

EVALUATION OF THE PATRIOTIC ATTITUDES OF THE PROSPECTIVE TEACHERS ACCORDING TO VARIOUS VARIABLES

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ABSTRACT

This study deals with the investigation of the patriotic attitudes of the prospective teachers seeking the answer of the question "what are the levels of the patriotic attitudes of the prospective teachers?" For this purpose a descriptive survey model of patriotism scale developed by Schatz, Staub and Lavine and adapted to Turkish by Yazici and Yazici was applied to the prospective studying in the various departments of Gazi University, Gazi Faculty of Education. The data was evaluated by SPSS 17.0 statistical soft ware using Mann Whitney U and Kruskal Wallis tests. The final results revealed that the blind patriotic attitudes of the male participants were higher than the females and there were no gender related differences in the constructive patriotic attitudes. Both blind and constructive patriotic attitudes of the prospective teachers who stated to have a nationalist political orientation were observed to be significantly higher compared to the others. The constructive patriotic attitudes of the prospective teachers who had a higher level of interest in internal and external politics were found to be significantly higher but the blind patriotic attitudes did not show a marked difference. The prospective teachers who were following the political and philosophical journals showed a statistically significant difference in constructive patriotic attitudes.

Key words: Prospective Teachers, Patriotism, Patriotic Attitudes

1. INTRODUCTION

The economic, cultural and political structures of the developed countries are closely related to the quality of their schools and the education given there. The social changes are started and oriented in the schools. However these changes directly affect the schools as well. In others words, the schools are the source of the social changes and they are the one of the first institutions which is effected by them (1).

The goal of the educational programs is to train the students as good social, regional, national and international citizens. The schools established as official institutions have the duty of transferring the cultural heritage to the coming generation's and prepare them for life (2). The education is the part of the culturization process carried out in a conscious and planned manner and the places where this is done in the best possible way are the schools. The education in the schools have the function of developing caring and protection concepts in children, developing their skills, promoting their adaptation and participation in the environmental and organizing the social activities, creating patriotic and citizenship consciousness and equipping them with the virtues of democracy, respect the human rights and transferring the local, national and international cultural heritage to the coming generations (3). The teachers are of utmost importance in this process because they are the bridge between the students and the issues mentioned above.

In order to truly appreciate the place and the effect of the teachers upon the society we have to understand what the teaching profession means and the importance of education and school upon the lives of the people (4). The teachers assume the responsibility of transferring all these virtues and the skills to the students.

The training of the teachers is an important step which directly effects their quality and adequacy. The period where the adequacy of the teachers starts to establish is the period they spent college education. If we think the importance of the knowledge, skills and the adequacies of the teaching education, the determination of the duties and the responsibilities of the teaching profession and the fact that whether the promotion of the performance and training teachers in accordance to the requirements of the teaching profession is possible with the education taken from the college education, become highly necessary (5). Promoting the patriotism of the students is only possible with the teachers equipped with these virtues. The college education and the patriotic attitudes of the teachers are directly related.

Every country would like to train its citizens equipped with patriotism. That is why although the education of patriotism changes according to the political, social, cultural and education structures of the countries, it is closely or openly present in their educational programs. The patriotic education was added to the Turkish education system at the beginning of the "Tanzimat Declaration". The emphasis of patriotism in order to strengthen the ties which keep the state intact as an integral entity was the part of the renovation activities of the Tanzimat Declaration. During the republic era, training of patriotic citizens was the prime targets of some of the social studies courses in the Turkish educational system (6).

The training of the teachers who are responsible to realize the goals of the Turkish Education system is one of the topics which is the least questioned and the studied areas of the education system today (7). The studies carried out in the educational field are mainly focused upon the renovation and the revising of the current educational systems. Without the well trained teachers the best programs will be doomed to remain on the paper. The prospective teachers are supposed to become the teachers who will be responsible for the training of the students as citizens equipped with patriotic values without imposing any political ideology. The ideal citizen profile of the republican era was based upon both modernization and patriotism concepts (8).

The citizenship concept shows variation due to economic, political, ideological tendencies such as the globalization according to the interest of the countries. The education of patriotism is related to the attitudes of the people towards the state (9).

There are so many reasons given for the necessity of nationalism and the patriotism is considered in the scope of the nationalism concept (10).

There is a strong relation between the patriotism and national identity. The national identity is dependent upon the myths, the history shared, common cultural values, and cooperation between people (11).

The concept of patriotism in the scale used in this was separated as constructive patriotism and blind patriotism. Of course the ideal type is the constructive patriotism. This is the type of patriotism does not mean a blind loyalty to the country but taking a critical, interrogative and a constructive stance against the problems of the country. Everybody regard themselves patriotic to a certain extent. However the type of the patriotism, (excessive, moderate or constructive) is very important. This is especially important for the prospective teachers since their perception of the patriotism concept affects the whole education process (12).

