

How should citizenship education be given?: A study based on the opinions of social studies teachers

Suat Polat^{1,*}, Ibrahim Ozgul², Huseyin Bayram³

¹Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies Education, Agri, Türkiye

²Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies Education, Agri, Türkiye

³Ağrı İbrahim Çeçen University, Faculty of Education, Department of Social Studies Education, Agri, Türkiye

ARTICLE HISTORY

Received: July 29, 2022

Accepted: Mar. 02, 2023

Keywords:

Citizenship education,
Social studies education,
Social studies teachers,
Teachers' opinions.

Abstract: In this study, it was aimed to perform an in-depth examination of the opinions of social studies teachers on how citizenship education should be given. Phenomenology design, one of the qualitative research methods, was used in the research. The study group of the research was formed with 17 social studies teachers working in different regions of Turkey, having different professional seniority and also different genders, by using maximum diversity sampling. The data of the study were collected through a semi-structured interview form developed by the researchers. Descriptive analysis was used to analyze the data. As a result of the research, it was concluded that the perception of social studies teachers regarding the phenomenon of citizenship varied. It was determined that social studies teachers considered the main purpose of social studies as citizenship education and also as a course aimed at raising individuals that the society needs. In the study, it was also concluded that the teachers were of the opinion that appropriate content should be used, different teaching methods-techniques should be employed, and value education should be emphasized while giving citizenship education in the social studies course. Various suggestions were made based on the results of the research.

1. INTRODUCTION

Education is the process of bringing about a deliberate and desired change in an individual's behavior through his/her own experiences (Ertürk, 1973). The sum of the processes in which an individual acquires skills, orientation and behavioral patterns in the society he/she lives in is called education (Demirel & Kaya, 2002). Human is at the center of education. In other words, both the subject and the object of education are humans. All activities carried out through education are carried out with the aim of changing human behavior towards the desired direction (Sönmez, 1994).

Human is a social being and has to live in a society. Living in peace and security in a society is possible with the establishment of social order. Accordingly, some written and unwritten rules have been set to establish social order in the historical process, and states have been established

*CONTACT: Suat Polat ✉ spolat@agri.edu.tr 📧 Agri Ibrahim Cecen University, Faculty of Education, Department of Social Studies Education, Agri, Türkiye.

(Bilge, 1990). While some rights and responsibilities are given to people in order to maintain the social order, some of their freedoms are also restricted to maintain this order. Unlimited freedoms do not seem possible in the social structure as they affect the freedoms of other people. Accordingly, it is important for all people to comply with social rules, whether written or unwritten (Ereş, 2015).

In the historical process, societies have aimed to raise good and active citizens who have internalized the political systems and social structures of their countries. The reason for this is based on the view that it is possible to ensure the continuity of countries and to unite differences in common purposes by instilling citizenship awareness in people. Accordingly, in recent years, education systems have made an intense effort to serve the purpose of raising active and effective citizens. It is a result of these efforts that the socialist understanding built on the view that the individual is responsible to society forms the basis of citizenship education. This approach tries to establish a balance between social rights and responsibilities and individualism. At this point, citizenship education both tries to strengthen the social, political and moral duties and responsibilities of young people and functions as a social control mechanism on individuals. Citizenship knowledge, skills and values of individuals are tried to be strengthened through citizenship education (Wood, 2010). The definition of citizenship education is generally made on the basis of the following content:

