Metaphoric Perceptions of Prospective Social Studies Teachers towards the Concept of 'Good Citizen'

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Abstract

Metaphors are often used in educational studies to ascertain perceptions that are based on experiences because metaphors are able to adequately demonstrate the different perspectives regarding controversial subject matters. The study was designed according to the hermeneutical research approach in qualitative research methods. The study group consisted of 142 teacher candidates from the Social Studies Teaching Department of Usak University Faculty of Education. The participant students produced 61 different metaphors about the concept of 'good citizen'. Among the metaphors, the most used names/words were Mustafa Kemal Ataturk, tree and sun. In addition, 12 citizenship categories such as enlightening and informative citizen; loyal, patriotic, and protective; guiding and leading; useful; responsible and effective; conscious and experienced; devoted; fair; participant and collaborative; generous and helpful; industrious and expert citizen emerged from these metaphors. Mustafa Kemal Ataturk was used with his various qualities in seven different categories.

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Introduction

A metaphor is the name of the summarized structure to show the similarity between two objects. This structure is used to gain an idea or interpret less known entities by using a well-known entity (Aubusson, Harrison and Ritchie, 2006). People use such simulations to reflect their previous knowledge, experiences, and preferences so that they become compatible with existing personal and social environments (Harrison and Treagust, 2006).

Unlike the widely accepted definitions in the literature (Wilbers and Duit, 2006; Thomas, 2006), the metaphor is not based solely on similarity. A metaphor is based on the interrelationships in our experience that lead to perceived similarities between the two domains (target and resource domain). In addition, metaphors are integral parts of culture because people acquire their own experiences from the cultures that they live in (Lakoff and Johnson, 2008).

Metaphors are perceived in various forms in different disciplines. Philosophers find that the metaphors used by poets are unusual because they think that the language should be plain. However, metaphors are important for cognitive linguists as they see metaphors as an interpretation of meaning and a method used for understanding a situation. Some scientists think that a metaphor is a matter of revealing similarities between events (Ma and Lui, 2008). After mentioning the general characteristics of the metaphors, it is necessary to touch on citizenship education and the concepts of a 'good citizen' as one of the most important parts of this study.

Second Citizenship Education and the concept of 'Good Citizen'

One of the important goals of the state is to raise the citizens of the future. In addition to family and community life (Quisumbing, 2002), the school plays an important role in achieving this goal. Schools aim to raise effective and conscious individuals who respect human rights and work for the society and who also know and abide by the rules of both society and the state. In fact, the ultimate goal of the school is to educate individuals as good citizens. Raising good citizens is one of the important investments necessary for the order, security, and peace of the country and to prevent terrorism and chaos in a country. This is because good citizens possess important qualities such as protecting public property, protecting nature and obeying the rules (laws), abiding by their values, joining the army, actively participating in politics and society, and avoiding extreme actions.

A good citizen is also an active and conscious citizen. Besides, they are a person who believes in democracy, respects human rights and freedoms, knows, and uses the correct ways to seek these rights (Westheimer and Kahne, 2004; Pykett, 2010). However, only following the rules and being

beneficial to society is not enough to be a good citizen. A good citizen focuses on correcting the mistakes in society with active participation as well as working for the benefit of society (Westheimer and Kahne, 2006).

The most important responsibility for raising the students as the future citizens of the country they live in belongs to the teachers (Fry and O'Brien, 2015). One of the important lessons aimed at raising citizens within the Turkish education system is social studies. Among the important objectives of the social studies course is to train productive and active citizens. Indeed, one of the seven learning areas in the Social Studies Curriculum is active citizenship. This learning area; aims to teach the structure of groups, institutions, social organizations, and the state, and to introduce their rights to individuals and to improve their social participation skills (National Ministry of Education [NAME], 2018). In addition, 2018 Social Studies Teacher Education Undergraduate Program, which is prepared to train social studies teacher, shows that courses such as citizenship knowledge, Turkish legal system, education law, human rights and democracy education (Higher Education Institution [YÖK], (2018) are being taught. In other words, both programs are designed in harmony with each other in order to train the good and active citizens of the future. Therefore, it is expected that prospective teachers will be able to educate the good and active citizens of the future in schools after taking related courses and performing various applications in undergraduate education. This is important in terms of showing the place of citizenship education in social studies teaching. After mentioning the characteristics of citizenship education and good citizen concept, it is useful to point out the place of metaphors in educational researches and mention the metaphor studies which relate to citizenship education.

