference between the citizenship tendencies of the teachers according to gender and branch variables was tested by t-test. One-way analysis of variance (ANOVA) was performed to determine whether teachers' citizenship tendencies changed according to their seniority status. Tukey HSD test was performed to determine the source of the difference. When the mean scores of the teachers regarding the sub-dimensions of the Citizenship Tendencies Scale in terms of gender variable were analysed, it was found that the mean scores of male teachers in the active participation dimension and the global issues dimension were significantly higher than the mean scores of female teachers. However, female teachers' mean scores were significantly higher than male teachers' in the Democracy: Respect and Equality sub-dimension. In other dimensions, no significant difference was observed between the mean scores according to gender variable. Based on these results, male teachers are more interested in global issues, while female teachers are more sensitive about the individual aspect of citizenship. According to this result, it can be said that male teachers' citizenship tendencies are more positive than female teachers. This finding obtained in the study is also supported by the findings of similar studies in the literature (Alwive et al., 2021; Demoulin & Kolstad, 2000; Doğanay et al., 2004; Gömleksiz & Kan, 2008; Kılınc, 2013). However, some studies (Brown et al., 2003; Durmuş, 2017; Kaldırım, 2003) concluded that female teachers have higher citizenship tendencies. In some studies (Esen, 2011; Baştürk, 2011; Karahan et al., 2006; Metin, 2021; Özkan, 2020), no significant difference was found according to gender variable.

When the results were analysed in terms of branch variables, it was found that the mean scores of social studies teachers in the sub-dimensions of society and individual and global issues were significantly higher than the mean scores of classroom teachers. Similarly, it was

found that the total mean scores of social studies teachers were significantly higher than the total mean scores of classroom teachers. In other dimensions, no significant difference was observed between the mean scores according to the branch variable. According to this result, social studies teachers' citizenship tendencies are more positive than classroom teachers. There may be several different reasons why the mean scores of social studies teachers were significant, especially in the branch variable. These reasons were also emphasised by the teachers during the interview. They can be listed as; frequently teaching citizenship and human rights as the main theme in their lessons, constantly taking similar courses in the department they graduated from and receiving similar suggestions, and feeling the need to be a role model in this subject because of their branch. The literature also supports this finding obtained in the study. For example, when the results of the study conducted by Kaya (2006) were examined, it was concluded that students who took courses from teachers who graduated from primary school social studies teaching had a more significant citizenship tendency than students who took courses from teachers who graduated from other branches. Similarly, in the study titled "Evaluation of human rights and citizenship education practices in primary schools" conducted by Ülger (2013), the reason why social studies teachers reported more positive opinions on the subject than all other branches were that they had previously given and taken courses related to this field. However, some studies do not support this finding of the research. Kaya and Kaya (2012) concluded that teachers who use the Internet more frequently have higher global citizenship perceptions. According to this result, the significant difference was in favour of computer teachers. A similar result was found in the study titled "Effective citizenship competence levels of prospective teachers" conducted by Sağlam (2012). As a matter of fact, according to the data obtained in the study, although the mean ranks of the pre-service teachers studying in the department of primary school teaching in the dimensions of citizenship values, citizenship knowledge skills, and the total scale are higher than the mean ranks of the pre-service teachers studying in the department of social studies teaching, those means do not differ significantly. In another study conducted by Sağlam (2012) titled "Investigation of effective citizenship competence perceptions of primary school teachers in terms of various variables," no statistically significant difference was found in the effective citizenship competence perceptions of primary school teachers according to their branches.