To bring young people in the roles and responsibilities they should have in order to grow up as effective citizens. Education experts define this process as "citizenship education". In citizenship education, subjects such as history, geography, economy, law, politics, linguistics, environmental knowledge and international studies, social studies, life skills and moral education have an important place. The content related to these fields and subjects is taught to primary and secondary school students through social studies education. Citizenship education is currently very up-to-date in many countries. Educational approaches that emerged in the new century are meticulously focused on how to perform citizenship education. As a matter of fact, it is important to prepare young people quickly for the difficulties, uncertainties and changing world conditions (Ichilov, 1998). The majority of IRCAF countries (Australia, Canada, England, France, Germany, Hungary, Italy, Japan, South Korea, Netherlands, New Zealand, Singapore, Spain, Sweden, Switzerland, USA, Hong Kong, Ireland) that give importance to citizenship education make important reforms in school curricula in which they develop projects for quality citizenship education. At the end of the 20th century, the level and speed of global change brought thematic studies to the fore. For example, the content and implementation approach of citizenship education in England is being reshaped in accordance with the requirements of the time. In this context, thematic study areas are formed for citizenship education (Crick, 1998; Kerr, 1999). Development of citizenship education in Turkey it happened in a different way (Üstel, 2005). After the World War I, the Ottoman Empire collapsed. Republic of Turkey established on October 29, 1923. After the establishment of the republic reforms have been carried out in many areas. One of these areas is education (Ata, 2006). In the 1926 and 1936 curricula, it was aimed to strengthen national feelings and to consolidate the reforms made (Kuş, 2014). In the 1962 draft curriculum instead of the history, geography and civics course taught in the fourth and fifth grades, a new course called society and country studies took place. The name of social studies course in Turkey was included in the 1968 curriculum for the first time. The 1968 program was repealed in 1985. In 1985, social studies education was ended in secondary schools. Instead of social studies national geography and national history courses were taken place. In 1992, the citizenship course has been placed. After the eight-year compulsory and uninterrupted primary education came into effect in 1997, national history and national geography courses have been removed from primary schools. Citizenship education started to be given through the social studies course (Şen, 2019). The social studies course, which is taught at primary and secondary school levels in our country,

has started to be taught within the framework of thematic study areas in accordance with the constructivist approach since 2005. Citizenship education is one of these themes. This course helps children grow up as active citizens who successfully integrate into the society and perform the socialization process.

Socialization of citizens is considered important in a democratic society. This socialization process should start in childhood and primary schools. In this period, social studies course has an important mission both in terms of character, moral and values education of children and in gaining citizenship knowledge, skills and values (Althof & Berkowitz, 2006). While citizenship is performed by binding people to the state with a legal bond, raising an active citizen who is aware of his/her rights and responsibilities is possible with an effective citizenship education. Citizenship education serves to establish a healthy social structure by strengthening the bonds between the individual and the society. In this direction, the social studies course, which serves to ensure the adaptation of individuals to social life by internalizing democratic principles and values, helps individuals to apply the citizenship knowledge, skills and values they have acquired within the scope of citizenship education in their daily life (Meray, 2009).

The special objectives of social studies curriculum such as raising the individuals as citizens of the Republic of Turkey who love their homeland and nation, know and use their rights, fulfill their responsibilities, and have national consciousness, and having them understand the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their effects on today's Turkey and organize their lives according to democratic rules (MoNE, 2018) clearly show the importance of citizenship education in this course. When the literature is reviewed, it is possible to find studies on citizenship education (Şen, 2019; Bıçak & Ereş, 2018; Önal et al., 2018; Önal et al., 2017; Şentürk et al., 2017; Gürel, 2016; İpek & Karataş, 2015; Deveci & Selanik Ay, 2014; Memişoğlu, 2014; Ichilov, 2013; Geboers et al., 2013; Meray et al., 2012; Hablemitoğlu & Özmete, 2012; Kennedy, 2012; Hebert & Sears, 2001; Kerr, 1999). Considering both the relevant literature and social studies curriculum, it is observed that citizenship education is very important for this course. The fact that the social studies course was started to be taught with the aim of raising active citizens further reinforces this importance. For all these reasons, the opinions of the social studies teachers, who teach this course, on how citizenship education should be gain importance. It is thought that this study will contribute to the existing literature by revealing the views of social studies teachers on how citizenship education should be.

In this study, it was aimed to perform an in-depth examination of the opinions of social studies teachers on how citizenship education should be given. For this purpose, answers were sought to the following questions:

- What is the perception of social studies teachers about the phenomenon of citizenship?
- What are social studies teachers' views about the role of social studies course in citizenship education?
- What are social studies teachers' views on the way to be followed while giving citizenship education in social studies course?