Metaphors in Educational Studies

Metaphors play an aesthetic and pedagogical role in education as well as in the literature (Botha, 2009). Meaningful learning, one of the important aims of teaching, occurs by establishing a relationship between new knowledge and existing knowledge. This relationship is especially important to learn for interrogating. In the process of learning the interrogating, new questions and problems are defined, activities are planned, then students search for questions and problems, and teachers discuss data and interpretations with their students. Later the teacher asks questions, provides 'need to know' information and sometimes offers analogies. If analogies are appropriate, concept learning becomes easier because teachers provide students with the linkage between the knowledge and experience, they are familiar with and the new content and problems (Harrison and Treagust, 2006).

The use of metaphors as a means of data collection (Armstrong, 2007) and in various disciplines as a means of teaching increased after it was systematically studied by Lakoff and Johnson

(1980). Across the world, metaphors have generated a huge amount of research and immense literature particularly in the last thirty years (MacArthur, 2011).

In Turkey, metaphors are used intensively like in other places around the world. Especially the metaphoric studies carried out in the field of education are significant. In these studies, it can be seen that a large part focuses on the concept of a "teacher" (Saban, 2004; Saban; 2008, Kalyoncu, 2012; Özbaş and Aktekin, 2013; Gedikli, 2014; Akça Berk, Gültekin and Çençen, 2015). Yıldızlı, Erdol, Baştuğ and Bayram (2018) has put this forward in their study titled "A Meta-Synthesis on the Turkish Metaphoric Studies addressing the Concept of Teacher". In their study, they examined 11 graduate dissertations and 32 articles that are published between the years of 2004-2016 in Turkey which have written about the concept of a "teacher".

When other metaphor studies conducted in education are examined, the following concepts are examined: Altun and Apaydın (2013) "education", Seyhan (2014) "social participation", Aslan (2015) "social gender", Kılcan, Akbaba and Gülbudak (2017), "Khoja Ahmad Yassawi", Egüz and Kesten (2018) "social media" and Yıldız, Özen and Yıldız (2018) "education program".

In relation to citizenship education studies, often it can be seen that the perceptions regarding the concept of "democracy" (Sarı and Sadık, 2011; Dündar, 2012; Nasırcı and Sadık, 2018) are considered. In the study conducted by Aydın and Çelik (2017), which is directly related to citizenship education, intended to reveal the perceptions of middle school students about the concepts of "active citizen" and "legal rules" through metaphors. According to the results of the research; students have developed 60 different metaphors for the concept of "effective citizenship" and they are named in five different categories as the following: valuable and the source of life, protective and combatant, the source of production and work, protective and powerful, guiding and leading. In the same way, 62 different metaphors for the concept of law have emerged, and they have been divided into five categories as the protective, guiding, extraordinary power source and heroic, livelihood, the source of justice and equilibrium. Despite some work on the notions of democracy, active citizens and legal rules, we could not find any article regarding metaphorical perceptions about the concepts of 'good citizen' or 'good citizenship'. Therefore, the current study aims to reveal the metaphorical perceptions of social studies teacher candidates who will teach citizenship values in the school. Within this scope, we sought answers to the following research questions:

1. Which metaphors did the social studies teacher candidates produce to express their perceptions about the concept of a 'good citizen'?

2. What categories can be created with the metaphors that the social studies teacher candidates produced about the concept of a 'good citizen'?

Method

This research is based on the interpretive (hermeneutic) research approach, which is one of the qualitative research methods. This research approach has the purposes of describing, understanding and interpreting a number of facts or a single event in different ways rather than a single observable reality. The reality is reached by this research approach can be multiple or contextual (Merriam, 2009).