When the ideal citizenship perceptions of teachers according to their seniority status were analysed; it was found that the highest mean scores in the sub-dimensions of production-consumption-economy and environmental sensitivity belonged to the group of teachers with 21 years of experience and above. Likewise, it was found that the highest mean scores in the total score belonged to teachers with 21 years of experience and above. In the sub-dimensions of "Society and Individual" and "Democracy: Respect and Equality", the highest mean scores belonged to teachers with 6-10 years of experience. In order to test whether this difference was significant or not, ANOVA test was applied. As a result of the analyses, it was observed that there was a significant difference in society and individual, production-consumption-economy, environmental awareness, global issues, and total score according to the seniority

variable. Tukey results were examined to determine which seniority was in favour of the significant difference. When the results of Tukey HSD test were analysed, according to the seniority variable, the mean scores of teachers with 21 years and above seniority are significantly higher than the mean scores of teachers with 11-15 years and 16-20 years of experience in sub-dimensions of Sensitivity to the environment, Democracy: Respect and Equality, Global issues and total score. The mean scores of teachers with 6-10 years of seniority are significantly higher than the mean scores of teachers with 16-20 years of experience in the sub-dimension of society and individual. These results determined that the citizenship tendencies of teachers with 21 years and more seniority were higher than those of teachers with other seniority. Therefore, it can be said that as the age and experience of teachers increase, their citizenship tendencies increase. This finding of the study coincides with the findings of some studies in the literature. In the study titled "Investigation of primary school teachers' perceptions of effective citizenship competencies in terms of various variables" conducted by Sağlam (2012), a significant difference was found in favour of those with more years of seniority in terms of professional seniority in the dimension of citizenship knowledge skills of primary school teachers and the total scale. When the results of the study conducted by Narin (2007) were analysed, it was found that the findings supported this finding of the study. Accordingly, it was determined that the acquisition of citizenship knowledge, skills, and values is directly proportional to the length of service of teachers in the profession. In some studies, in the literature, no significant difference was found in terms of the seniority variable. In the study by Ülger (2013), no significant difference was found in the seniority variable in teachers' views on citizenship tendencies.

### ***Concept of ideal citizenship***

In the interviews with the teachers, their opinions on the concept of ideal citizenship and the qualities of ideal citizens were also obtained. It was observed that teachers defined ideal citizenship under the codes of sincerity, paying taxes, being an independent individual, knowing his/her rights and responsibilities, loving his/her homeland, caring for the interests of society, being aware of national and moral values, obeying the laws, being sensitive, questioning, considering his/her benefits, defending his/her rights as a consumer, having environmental awareness, being respectful, productive, not stealing and doing his/her military service. Among these themes, it was found that teachers defined the concept of ideal citizenship mostly with the characteristics such as knowing their rights and responsibilities, obeying the laws, and paying taxes. Considering the findings obtained, it is seen that teachers are more orientated toward national ideal citizenship rather than universal ideal citizenship. Quantitative data also support this situation. The most probable reason for this is education programs in which monocultural policies are predominant (Arslan, 2014). In addition, citizenship and cultural conversations and orientations in the family can also be cited as a reason for this situation (Feldmann, 2007; Galtson, 2003; Kerr, 2007). When the literature was examined, it was found that there are many studies supporting this finding of the study (Acun et al., 2010; Arslan, 2014; Dere & Aktaşlı, 2019; Dere & Kızılay, 2017; Çolak, 2015; Feldmann, 2007; Galtson, 2003; Göz, 2010; Kerr, 2007; Siregar, 2021). In the study