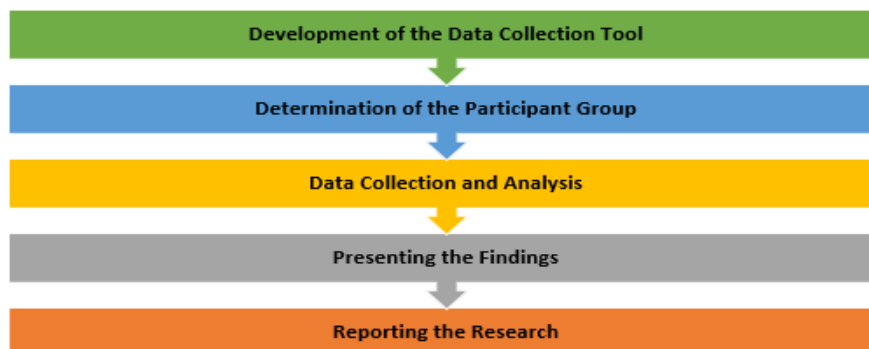
2. METHOD

Qualitative research methods were used in the study. Qualitative research is a method that examines events, facts and situations in their own conditions and forms and aims to collect in-depth information (Glesne, 2016). The reason for using the qualitative research method in the study is to collect information by examining the views of the participants on the research topic in depth. This research was conducted within the scope of the permission obtained by the decision of scientific research ethics committee of Ağrı İbrahim Çeçen University, dated 23.02.2022 and numbered 56.

2.1. Design

In this study, in which the views of social studies teachers on how citizenship education should be given were researched, phenomenology, one of the qualitative research designs, was used. Phenomenology focuses on people's perceptions and views that develop depending on their lives (Creswell & Poth, 2018). The reason for using the phenomenology design in this study is to reveal the experiences of the social studies teachers participating in the research on citizenship education and their views on how citizenship education should be given in the social studies course by examining in detail. The stages followed in the research conducted using the phenomenology design are shown in [Figure 1](#).

Figure 1. Stages followed in the research process.



As seen in [Figure 1](#), a gradual process was followed in the research. Five stages were followed, from the determination of the data collection tool to the reporting of the process, in the research. In the research process, the research fit matrix (Kaya & Bayram, 2021) was used to control the compatibility between the variables of the research.

2.2. Study Group

Maximum diversity, one of the purposive sampling methods, was used in the study. The main purpose of maximum diversity sampling is to reflect the diversity of the individuals participating in the study at the maximum level. The aim of maximum diversity sampling is not to generalize, but to determine whether there are shared phenomena among the diverse situations (Yıldırım & Şimşek, 2016). The reason for using maximum diversity sampling in this study was that the social studies teachers who worked in different geographical regions and had different professional seniority and different genders were planned to be included in the study. Information about the social studies teachers participating in the research is presented in [Table 1](#).

In [Table 1](#), it is seen that 47.05% of the participants in the participant group were female and 52.95% were male. In the table, it is observed that 23.53% of the participants were 25-35 years old, 41.17% were 36-45 years old, 17.65% were 46-55 years old, and 17.65% were over 55. In addition, the table shows that 29.41% of the participants worked in the Marmara region, 23.3% in Central Anatolia, 17.65% in the Mediterranean, 11.76% in the Black Sea, and 17.65% in the Southeastern Anatolia region. Since social studies teachers in Eastern Anatolia and Aegean regions could not be reached, participants from these two regions were not included in the study. Within the scope of the information in the table, it is understood that 23.53% of the participants had a professional seniority of 1-5 years, 41.17% of them 6-10 years, 17.65% of them 11-15 years and 17.65% of them had a professional seniority of more than 15 years.

Table 1. Information on social studies teachers included in the study.

Variable	Feature	f	%
Gender	Female	8	47.05
	Male	9	52.95
	Total	17	100
Age	25-35	4	23.53
	36-45	7	41.17
	46-55	3	17.65
	55+	3	17.65
	Total	17	100
The Region of Duty	Marmara Region	5	29.41
	Central Anatolia Region	4	23.53
	Mediterranean Region	3	17.65
	Black Sea Region	2	11.76
	Southeastern Anatolia Region	3	17.65
	Total	17	100
Professional Seniority	Between 1-5 years	4	23.53
	Between 6-10 years	7	41.17
	Between 11-15 years	3	17.65
	Over 15 years	3	17.65
	Total	17	100

The names of the participants in the research were kept confidential within the scope of ethical rules, and a code name was formed for each participant. The code names in question were formed by adding a number to the letter "T", which is the first letter of the word teacher, according to the order of the interview. In this context, the first interviewed participant was included in the research with the code name T1, the second participant T2, and the third participant T3.