Participants

The working group consisted of 142 teacher candidates, which attended Usak University Faculty of Education, Social Studies Teacher Training Program. However, the metaphors produced by 10 people were not evaluated because they are not linked to the concept of a 'good citizen'. Participants were selected according to the convenience-sampling method, one of the purposive sampling methods (Creswell, 2012). The following coding system was used to show which metaphor the teacher candidates produced:
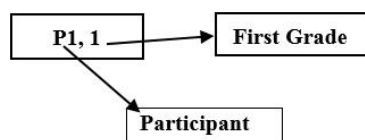
This coding was done for all participants. The distribution of participants by class and sex is given in Table 1:

Table 1. *Demographic information of participants*

	Sex			
Grades	*Male*		*Female*	
	f	*%*	*f*	*%*
1.Grade	13	46,4	15	53,6
2.Grade	12	41,4	17	58,6
3.Grade	11	35	21	65
4.Grade	21	47,7	23	52,3
Total	**57**	**42,5**	**76**	**57,5**

Data Collection Tool and Collection Process

The constructed metaphor technique (Wan, 2012) was used to collect data in this study. This form includes sections such as the source, destination, and the requirement. The source field is normally tangible and recognizable. The target field is abstract and unknown or less known (Kovecses, 2010). The requirement section is the part where the reasons are explained for the similarity between the source domain and the target domain (Jin, Liang, Jiang, Zhang, Yuan and Xie, 2014). Taking these characteristics into account, the data collection was structured as "A good citizen is like ...., because ....".

In the data collection process, the first purpose of the research was explained to the candidates. Then it was explained to social studies teacher candidates that producing metaphors alone would not be enough since different people can use the same metaphors for different purposes. Therefore, in order to reveal the true meanings, they were asked to explain in the "because" section in detail. After the explanations, the teacher candidates were given 30-60 minutes to produce their metaphors and explain them. After collecting the forms, we prepared them for analysis by giving them numbers.

Data Analysis

Metaphors produced by the prospective teachers were evaluated using the content analysis method (Bilgin, 2014) and the metaphor analysis method based on the studies of Lakoff and Johnson (2008). In addition, the categorical analysis process followed by Saban (2004) was utilized. In the evaluation, 10 metaphors were excluded because they did not include any explanation or analogy of the concept of a 'good citizen' and the characteristics of a 'good citizen'. For example, one of the participants who produced the rain metaphor wrote: "A good citizen is like rain because rain fertilizes the soil, gives coolness, and leaves a nice smell and feel." As can be seen, although the characteristics of the rain were mentioned, it was not explained how this resembled with the concept of good citizens. Thus, the metaphors with no meaningful similarity with 'good citizen' were removed from the study. In addition, the expert review (Patton, 2014) method was used to ensure the reliability of the research and to test the consistency of the metaphor analysis. Apart from the researcher, three different field experts examined the metaphors and the categories reached. Metaphors, in which there is a discrepancy between the target area and the source area, have been removed through consultation. Finally, percentages, frequencies, and quotations for related metaphors are detailed in the findings.

Findings

In this section, the findings of the metaphors produced by the prospective teachers on the concept of a 'good citizen' are examined under two headings in accordance with the purposes of this research.

Metaphors Produced by Social Studies Teacher Candidates Regarding the Concept of 'Good Citizen'

The participants described the concept of a 'good citizen' by using 61 different metaphors. Among these metaphors, Mustafa Kemal Atatürk (16), tree (16) and sun (14) are the most preferred. 4th-grade students mostly used these three metaphors. All the metaphors produced are given in Table 2:

Table 2. *Distribution of generated metaphors to class level*

Metaphor Name	1. Grade	2. Grade	3. Grade	4. Grade	Total	Metaphor Name	1. Grade	2. Grade	3. Grade	4. Grade	Total
Mustafa Kemal Atatürk	3	1	5	7	16	Gold	-	-	-	-	1
Tree	1	4	4	7	16	Mohammad	-	-	-	-	1
Sun	2	5	3	4	14	Cristiano Ronaldo	-	-	-	-	1
Mother	1	2	-	4	7	Engin Bey	-	-	-	-	1
Book	1	1	2	3	6	Snellman	-	-	-	-	1
Teacher	3	2	1	-	6	Philosopher	-	-	-	-	1
Ant	1	1	1	2	5	Doctor	-	1	-	-	1
Soil	-	-	3	1	4	Artist	-	1	-	-	1
Soldier	2	-	-	-	2	Captain	-	-	1	-	1
Key	-	-	-	2	2	Scavenger	-	1	-	-	1
Water	1	-	1	-	2	Leer Fish	-	-	-	1	1
Neighbor	-	-	2	-	2	Honeybee	-	-	-	1	1
Moon	-	-	1	1	2	Spark	-	-	1	-	1
Father	1	-	-	1	2	Mountain	-	-	1	-	1
Nature	1	-	-	-	1	State	-	-	-	1	1
Mahatma Gandhi	1	-	-	-	1	Alpaslan Türkeş	-	-	-	-	1
Ömer Halisdemir	-	-	1	-	1	Ocean	-	1	-	-	1
Ebulfez Elçibey	-	-	-	-	1	Star	-	1	-	-	1
Corporal Seyit	-	-	-	1	1	Lighthouse	-	-	-	1	1
Fatih Sultan Mehmet	-	-	1	-	1	Recep Tayyip Erdoğan	-	1	-	-	1
German Football Team	-	-	-	-	1	Turkish Amputee Football Team	-	-	1	-	1
Nelson Mandela	-	-	1	-	1	Encyclopedia	-	-	-	1	1
Moneybox	-	-	-	-	1	Lighter	-	-	-	-	1
Bulb	-	1	-	-	1	Medicine	-	-	-	1	1
Hour	-	1	-	-	1	Chain Ring	-	-	-	1	1
Umbrella	-	-	1	-	1	Friend	-	1	-	-	1
Belt	-	-	-	1	1	Beloved	-	-	1	-	1
Scales	-	-	-	1	1	Atmosphere	-	-	-	1	1