The blind and constructive patriotism are conceptualized as attaching the country with sentimentalist or positive identity feelings. The blind and constructive patriotism concepts can be distinguished from each other whether it is related to the aggressive militarism and blind loyalty or based upon critical interrogation. Blind patriotism represents an unyielding and concrete attitudes and the constructive patriotism means the adaptation of a critical and interrogative approach towards the country (13).

Yazici and Yazici (6) investigated perception, attitudes and the educational applications of the patriotism concept of the history and social studies prospective teachers. Yigitir (14) and Tay and Yildirim (15) reached the conclusion that the patriotism is one of the priority concepts which are to be given to the students in their study they carried out with the students and their parents. Elban (16) found that there was a meaningful relation between the attitude towards the history course and the constructive patriotic level. However there was no study directly related to the patriotic attitudes of the prospective teachers.

The aim of the study is evaluating the patriotic attitudes of the prospective teachers studying in different departments as regards to different variables. The question statement of the study was;

Are the patriotic attitudes of the prospective teacher's dependent upon

- ✓ The gender,
- ✓ Political orientations,
- ✓ The level of interest with the domestic politics,
- ✓ The level of interest with the international politics of the participants?

2. METHODOLOGY

2.1. Research Model

This research was carried out with the use of the descriptive survey model. This model is based upon the description of a situation once existed or currently exists without any modification (17).

2.2. Space and the Sample

The space of the study was constituted by the Gazi Education faculty and the sample was the 705 randomly selected prospective teachers studying in various departments of the Gazi Education Faculty in 2011-12 academic year.

The study was carried out on 705 prospective teachers. The analyses are given in tabulated forms as follows.

Table 1. The distribution of the participants according to the departments

Department	f	%
Turkish education	42	6,0
Primary school education	33	4,7
Chemistry education	35	5,0
Primary school mathematics education	33	4,7
English education	42	6,0
Arabic education	34	4,8
Turkish language and literature education	42	6,0
Psychological consultancy and guidance education	37	5,2
Philosophy education	38	5,4
Geography education	40	5,7
Computer and duration technologies education	36	5,1
French education	33	4,7
Biology education	38	5,4
Secondary education mathematic teaching	42	6,0
Social studies education	42	6,0
Science and technology teaching	42	6,0
Painting education	28	4,0
Primary education	42	6,0
History education	26	3,7
Total	705	100,0

Table 2. The distribution of the participants according to the classes

Class	f	%
1	110	15,6
2	319	45,2
3	196	27,8
4	80	11,3
Total	705	100,0

Table 3. The distribution of the participants according to gender

Gender	f	%
Female	506	71,8
Male	199	28,2
Total	705	100,0

2.3. Data Collection Tool

The data collection tool used in this study to determine the patriotic attitudes of the prospective teachers studying in various departments of the faculty as regards to different variables was the patriotism attitudes scale developed by (13) and adapted to (18). The scale was constituted by two factors and 18 total items which 11 items related to constructive patriotism and 7 items related to the blind patriotism. The variance was found to explain the % 44.15 of the total variance and the factors loads belonging to the items were found to change between .36 and .84. Cronbach Alfa internal stability coefficient was found to be .79 and .81 for the dimensions of blind and the constructive patriotism (6).

2.4. Data Analysis

The analyses of the data were carried out with the use of the SPSS 17.0 (Statistical Package for Social Science) program. The data were also subjected to Kolmogorov Smirnov and Levene F tests to define the normality of the variance and homogeneity of the distribution. When the data obtained did not satisfy the parametric conditions (19) the nonparametric tests such as Whitney U- Test, Kruskal Wallis H-Test and Bonferoni correction method were employed.

3. FINDINGS

Table 4. Mann-Whitney U-Test results of the prospective teachers in the dimension of the blind patriotism according to gender

Gender	n	Mean row	Row total	U	p
Female	506	335.98	170008.00	41.737	.000
Male	199	396.27	78857.00		

The Whitney U- Test results of the prospective teachers in blind patriotism according to gender are given in table 4. There was a statistically significant difference between the males and the females regarding to n points, $U=41737$ $p<.05$. Taking the mean raw averages the difference is seen to be in favor of the males proving the blind patriotism of the male prospective teachers is higher than the females.

Table 5. Mann-Whitney U-Test results of the prospective teachers in the dimension of the constructive patriotism according to gender

Gender	n	Mean row	Row total	U	p
Female	506	347.81	175989.50	47718.50	.277
Male	199	366.21	72875.50		

Table 5 lists the Mann Whitney U- Test results of the male and female prospective teachers in the constructive patriotism dimension. The results show that there are no significant differences between the male and female participants according to the constructive patriotism, $U=47.718$, 500 $p>.05$. In other words the constructive patriotism attitudes of the males and the females are similar.