2.3. Data Collection Tools and Data Collection

The data of the study were collected through a semi-structured interview form developed by the researchers. During the development of the interview form used in collecting the data of the research, the views of the experts on qualitative research were obtained three times. The interview form developed by the researchers was first sent to two experts, and they were asked to express their opinions in terms of its suitability to the subject of the research. Within the scope of the feedback received, all the questions in the interview form were rearranged. Then it was presented to the experts again for their opinions. At this stage, feedback was received, indicating that some of the questions in the form were repeated. Depending on the feedback received, some of the questions in the form were combined, and the number of questions was decreased. Finally, the opinion of a different expert was asked and the final version of the interview form was formed. Based on the opinions of the experts, it was decided that the interview form was appropriate for this research. Therefore, it was not necessary to conduct a pilot application for the interview form.

The data of the research were collected face-to-face and web-based. The fact that the participants in the study were working in different regions of Turkey was determined as the limitation of the study, and the participants were interviewed using the teleconference method, where the researchers could not find the opportunity to collect data face-to-face. In this context,

while face-to-face interviews were held with the participants in the South-East Anatolia region, teleconferences were held with the participants in the other regions. Voice recordings were made with the permission of the participants, both in face-to-face interviews and in interviews made by teleconference method. These recordings were transcribed in electronic environment and arranged for the analysis phase.

2.4. Analysis of Data

The data obtained through the interview forms were analyzed through descriptive analysis, one of the qualitative data analysis methods. The descriptive analysis includes performing the analysis process within the scope of predetermined themes (Yıldırım & Şimşek, 2016). The reason why descriptive analysis was used in the analysis of the data of this research is that the coding was done according to the themes were predetermined.

The data transcribed in the computer environment were analyzed in four stages. In the first stage, the data were read superficially to have an idea about the data set. In the second stage, the data were read again and the first coding was done. In the third stage, the main coding was done. In the fourth stage, all the codes determined were brought together and themes were formed. In order to ensure the reliability of the research during the analysis process, the fourth part of the data set and the codes and themes extracted from the said part were sent to two different experts and they were asked to code. By comparing the codes of the experts with the codes of the researchers, the discrepancies were resolved and the themes were finalized. [Reliability=Agreement / (Agreement+Disagreement)] formula developed by Miles and Huberman (1994) was used to determine the reliability of the coding. As a result of the calculation, the reliability value was found to be 92%. The fact that the result of the abovementioned formula is over 70% indicates that the analysis is reliable (Miles & Huberman, 1994).

2.5. Research Ethics and Validity and Reliability

In the research, the following procedures were carried out within the scope of scientific research ethics:

- Before starting the research, ethics committee permission was obtained from a university's scientific research ethics committee to conduct the research.
- The scope of the research was clearly explained to the participants included in the research, and it was ensured that the participants were informed about the research.
- The recordings taken while collecting the research data were used only for this research.
- The names of the participants in the research, the cities they resided in and the institutions they worked in were kept confidential.

In order to ensure the validity and reliability of the research, the following procedures were carried out:

- In the process of designing the semi-structured interview form used in the collection of research data, the opinions of experts who are competent in qualitative research were taken.
- The data collected during the research process were filed based on the original forms.
- The opinions of experts were taken regarding one-fourth of the codes and themes formed during the qualitative analysis process.

The reliability formula developed by Miles and Huberman (1994) was used to determine the reliability of the coding made during the analysis process.

3. RESULT

In the research, the views of social studies teachers on how citizenship education should be given were examined in depth. In this context, the perception of the phenomenon of citizenship of the social studies teachers, their views on the role of social studies course in citizenship education and their views on what path to follow in citizenship education in social studies course were examined.

3.1. Findings Obtained in the Scope of the Perception of Citizenship of the Social Studies Teachers

In the study, the perception of social studies teachers about the phenomenon of citizenship was researched. The findings obtained in this context are shown in [Figure 2](#).

Figure 2. Findings reached within the scope of the perception of citizenship of the social studies teachers.



As seen in [Figure 2](#), the findings reached in the research were combined under the themes of belonging, having a home, unity, shelter and banding together. The findings within the scope of these themes are as follows:

It was determined that some of the participants in the research perceived the phenomenon of citizenship as an element of belonging. One of the most striking expressions providing the aforementioned finding was presented by T3. T3 expressed his/her perception on the subject by saying “*Citizenship means that a person belongs to a place, a country, a land.*” T10 also expressed his/her opinion with similar sentences. T10 said “*Every person wants to belong somewhere. A human being wants to belong to a community. Here, I think citizenship means belonging to a community.*” and revealed that he/she perceived the phenomenon of citizenship as being a member of a community. Another participant who associated citizenship with belonging was T6. This participant (T6) said “*Citizenship is derived from the word city (state in ancient times). So, it means belonging to a country. It means internalizing a homeland. In my opinion, citizenship means being a part of a homeland.*” and embodied his perception on the subject. T6 continued “*In addition, citizenship also enables people to have an identity by belonging to a place. That is why it is what makes us human.*” and expressed the importance he/she attributed to the phenomenon of citizenship.