Eraser	-	-	-	1	1	Compass	-	-	1	-	1
Student	-	-	1	-	1	Pen	-	1	-	-	1
Flower	-	1	-	-	1						

As can be seen, after the metaphors of Mustafa Kemal Ataturk, tree and the sun, the characteristics of the good citizen and the characteristics of the metaphors of mother (7), the book (6), the teacher (6), the ant (5) and the land (4) were established. When the produced metaphors are categorically examined, it is seen that the participants used 10 different natural resources, plants and assets (living and non-living) names, 13 leaders, famous or author names, 13 types of vehicles names, 7 kinds of profession names, 5 family, private and social relationship concepts, 4 animal names, 4 geographical concepts, 3 group names, and 2 references. In these metaphors, which are used by candidates to explain the qualities of good citizens, it is found that they emphasize the behavior of people, the functions of the tools, the importance of entities, resources, and occupations in the community's life.

Citizenship Categories Emerging from Metaphors of Social Studies Teacher Candidates

We reached 12 different citizenship categories by examining metaphors used by the prospective teachers to explain the concept of a 'good citizen'.

Figure 1. *Citizenship categories*

As can be seen in Figure 1, in the categories produced for the concept of a good citizen, the emphasis was given to enlightening and informative qualities of the good citizen.

The Enlightening and Informative Citizen

Most metaphors created by participants fall into the category of the enlightening and informative citizen. The details for this category are given in Table 3:

Table 3. *The enlightening and informative citizen*

Metaphor Name	f	%
Sun	10	43,5
Teacher	6	26,1
Book	2	8,7
Moon	2	8,7
Bulb	1	4,3
Encyclopedia	1	4,3
Pencil	1	4,3
Total	23	100

The metaphor 'sun' was used to emphasize the 'good citizen's enlightening aspect. One of the quotations related to this metaphor, which is mentioned as the sun shining into the environment from sunrise to sunset, is as follows: *"A good citizen is like the sun because if the sun irradiates the earth, good citizens must enlighten the society and be loyal to their responsibilities."* (P31, 2)

In addition to the sun, metaphors such as the teacher, the book, the moon (lighting), the pencil (information acquisition), the light bulb (illumination), the encyclopedia (information giving), and their related properties have been cited. According to the explanations in this category, the good citizen is the person who enlightens, informs, broadens their horizons and gives them new perspectives.

The Enlightening and Informative Citizen

In this category, mostly tree, Mustafa Kemal Atatürk and mother metaphors were used to explain the concept of 'good citizen'. Information on these metaphors are given in Table 4:

Table 4. *The loyal, patriotic and protective citizen*

Metaphor Name	f	%
Tree	6	30
Mustafa Kemal Atatürk	4	20
Mother	3	15
Soldier	2	10
Flower	1	5
Beloved	1	5
Umbrella	1	5
Mountain	1	5
Atmosphere	1	5
Total	20	100

The metaphor of "tree", was the most used metaphor in this category, and was used to explain that a 'good citizen' should be connected to its country with all his/her roots. This can be seen in the following quote: *"A good citizen is like a tree because it is loyal to the land of the country, as it is held in the soil by its roots. A 'good citizen' love his/her country as trees love their land."* (P22, 2)

Apart from the tree metaphor mentioned in this category, various metaphors such as Mustafa Kemal Ataturk (patriotism), mother (loyalty), soldier (protection), flower (loyalty), beloved (loyalty), umbrella (protection), mountain (loyalty) and atmosphere (protection) were produced to explain the concept of a 'good citizen'. As to these metaphors, a 'good citizen' who is loyal to his/her country and nation, who keeps the interests of his country above everything and protects his country.