Table 6. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the blind patriotism according to their political tendencies

Political Tendency	n	Row Average	sd	X^2	p	Significant Difference
1 Democrat	165	320.55	5	63.570	.000	2-1, 2-3, 2-4, 2-5, 1-4, 5-4,
2 Nationalist	312	413.51				6-4
3 Liberal	41	275.41				
4 Social Democrat	58	226.46				
5 Conservative	108	319.67				
6 Other	21	381.31				

Table 6 shows the Kruskal Wallis test results of the prospective teachers with different political tendencies in the dimension of blind patriotism. It is seen that the result regarding to blind patriotism show significant differences according to the political tendencies, $x^2(sd=5, n=705) = 63.570$, $p<.05$. It is obvious that the political tendencies have different effects upon the dimension of blind patriotism. The groups were subjected to double Mann Whitney U test comparisons and Bonferoni correction method to define the one which shows the highest tendency in this dimension compared to others. When we take the row averages into account the blind patriotic attitudes of the prospective teachers with the nationalistic tendencies were higher than the ones with democrat, liberal, social democrat and conservative political views. Also the blind patriotic attitudes of the participants with conservative and other political tendencies were found to higher than the ones with the social democratic political ideology.

Table 7. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the constructive patriotism according to their political tendencies

Political Tendency	n	Row Average	sd	X^2	p	Significant Difference
1 Democrat	165	336.06	5	15.114	.010	
2 Nationalist	312	373.43				
3 Liberal	41	276.94				2-3, 2-4,
4 Social Democrat	58	301.35				
5 Conservative	108	373.27				
6 Other	21	369.40				

Table 7 shows the Kruskal Wallis test results of the prospective teachers with different political tendencies in the dimension of constructive patriotism. It is seen that the result regarding to constructive patriotism show significant differences constructive patriotism according to the political tendencies, $x^2(sd=5, n=705) = 15.114$, $p<.05$. According to the results the political tendencies have different effects upon the attitudes towards the

constructive patriotism. The groups were subjected to double Mann Whitney U test comparisons and Bonferoni correction method to define the one which shows the highest tendency in this dimension compared to others regarding to constructive patriotism. Taking the row averages into account it is seen that the constructive patriotic attitudes of the participants with nationalist political tendencies are higher than those having liberal or social democratic ideology.

Table 8. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the blind patriotism according to their interest in levels in internal politics

The Interest Levels In Internal Politics	n	Row Average	sd	χ^2	p
1 No interest	53	346.75	2	.090	.956
2 Average interest	421	352.38			
3 High interest	231	355.55			

Table 8 shows the Kruskal Wallis test results of the prospective teachers with different interest levels in the internal politics in the dimension of blind patriotism. The blind patriotism results show no significant difference according to the interest of the prospective teacher in internal politics, χ^2 (sd=2, n=705) =.090, $p > .05$. Taking row averages into account the blind patriotism attitude points according to the interest levels in the internal politics are very close to each other.

Table 9. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the constructive patriotism according to their interest in levels in internal politics

The Interest Levels In Internal Politics	n	Row Average	sd	χ^2	p	Significant Difference
1 No interest	53	276.07				
2 Average interest	421	324.65	2	42.991	.000	3-1,3-2
3 High interest	231	422.33				

Table 9 shows the Kruskal Wallis H-Test results of the prospective teachers in the dimension of the constructive patriotism according to their interest in levels in internal politics. The table reveals the fact that there were significant difference in the dimension of the constructive patriotism according to their interests in internal politics, χ^2 (sd=2, n=705) =42.991, $p < .05$. The interests of the internal political affairs of the prospective teachers have an important role in the formation of the constructive patriotism. The groups were subjected to double Mann Whitney U test comparisons and Bonferoni correction method to define the one which shows the highest tendency in this dimension compared to others. Based on the raw averages the constructive patriotism results of the participant which have a high level interest in the internal politics were higher than that with no or middle level interests.

Table 10. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the blind patriotism according to their levels interest in external politic

The Interest Levels In External Politics	n	Row Average	sd	χ^2	p
1 No interest	89	338.63			
2 Average interest	399	351.73	2	.816	.665
3 High interest	217	361.24			

Table 10 shows the Kruskal Wallis test results of the prospective teachers with different interest levels in external politics on the dimension of blind patriotism. There were no significant difference observed with the interest levels of the external levels of the prospective teachers and their scores in blind patriotism, χ^2 (sd=2, n=705) =.816, $p > .05$. Taking the row averages it is seen that the blind patriotism scores of the prospective teachers are similar.