It was determined that one of the teachers participating in the research perceived citizenship as having a home. The teacher mentioned is T5. T5 presented his/her perception in this context with the following words:

“Homeland means the home of a person. It means the house of his/her ancestor. Citizenship then means being the owner of that home. The holiest place of a person is his/her home. He/she is born at home, he/she feeds himself/herself at home. He/she becomes happy at home, sad at home. He/she dies at home. I mean, the homeland is the place where people do everything. For this reason, I will say that homeland is the home of a person. Home is also very important. In fact, one's home is one of the most important things in life.”

It was determined that the perception of citizenship of some participants and the phenomenon of citizenship were based on unity. As a matter of fact, T8 said *“Citizenship means unity. If people are united, they become citizens. They become brothers. So they develop their homeland. That is why being united is the root of being a citizen, in my opinion.”* and embodied the phenomenon of citizenship. T9 also presented his/her perception of the phenomenon of citizenship in a similar way. T9 said *“You know, when we were kids, we used to sing in games - one for all, all for one - I think citizenship is something like that. Unity means power. Citizenship is also the source of power. Therefore, citizenship is equivalent to being united.”* and s/he expressed that s/he perceived citizenship as unity.

It was found that the participant with the code T4 in the research perceived citizenship as a shelter. The striking statements of T4 providing the aforementioned finding are as follows:

“People always look for a shelter in life. Citizenship is that shelter. No matter what a person experiences, knowing that there is a shelter in which he/she can be safe makes one feel strong. When a person feels weak or feels lonely, he/she can enter this shelter and rest. I think the most beautiful shelter is citizenship. A shelter where you can enter unquestioningly.”

It was observed that some participants in the study expressed the phenomenon of citizenship in the form of banding together. For example, one of the participants, T1, embodied his/her thoughts as follows: *“Doesn't citizenship mean being a stakeholder of the homeland? Yes. So, citizenship means that all stakeholders band together.”* Another participant, T14 said *“In my opinion, citizenship is banding together.”* and T17 said *“Citizenship means banding together. What else could it be? To unite. Being a part of a whole.”*

Within the scope of the findings in the research, it was determined that the perception of social studies teachers about the phenomenon of citizenship varied. On the other hand, it was determined that all social studies teachers participating in the research attributed deep and comprehensive meanings to the phenomenon of citizenship and also considered it important for human life.

3.2. Findings Obtained Within the Scope of Social Studies Teachers' Opinions on the Role of Social Studies Course in Citizenship Education

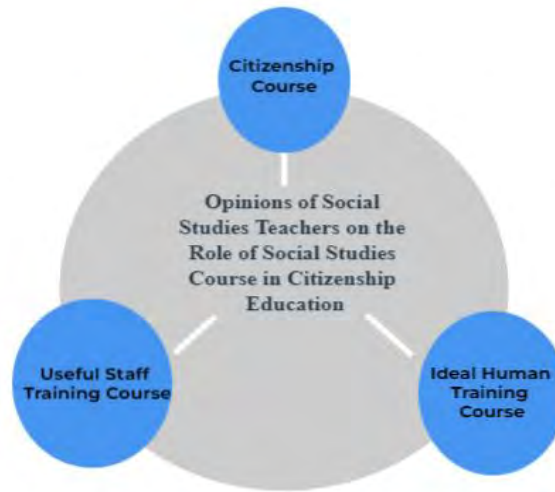
In the research, the opinions of social studies teachers on the role of social studies course in citizenship education were investigated. The findings are shown in [Figure 3](#). As seen in [Figure 3](#), the findings reached within the scope of the opinions of social studies teachers on the role of social studies course in citizenship education were brought together under the themes of citizenship course, ideal human training course, and useful staff training course. The findings within the scope of these themes are as follows:

It was determined that most of the participants in the study expressed the role of social studies course in citizenship education as a course for citizenship education in primary and secondary school programs. One of the most striking opinions in this context was expressed by participant T13 as follows:

“Social studies is already the citizenship course itself. Therefore, there is no need to even think about the role of this course (social studies) in citizenship education. When we look back at history, the reason for the emergence of social studies is citizenship education. It is still so today. It will also be

the same in the future. When it comes to citizenship course, everyone immediately thinks of social studies. This has always been the case both in Turkey and in the world. It will always be in this way.”