conducted by Çolak (2015), among the results obtained from the teachers, it was seen that the themes of "Being respectful/tolerant to people" and "Being responsible" came to the fore. However, there are also studies (Balbağ, 2016; Kaya & Kaya, 2012) that do not overlap with the findings of the study. Balbağ (2016) applied the opinions of teachers and students in his study. When the results obtained were analysed, it was seen that both teachers and students had high global citizenship tendencies. Balbağ (2016) explains the most probable reason for this situation in his study with the access of teachers and students to the internet. According to a finding obtained in this study, the factor that most hinders the acquisition of the concept of ideal citizenship is students' access to the internet. Teachers were also asked what the concept of ideal citizenship reminded them of within the scope of the question. Accordingly, teachers stated that ideal citizenship reminded them of being responsible, cultured, moral, innovative, honest, sensitive, patriotic, selfless, helpful, respectful, and environmentalist. Among these themes, the teachers stated that the concept of ideal citizenship evokes mostly responsibility and patriotism. As in every nation, it can naturally be said that the most prominent feature of the Turkish nation's loyalty is patriotism. Tanğ (2017) states that it is a necessity to draw the political, social, cultural, and economic boundaries of the nation-state in Turkey and for the youth to have the citizen characteristics required by the nation-state as a political subject. Undoubtedly, the most important citizen characteristic is "patriotism". Similarly, what Üstel (2004) says is actually the main reason for this finding of the study. "Patriotism is the greatest honour and the highest virtue. In the world, those who do not love their homeland and do not make the necessary service and sacrifice for it are lower than animals". Safran (2011) associates the way of raising patriotic individuals in our country with a successful social studies education and associates being a good citizen with being a good patriot. This finding obtained in the study is supported by both national (Avcı et al., 2017; Can Beken, 2010; Yazıcı & Yazıcı, 2010) and international (Chua & Sim, 2014; Ikwumelu et al., 2015; Westheimer, 2009) studies. In their study, Avcı et al. (2017) stated that patriotism is one of the most important values that should be acquired in the social studies course. The fact that the themes related to patriotism are more prominent in the study may be due to the characteristics of the sample.

### ***Classroom practices related to citizenship teaching***

In the interviews with the teachers, their opinions on "problems encountered in raising citizens" and "suggestions for raising citizens" were also questioned. It was determined that the teaching methods and techniques used by the teachers in their classroom practices related to citizenship teaching were learning by doing and experiencing, learning through role-modeling, text reading, question-answer method, lecture, case study, rewarding, utilising educational technologies and animation. In practice, it was observed that while classroom teachers preferred the principle of "learning by doing-experiencing," social studies teachers preferred the "lecture" method. Both in this study and in other studies, it is seen that the most preferred method by teachers is the "lecture" method (Barth & Demirtaş, 1997; Barth, 1991; Baysal, 1999; Çolak, 2010; Palaz, 2010; Öztürk & Baysal, 1999; Polat, 2020; Tobgay, 2021). It is possible to say that the reason for this is that it is an easy method to apply. The

reason for preferring the principle of "learning by doing-experiencing" is that the current program supports this method. In order for the student to be active and at the same time to realise meaningful learning, it is important for the student to learn by doing and experiencing, to access the information himself/herself, and to use the materials produced by himself/herself in accessing the information (Ulusoy & Gülüm, 2009). In their research, Aykaç and Başar (2005) found that the scope of the new program was reduced, and the subjects were prepared intertwined with life, which saved the students from memorisation and enabled them to learn by doing and experiencing. This result coincides with the result of the research. Teachers stated that the problems encountered in raising citizens were visual media, technology, punishment method, lack of reading, insufficient curriculum, social media, presence of immigrant students, lack of interest, and friendly environment. Among these problems encountered, visual media, curriculum inadequacy and indifference were the most frequently mentioned. Durmuş (2020) concluded that the 2018 social studies curriculum is inadequate in some subjects. It was stated by the teachers that the presence of immigrant students, especially due to the recent migration from Syria, also constitutes an obstacle in raising citizens. At the beginning of these obstacles, it was stated that immigrant students cannot fully comprehend Turkish, and that their habits of obeying the rules are insufficient. It has been observed that this problem is also experienced in other countries. The most important function of education in the USA has always been to raise good citizens, but it is seen that various difficulties are encountered in achieving this goal due to immigration (Hahn, 1998; Zarrillo, 2004). Since Turkey has faced similar problems in recent years, it is possible to say that there are problems in raising citizens. There are also studies indicating that the curriculum is not sufficient for raising citizens (Bıkmaz, 2006; Kızılay, 2015; Merey et al., 2012; Öztürk & Otluoğlu, 2002). It is seen that the "constructivism" approach is adopted in Turkey, but there are various problems in the implementation of this approach. Because the roles that the constructivist approach imposes on the teacher and the student, as well as how these roles will be reflected in the learning environment, how the learning process should be planned and whether the teacher has sufficient equipment in this regard, are the main criticism issues (Bıkmaz, 2006). On the other hand, some studies (Balbağ, 2016; Karaduman, 2011; Kaya & Kaya, 2012; Tezcan, 2004) do not support this study's finding. Kaya and Kaya (2012) concluded that teachers who use the internet more frequently have higher global citizenship tendencies. Modern communication technologies such as telephone, e-mail, video conferencing, text messaging and online discussions allow learners to interact without leaving their homes. The use of these technologies constitutes one of the necessary conditions for global learning. This is one of the basic conditions for citizenship education (Balbağ, 2016). It was determined that the suggestions of the teachers for raising citizens were as follows: educating the family, raising a moral generation, teacher training programs, support for guidance counselors, and improving the curriculum. It was determined that teachers' most frequently mentioned suggestions for raising citizens were; educating the family, raising a moral generation, and improving the curriculum. Ünlü (2019) reached similar results in his study and stated that social studies teachers made suggestions for raising awareness of