The Guiding and Leading Citizen

Another category emerging from the metaphors used by the teacher candidates is the guiding and leading citizen. Information on the metaphors in this category is presented in Table 5:

Table 5. *The guiding and leading citizen*

Metaphor Name	f	%
Mustafa Kemal Atatürk	3	20
Key	2	13,3
Recep Tayyip Erdoğan	1	6,7
Mahatma Gandhi	1	6,7
Star	1	6,7
Ocean	1	6,7
Nelson Mandela	1	6,7
Book	1	6,7
Student	1	6,7
Compass	1	6,7
Spark	1	6,7
Lighthouse	1	6,7
Total	15	100

In this category, it mostly emphasized that a 'good citizen' should be guiding his people like Mustafa Kemal Atatürk: *"A good citizen is like Mustafa Kemal ATATÜRK because he is a pioneer in his country and leading his country. A 'good citizen' must be foresighted, open to innovations and reforms."* (P8, 2)

In addition to Mustafa Kemal Atatürk, metaphors such as key (pioneer), Recep Tayyip Erdoğan (pioneer), Mahatma Gandhi (pioneer), Nelson Mandela (pioneer), star (guiding), ocean (pioneer), book (guiding), student (pioneer), compass (guiding), the spark (pioneer) and lighthouse (guiding) were used. In compliance with these results, a 'good citizen' should be a guide and a pioneer person.

The Useful Citizen

The fourth category, formed by the metaphors produced by the participants, is the useful citizen. The metaphors of this category are given in Table 6:

Table 6. *The useful citizen*

Metaphor Name	f	%
Tree	6	40
Water	2	13,3
Soil	2	13,3
Sun	1	7,1
Scavenger Fish	1	7,1
Leer Fish	1	7,1
Friend	1	7,1
Total	14	100

The most widely used metaphor in the useful citizen category is the tree. In students' answers, the tree metaphor is referred to as a beneficiary, which gives oxygen to the environment, gives fruit unrequited, and is beneficial in all circumstances:

"A good citizen is like a tree because the tree gives oxygen. It is a shelter and protection for animals. Good citizens also have positive contributions to their country because they fulfill their responsibilities." (P14, 3)

Apart from the tree, the contributions of the water, the soil, the sun, the scavenger fish, the leer fish, and the friend to people and nature are mentioned. As for the metaphors in this category, a 'good citizen' is the person who benefits people without an expectation of interest.

The Responsible and Effective Citizen

According to social studies teacher candidates, a 'good citizen' is both a responsible and an active citizen. Details about this category, which are used by 13 different metaphors, are presented in Table 7:

Table 7. *The responsible and effective citizen*

Metaphor Name	ƒ	%
Mother	2	13,3
Mustafa Kemal Atatürk	2	13,3
Snellman	1	6,7
Engin Bey	1	6,7
German Football Team	1	6,7
Turkish Amputee Football Team	1	6,7
Doctor	1	6,7
Soil	1	6,7
Sun	1	6,7
Captain	1	6,7
Tree	1	6,7
Eraser	1	6,7
Belt	1	6,7
Total	15	100

In Table 7, we can see that the qualifications of the responsible and effective citizen are explained most with the mother metaphor. For example, one participant clarifies the understanding of the responsibility of the mother as the following: *"A good citizen is like a mother because both a mother and a good citizen have responsibilities. When they fulfill their responsibilities, the surrounding environment will be smoother."* (P14, 2)

Besides the mother metaphor candidate teachers used metaphors such as Mustafa Kemal Atatürk, Snellman (the hero of the novel of White Lilies), Engin Bey (local grocer), German Football Team, Turkish Amputee Football Team, sun, doctor, soil, captain, tree and eraser and belt. It has been pointed out that having responsibilities and fulfilling the responsibilities effectively are among the important qualities of the 'good citizen' in here. According to the metaphors in this section, a 'good citizen' is someone who has a responsibility, can take various responsibilities in any circumstances, and can fulfill his/her responsibilities.