Figure 3. Findings reached within the scope of social studies teachers' opinions on the role of social studies course in citizenship education.



The participant with the code T2 also expressed a similar opinion. T2 said *“Don't we already teach social studies to raise citizens? Yes, we do. Then, the importance and role of social studies should be considered in terms of citizenship course.”* T2 also said *“Open and look at social studies books. Everything is about citizenship education. No matter what you look at, you always encounter citizenship issues in the books.”* and he evaluated the social studies textbooks in terms of citizenship education. Another participant, T7 said *“I think social studies is already citizenship education. It is citizenship education itself. In fact, its origin is in citizenship education.”*

It was determined that some participants expressed the role of social studies course in citizenship education as social studies being the ideal human training course. In fact, T11 said *“I think it is enough to look at the definition of social studies to answer this question. What does it say in the definition? It says that social studies is an ideal citizen training course. I think this is the best answer.”* T11 also said *“What do we teachers (social studies teachers) do? We teach to raise quality, rightminded, good citizens. This is the role of social studies.”* and embodied his/her opinion on the subject within the scope of the mission undertaken by social studies teachers. The participant with the code T15 expressed his/her opinion on the role of social studies course in citizenship education in a similar way. T15 said *“This (the role of social studies course in citizenship education) is very clear to me. Social studies is the lesson of raising the people desired by the society and the state. This is very clear.”* and he/she expressed his/her point of view on the subject very clearly.

T12, one of the participants in the research, expressed the role of social studies course in citizenship education by expressing social studies in the form of a useful staff training course. The statements of T12 in this context are as follows:

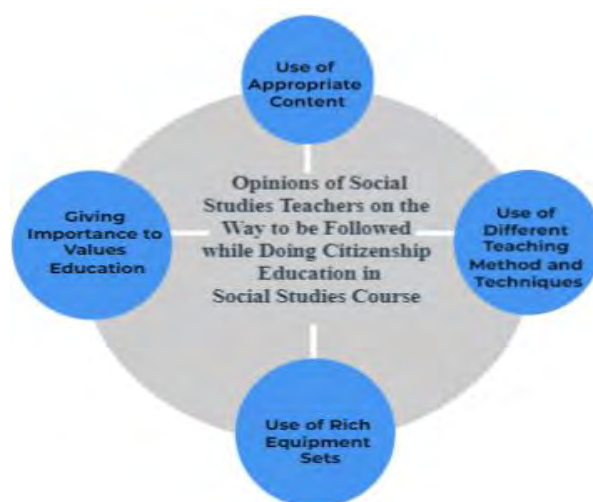
“In my opinion, social studies is a staff training course. Why do I say it is a staff training course? Because we always call it an active citizen training course for social studies. Who is this active citizen? I think I need to clarify. For example, we provide students with a lot of skills. We don't just bring them in knowledge or value. We provide a lot of skills that can be used in life. That is why I say that. Social studies is a staff training course. In the future, these students will deal with different fields. They will be the staff of different fields. Here we train staff for different fields. I mean, we are preparing the infrastructure.”

According to the findings obtained in the research, it was determined that social studies teachers considered social studies course as the basic course of citizenship education. In addition, it was revealed that social studies teachers thought of social studies course as a tool to form the individual profile desired by the society and the state, and also as a course that equips primary and secondary school students with various skills for their future orientation.

3.3. Findings Obtained Within the Scope of Social Studies Teachers' Opinions on the Way to Be Followed While Conducting Citizenship Education in Social Studies Course

In the research, the opinions of social studies teachers on the way to be followed while giving citizenship education in social studies course were examined. The findings are shown in Figure 4.

Figure 4. Findings obtained within the scope of the opinions of social studies teachers on the way to be followed in while giving citizenship education in social studies course.