Table 11. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the constructive patriotism according to their interest in levels in external politics

The interest levels in external politics	n	Row Average	sd	χ^2	p	Meaningful difference
1 No interest	89	292.75				
2 Average interest	399	326.13	2	43.987	.000	3-1,3-2
3 High interest	217	427.12				

Table 11 shows the Kruskal Wallis test results of the prospective teachers with different interest levels in external politics in the dimension of constructive patriotism. The points scored by the participants with different levels of interest in the external politics showed a significant difference for the attitudes of constructive patriotism, χ^2 (sd=2, n=705) =43.987, $p < .05$. The groups were subjected to double Mann Whitney U test comparisons and Bonferoni correction method to define the one which shows the highest tendency in this dimension compared to others. If we take the row averages into account the constructive patriotism scores of the prospective teachers, the scores of the ones with high level of interest in external politics were higher than those with medium level of no interest in it.

Table 12. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the blind patriotism according to the journals they follow

Journals	n	Row Average	sd	χ^2	p
1 History journals	90	388.32			
2 Magazines	43	375.56			
3 Economics journals	4	391.75	5	6.214	.286
4 Political journals	74	368.19			
5 Daily newspapers	398	337.73			
6 Others	96	359.28			

The Kruskal Wallis test results listed in table 12 showed that there were no significant differences on the blind patriotism scores of prospective teachers according to the journals they followed. χ^2 (sd=2, n=705)=6.214, $p>.05$.

Table 13. Kruskal Wallis H -Test results of the prospective teachers in the dimension of the constructive patriotism according to the journals they follow

Journals	n	Row Average	sd	χ^2	p	Meaningful difference
1 History journals	90	387.01				
2 Magazines	43	323.10				
3 Economics journals	4	429.75	5	23.214	.000	4-2, 4-5, 4-6,
4 Political journals	74	444.62				
5 Daily newspapers	398	333.44				
6 Others	96	341.80				

The Kruskal Wallis test results listed in table 13 revealed that there were significant differences in the constructive patriotism scores of the prospective teachers according to the journals they followed, χ^2 (sd=5, n=705) =23.214, $p<.05$. It is clear that the journals followed have a big impact on the formation constructive patriotism of the prospective teachers. The groups were subjected to double Mann Whitney U test comparisons and Bonferoni correction method to define the one which shows the highest tendency in this dimension compared to others. The constructive patriotism of the ones which follow the political journals were found to be higher than those following magazines, newspaper and other journals.

4. DISCUSSION

The results of this study carried out to evaluate the patriotic attitudes the prospective teachers according to various variables are as follow. The blind patriotism levels of the male participants were higher that the females. But the constructive patriotism levels showed no significant change according to gender. This is in good accordance with the literature (20, 21).

Both the blind and constructive patriotic attitudes of the prospective teachers who stated to have a nationalistic political tendency were found to be higher than the prospective teachers having other political opinions.

The constructive patriotic attitudes of the participants with higher interest in internal and external politics than the others. However the blind patriotic attitudes shows no appreciable difference according to the interest of the in the internal and external affairs.

The type of journals followed was found to cause no meaningful difference in the blind patriotic attitudes of the prospective teachers. However the constructive patriotic attitudes of the prospective teachers who used to follow the political and philosophical journals were found to be significantly higher than the others.

5. SUGGESTIONS

As is the case for every field the education has the prime importance to bring the prospective teachers to the desirable levels and qualities in patriotism. According the results obtained in this study the following proposals can be made,

- ✓ The prospective teachers should be encouraged to follow the internal and external politics.
- ✓ The should be urged to read the scientific articles and books related to patriotism.
- ✓ Since prospective teachers who have a blind or constructive patriotic attitude will become the teachers who will have a prime effect on the children regarding to patriotism an effective education policy should be adapted to improve their citizenship values.
- ✓ The results show that the blind patriotism among the prospective teachers is highly prevalent. The universities assume a role with paramount importance to minimize this form of patriotism and increase the level of constructive and integrating patriotic attitudes. The prospective students should be given these virtues with seminars given in and out of the class.
- ✓ Every prospective teacher is perfectly entitled to have political opinion provided that he/she respect the opinion of the others. However they must be warned that they should adapt the criticizing and investigating approach rather than a blind attitude toward the ideology they are planning to support.

- ✓ In the mind boggling pace of the 21th century everybody try to gain as much knowledge as possible on diversified subjects. However especially the youth seems to be not sufficiently interested in the patriotic concepts vital to the country. They can talk about the team they support for hours. Patriotism is as important as the team they support to say the least. Therefore the number of activities to promote the constructive patriotic attitudes of the country and especially the youth should be increased.

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