The Conscious and Experienced Citizen

The participants focused on the importance of being conscious and experienced in this category. The metaphors representing this category are presented in Table 8:

Table 8. *The conscious and experienced citizen*

Metaphor Name	f	%
Mustafa Kemal Atatürk	3	21,4
Nature	2	14,3
Sun	1	13,3
Book	1	7,1
Gold	1	7,1
Lighter	1	7,1
Philosopher	1	7,1
Money-box	1	7,1
Soil	1	7,1
Tree	1	7,1
Medicine	1	7,1
Total	14	100

Pre-service teachers mostly used the metaphor of Mustafa Kemal Atatürk in the conscious and experienced citizen category. They pointed out that Atatürk is a conscious and experienced person and say:

"*A good citizen is like Atatürk because a good citizen knows his rights, his duties, and responsibilities. The one who knows the obstacles well in his work and produces the solutions for these obstacles.*" (P23, 4)

In addition to Mustafa Kemal Atatürk, nature, sun, book, gold, lighter, philosopher, moneybox, soil, tree, and medicine metaphors were used. Accordingly, the metaphors in this category, good citizens are those who are aware of everything they do, who are experienced, have timing knowledge and are able to make effective decisions.

The Devoted Citizen

According to teacher candidates, one of the important qualities of a 'good citizen' is to be devoted. The metaphors they choose to explain these ideas are given in Table 9:

Table 9. *The devoted citizen*

Metaphor Name	*f*	%
Mustafa Kemal Atatürk	3	30
Mother	2	20
Father	1	10
Alparslan Turkes	1	10
Ömer Halisdemir	1	10
Ebulfeyz Elcibey	1	10
Corporal Seyit	1	10
Total	10	100

As in many other categories, teacher candidates exemplified Mustafa Kemal Atatürk in this category, explaining how to be a self-sacrificing citizen. The features of this metaphor that overlap with a 'good citizen' are described as the following: *"A good citizen is like Atatürk because Ataturk has struggled to take his nation one step further. He spent his life scarifying for the nation."* (P13, 1)

In this category, besides Mustafa Kemal Atatürk; various metaphors such as mother, father, Alparslan Turkes, Ömer Halisdemir, Ebulfeyz Elcibey and Corporal Seyit represent devoted citizen. According to the metaphors, a 'good citizen' is the one who is ready to pay all kinds of price and one who sacrifices for the homeland.

The Fair Citizen

According to the metaphors of the participants, one of the important features of the good citizen is to be fair. The metaphors are used to describe a fair citizen are listed in Table 10:

Table 10. *The fair citizen*

Metaphor Name	*f*	%
Mohammad	1	16,7
Sun	1	16,7
Fatih Sultan Mehmet	1	16,7
Mustafa Kemal Atatürk	1	16,7
State	1	16,7
Scales	1	16,7
Total	6	100

According to one teacher candidate, Prophet Muhammad is a good example of a fair citizen because he is a man who does not distinguish between race and faith and respects other beliefs: *"A good citizen is like Prophet Muhammad because he helped anyone, regardless of his/her religion and race. He would respect the worship of non-Muslims."* (P17, 1).

In addition to the Prophet Mohammad, concepts of equality and justice are emphasized in metaphors such as the Fatih Sultan Mehmet (treating people fairly), the Mustafa Kemal Atatürk (treating his citizens equally) the sun (warming), the state (treating his citizens equally), and the scale (error-free weighing). According to these metaphors, good citizens are those who respect human rights, treat people fairly and do not discriminate against other people.

The Participant and Collaborative Citizen

Another category revealed by the metaphors of teacher candidates is the participant and collaborative citizen. The metaphors of this category are presented in table 11 below:

Table 11. *The participant and collaborative citizen*

Metaphor Name	f	%
Ant	2	33,3
Tree	1	16,7
Neighbor	1	16,7
Honeybee	1	16,7
Chain Ring	1	16,7
Total	6	100

In this category, the most used metaphor is 'ant'. The emphasis is on the ant metaphor is that it can work in harmony within a team:

"*A good citizen is like an ant because an ant is a creature that is task-conscious, works in harmony, accumulates and struggles for the group it is in. A good citizen also thinks of the interests of the country, is ant-like, and is hardworking, productive, accumulating for the country.*" (P22, 4)

In addition, the metaphors such as tree (in harmony with other plants), neighbors (cooperation), honeybees (teamwork) and chainrings (collaboration) were used. For the metaphors here, a 'good citizen' is the one who can work with people in harmony and work together in the community.