As can be seen in Figure 4, the findings obtained within the scope of the opinions of social studies teachers on the way to be followed for citizenship education in the social studies course were combined under the themes of the use of appropriate content, the use of different teaching methods-techniques, the use of rich equipment sets, and the emphasis on value education. The findings within the scope of these themes are as follows:

It was determined that some of the teachers who participated in the research emphasized that appropriate course contents should be used while giving citizenship education in the social studies course. For example, T16 expressed his/her opinion on this issue with the following words:

“Citizenship education is extremely important. Therefore, it is necessary to use the right content. We normally only use the books of the Ministry of National Education. I think this is not enough. I find the content of the textbooks insufficient in this respect (citizenship education). I think that the content on citizenship should be increased. Especially in the fourth grade. Because the student in the fourth grade has a fresher brain. He/She gets what you give. Therefore, the content should be enriched in the fourth-grade books.”

The participant with the code T3 also used similar expressions. T3 said *“The question of what we will teach in citizenship education is important. What to teach depends on the content. This means that while giving citizenship education, it is necessary to prepare and use content suitable for raising citizens.”* and he/she drew attention to the importance of the content of citizenship education in the social studies course.

It was determined that some of the participants had the opinion that different teaching methods-techniques should be used while giving citizenship education in the social studies course. The

most striking opinion in this context was expressed by T6. T6 expressed his/her point of view on the subject as follows:

“It is necessary to use ways that work in education. A good teacher should know well which method to use. First, he/she needs to know the student. What are the student's needs? How is the student's character? How can a student be taught? We need to know all of these. For example, there are some students. They memorize. No matter what you do, you cannot make them stop memorizing. For example, another type of student learns as s/he speaks in class. You need to know all of these. Why? Because if you are going to give citizenship education, you need to know these.”

T9 expressed his/her opinion in this context as follows: *“Diversity is good when teaching. Different techniques can be used. It should not always be direct instruction. Especially not in citizenship education.”* T9 also said *“For example, we can use techniques in which the student is more involved. Thus, we save the student from memorization.”* and he/she emphasized that active learning models can be used while giving citizenship education in social studies course.

It was determined that a few teachers in the research had the opinion that rich equipment sets should be used while giving citizenship education in social studies course. T14, one of the aforementioned participants, said, *“If quality education is to be given, all kinds of materials must be available. If there is a lack of material while explaining a subject, effective teaching cannot be achieved. The situation is the same in citizenship education. If a subject is to be taught, we should have enough material.”* and he/she expressed his/her opinion that experiencing an effective education process is directly proportional to having sufficient tools and equipment. As another participant, T8 said *“You must have tools that you can use in the classroom so that the education can achieve its purpose. I am not talking about a smart board or a projector. With these, very limited activities can be done.”* and he/she expressed her opinion on the subject. He/she also said *“If you are going to talk about an event, you must have miniatures, topographical maps, a hall and costumes for re-enactment.”* and embodied the tools that he/she considered to be used during citizenship education in the social studies course.

It was determined that two participants had the opinion that values education should be emphasized while giving citizenship education in the social studies course. One of the aforementioned participants, T1, expressed his/her point of view on the subject as follows:

“Citizenship education means value education. We give a lot of value education in social studies. As a matter of fact, good value education is given in social studies. However, this is not enough. I think that a good citizen should have all material and moral values. In my opinion, the main way to follow in citizenship education is to focus on values education. The more the students internalize our values, the more effective citizens they can become.”

The other participant who thought that value-oriented citizenship education should be taken as a basis in the social studies course was T10. T10 said *“Social studies is a citizenship education course anyway. In the social studies course, we teach students everything that a citizen should have. But for good education, we should emphasize our values.”* T10 also said, *“There is a reason why I say that we should emphasize values. A citizen must have values above all else. In my opinion, this is the main feature that a person should have.”* and he/she based her opinion on striking statements.

Within the scope of the findings, it was revealed that the social studies teachers included in the research were of the opinion that the content suitable for citizenship education should be used while conducting citizenship education in the social studies course. In addition, it was determined that the participants thought that the teaching methods-techniques should be diversified in the processes of citizenship education and at the same time, they should have the necessary tools and equipment. On the other hand, it was determined that social studies teachers were of the opinion that effective citizenship education can be possible with comprehensive values education processes.