parents about citizenship education. Educating the family directly will indirectly contribute to the education of children. Because the conversations held in the family and the programs watched will seriously contribute to individuals' growth. Family plays an important role in the development of children's citizenship awareness (Ersoy, 2012). According to the results of some studies on citizenship education at school, it was found that the family could not support the citizenship education given at school at a sufficient level (Ersoy, 2007). As a matter of fact, Açikel (2022) stated that preschool teachers consider families essential in terms of citizenship readiness. Studies conducted with parents on this subject (Altay, 2021) also show that parents are aware of their influence on children in terms of citizenship education. Citizenship, cultural conversations, and guidance within the family will contribute to the development of individuals (Kerr, 2000; Feldmann, 2007). In their study, Ahmed and Mohammed (2022) stated that curricula have an important effect on raising citizens. From this point of view, it can be said that focusing on citizenship education in the new curriculum development studies will be a solution to the problems experienced in this regard. Handayani and Wibowo (2022) stated that the programs prepared to develop critical thinking skills have important contributions in raising good citizens. It is possible to say that focusing on supporting critical thinking skills in the programs to be prepared will be effective in raising citizens.

## **Conclusion**

In conclusion, it was found that teachers' citizenship tendencies were at a high level. It was also found that there were differences between male and female teachers in terms of some sub-dimensions. The citizenship tendencies of social studies teachers are higher than classroom teachers. According to the seniority variable, it was seen that the teachers with the highest citizenship dispositions were teachers with a seniority of 21 years and above. The teachers defined the ideal citizen as "responsible" and "patriotic". The most common methods used by the teachers in the process of raising citizens are "learning by doing-experiencing" and "lecture". As the source of the problems related to raising citizens, teachers emphasised "visual media" and "insufficient curriculum" the most. For the solution of these problems, they made suggestions such as "educating the family", "raising a moral generation" and "improving the curriculum".

In order to solve the problems encountered in raising citizens, improvements can be made in the curriculum. The study also concluded that parents need more knowledge about citizenship. School management can organise seminars for parents about raising ideal citizens. Teachers can contribute to raising more qualified citizens by giving more space to citizenship education in teacher training programmes. Future studies can be carried out in different cities and regions, and comparisons can be made on location basis. In addition, interviews can be conducted with parents to obtain their views on raising citizens. Both in this study and in other studies, it was emphasised by the teachers that the curriculum for raising citizens was insufficient. In future studies, curricula can be analysed in detail, and solutions to these problems can be developed.

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