The Generous and Helpful Citizen

Teacher candidates thought 'good citizen' should be both generous and helpful. Metaphors of this category are given in Table 12:

Table 12. *The generous and helpful citizen*

Metaphor Name	f	%
Cristiano Ronaldo	1	25
Father	1	25
Tree	1	25
Neighbor	1	25
Total	4	100

In here, the most interesting metaphor used to describe a generous and helpful citizen is Cristiano Ronaldo. A freshmen student mentioned the donations Ronaldo made as a necessity of

being a 'good citizen' as follows: *"A good citizen is like Cristiano Ronaldo because he is a donor of blood for children with Leukemia who each year helps poor people in Africa."* (P20, 1)

The bottom line, according to the metaphors of the generous and helpful category, a 'good citizen' is a person who helps other people and share his/her possessions with people in need.

The Industrious Citizen

The ant, which is the subject of stories with its diligence, has been the most used metaphor of the hard working and productive citizens category as well as the participant and collaborator citizens category. The metaphors for this category are presented in Table 13:

Table 13. *The industrious citizen*

Metaphor Name	ƒ	%
Ant	3	75
Clock	1	25
Total	4	100

In this category, participants strongly emphasized on the continuous operation of the ants and they used the following statements: *"A good citizen is like an ant because every ant runs, produces, and makes an effort."* (P1, 2) Accordingly, the metaphors in this category, a 'good citizen' works and produces constantly.

The Expert Citizen

The last category that comes out of the metaphors produced by teacher candidates is the expert citizen. The metaphors in this category are as follows:

Table 14. *The expert citizen*

Metaphor Name	ƒ	%
Artist	1	50
Mustafa Kemal Atatürk	1	50
Total	2	100

Artist and Mustafa Kemal Atatürk metaphors used in this category to emphasize the qualities of the expert citizen as a competent worker and to perform their duties correctly:

"A good citizen is like an artist because there is a product that the artist puts out. Every good citizen is like an artist. The more successful a person in his profession and in his work, the better he does his job." (P18, 2)

That is, an expert citizen does his work right and in the best way possible for his/her country. In summary, 12 different citizenship categories emerged from metaphors produced by the social studies teacher candidates. The categories are presented in Table 15:

Table 15. *Citizenship categories*

Category Names	Representing the Categories	
	f	*%*
Enlightening and Informative Citizen	23	17,2
Loyal, Patriotic and Protective Citizen	20	14,9
Guiding and Leading Citizen	15	11,2
Responsible and Effective Citizen	15	11,2
Useful Citizen	14	10,5
Conscious and Experienced Citizen	14	10,5
Devoted Citizen	10	7,5
Fair Citizen	6	4,5
Participant and Collaborative Citizen	6	4,5
Generous and Helpful Citizen	4	3
Industrious Citizen	4	3
Expert Citizen	2	1,5
Total	133	100

As can be seen, 12 different citizenship categories emerged from 133 metaphors produced by social studies teacher candidates. According to the 17.2% (23) of the participants, the most important qualities of the 'good citizen' is that they are illuminative and informative. Consequently, according to teacher candidates, a 'good citizen' is "enlightening, patriotic, guiding, useful, responsible, devoted, fair, helpful, industrious and an expert person".

Discussion, Conclusion, and Recommendations

The social studies teacher candidates produced 62 different metaphors for the 'good citizen' concept in this research. Among these metaphors, Mustafa Kemal Atatürk (16), tree (16) and sun (14) are the most preferred. The 4th-grade students mostly used these three metaphors. Besides, Mustafa Kemal Atatürk's name was used in seven different categories; trees were used in six different categories. In other words, teacher candidates regard Mustafa Kemal Atatürk as the most suitable 'good citizen' model.

12 different citizenship categories were reached from metaphors used by social studies teacher candidates to explain the characteristics of good citizens. First of all, in the category of loyal patriotic and protective citizens, it is seen that the features such as defending the homeland and being loyal to the nation are emphasized. Similar results regarding the necessity of good citizens to be patriots was found in the studies by Kılınç and Dere (2013) Kızılay (2015) Yeşilbursa (2015) Dere, Kızılay and Alkaya (2017) and Li and Tan (2017).

In the category of the participant and co-operative citizen, a good citizen has been referred to such characteristics as working and cooperating with others in harmony. Chiodo and Martin (2005) and Alazzi (2009) mentioned these qualities of the participant citizen. In related studies, issues such as the active participation of the good citizen to society and the ability to work with other people are discussed. According to this category of citizenship, a good citizen should participate in society in a harmonious way.

In the category of a responsible and effective citizen, the emphasis is placed on the ability of the good citizen to fulfill their responsibilities and to take a proactive role in society. However, the role of a good citizen on social change has not been mentioned. In contrast to the results of this study, Westheimer and Kahne (2004), Abs and Veldhuis (2006) and Hoskins (2006) describe the active citizen as the person who actively participates in society and politics and protests injustice. The fact that both results are different from each other lies in the fact that citizenship education between countries has different aims. For example; social studies, one of the most important lessons aimed at raising citizens in Turkey aims to teach the structure of groups, institutions, social organizations, and the state, and to introduce their rights to individuals and to improve their social participation skills within the scope of citizenship education. In other words, active citizenship education is guided by two important motivations such as character education and community service. However, there is no emphasis on the participation dimension of active citizenship in politics. This situation is naturally reflected in the opinions of prospective teachers on the qualifications of good citizens who are studying in a bachelor's degree program designed for character education and community service purposes. On the other hand, one of the most important aspects of active citizenship in America, Canada, and many European countries is the participation in politics such as social change and protest. Westheimer and Kahne (2004), however, criticize the system of citizenship education in the United States because it is reduced to service training and community service in practice, and hence advocates for politics-free-nation citizenship. They argue that citizenship education should be participatory and justice oriented.

In the conscious and experienced citizen category, the success of the good citizen in the knowledge, awareness, experience, and timing has been highlighted. This type of citizenship is similar to the knowledgeable type of citizen identified in the study by Gürel (2016) and defined by Kıncal (2015). The common emphasis of these three outcomes is the consciousness that citizens should have. In addition, concepts such as non-discrimination, equality, and justice have been used in the category of fair citizens. There is a close relationship between this type of citizenship and the concept of ethical citizenship. Simhony (2014) pointed out that ethical citizenship includes concepts such as justice, fairness, and social justice in order to achieve the common good. The common feature of the two categories of citizens is the emphasis on justice.

The importance of helping people in the category of generous and helpful citizens is addressed. Similarly, elementary school and social studies teachers who participated in Gürel's (2016) study emphasized that being educated and helpful are important qualities of good citizens. It has also been emphasized in the altruistic citizen category that a good citizen should be prepared to pay any price for his / her homeland; In the category of beneficial citizens, the importance of being beneficial to people and nature is mentioned. A similarity can be established between these two types of citizens and organizational citizenship behaviors. A person who exhibits organizational citizenship behaviors makes a voluntary effort to contribute to the effectiveness of the organization's functions. These behaviors that are not affiliated with any awards do not include any necessity between the official duties of the person (Avcı, 2015). These behaviors are based on sacrifice which provides significant benefits to the organization. When all the information is considered collectively, citizens can be useful by making sacrifices for their countries no matter what role they play when they exhibit organizational citizenship behaviors.

In the guiding and pioneering citizen category, Mustafa Kemal Atatürk's leadership characteristics were highlighted. The relationship between this type of citizenship and servant leadership in organizational citizenship can be established. Because servant leaders become a model for their employees, values them, directs their feelings, thoughts, and beliefs towards common aims and guides them (Dinçer and Öksüz, 2011). In these aspects, the servant leader carries the characteristics of the guiding citizen.

Finally, the most emphasized category of illuminating and informative citizens in the categories identified in this study and the least emphasized category hard-working and expert citizens could not be directly or indirectly related to other types of citizenship in the literature. In general, the results of this study reveal the perceptions and expectations of prospective social studies teachers about good citizenship, which will educate citizens of the country and will give citizenship education, human rights, and democracy lessons. Secondly, 12 different categories of citizenship were identified from the metaphors produced by the candidates. Finally, a new definition of a good citizen emerges from the categories produced. According to social studies teacher candidates, a good citizen is a person who is enlightening, patriotic, guide, useful, responsible, self-sacrificing, fair, helpful, hardworking and expert.

In this study, the types of citizenship identified through metaphors can be described in more detail in other studies and can be used to reveal citizenship expectations. Such a study will provide an important contribution to the determination of citizenship types and the naturalization criteria in Turkey.

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