4. DISCUSSION and CONCLUSION

Citizenship education is given through social studies course at primary and secondary schools, as it is related to social life. In fact, knowledge, skills and values related to social life are the subject of social studies course. Considering the fact that the knowledge, skills and values that the ideal citizen should have gained through the social studies course, the issue of how citizenship education should be given in the social studies course gains importance. The results obtained in this research, which was based on the opinions of social studies teachers, were discussed within the scope of the results of similar studies in the relevant literature and presented below.

In the study, it was concluded that social studies teachers had a deep perception of citizenship. As a matter of fact, it was determined that the teachers attributed citizenship phenomenon meanings such as belonging, unity, banding together, and that they also considered citizenship as one of the most important needs for human beings. In the literature review, studies with results similar to those of this research were found. For example, the participants included in the study by Kadioğlu et al. (2016) stated the phenomenon of citizenship as language unity, religious unity, common culture and laws that bind everyone. The participants of the study conducted by Martin and Chiodo (2007) associated the phenomenon of citizenship with expressions of benevolence, adherence to social rules, and being respectful. As a result of their study with prospective teachers, Değirmenci and Eskici (2019) determined that the participants associated citizenship with being responsible in general. Malkoç and Ata (2021), on the other hand, identified that social studies teachers considered citizenship as a way of establishing organic bonds with history and culture.

In the present study, it was concluded that social studies teachers considered social studies as a course that is directly aimed at citizenship education and at the same time helping to raise qualified individuals. In the literature review carried out to discuss the abovementioned result, studies with similar results were found. Kuş and Aksu (2017), in their study with social studies teachers, determined that teachers considered social studies as a course whose main purpose is citizenship education. Memişoğlu (2014) concluded that social studies teachers considered social studies as a citizen education course and also as a course that adds knowledge, skills and values. In their study with prospective teachers, Deveci and Selanik Ay (2014) determined that the participants considered social studies as a course that facilitates life in citizen education and provides social order. Karasu Avcı et al. (2020) found that social studies teachers thought that social studies course adds value to students and raises effective citizens.

In the present study, it was concluded that the social studies teachers were of the opinion that the content suitable for citizenship education should be used while providing citizenship education in the social studies course. In the study, it was also determined that social studies teachers thought that different teaching methods-techniques should be used in citizenship education and that they should have the necessary tools and materials. In addition, in the study, it was determined that social studies teachers were of the opinion that values education should be emphasized for effective citizenship education. Similarly, Bıçak and Ereş (2018) concluded in their study that teachers emphasized the importance of content in citizenship education. Memişoğlu (2014) determined that social studies teachers tried to provide diversity in classroom and out-of-class activities during the citizenship education process. Wilkins (2003) revealed in his study with teachers that contrary to this research, teachers limited citizenship education to classroom activities only. Pederson and Cogan (2000) concluded that citizenship education was carried out only with the direct instruction technique. Kuş and Aksu (2017) revealed that social studies teachers considered social studies as a course that helps to raise effective citizens by adding value.

As a result of the present research, it was concluded that the perception of social studies teachers regarding the phenomenon of citizenship varied. On the other hand, it was determined that the social studies teachers considered the main purpose of social studies as citizenship education and at the same time, they considered it as a course aimed at raising individuals that society needs. In the study, it was also concluded that the teachers were of the opinion that appropriate content and different teaching methods-techniques should be used, and value education should be emphasized while giving citizenship education in the social studies course.

Various recommendations were made depending on the results of the research. These recommendations are listed below:

- In-service training on how to give citizenship education can be provided for social studies teachers.
- Social studies teachers can be provided with opportunities to use different teaching methods and techniques in citizenship education.
- Social studies textbooks and the content of the social studies course curriculum can be revised within the scope of compliance with citizenship education. The abovementioned books and the curriculum can be enriched in terms of citizenship education based on values education.
- Further researches can investigate the opinions of social studies teachers on citizenship education with bigger participant groups.
- Further researches can be made on the opinions of social studies teachers on citizenship education with quantitative methodology.
- Further researches can be made on the opinions of social studies teachers on citizenship education with mixed methods.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. This study was conducted within the scope of the permission obtained by the decision of scientific research ethics committee of Ağrı İbrahim Çeçen University, dated 23.02.2022 and numbered 56.

Authorship Contribution Statement

The contribution rate of all authors to the article is equal.

Orcid

Suat Polat  <https://orcid.org/0000-0001-9286-8840>

Ibrahim Ozgul  <https://orcid.org/0000-0002-5325-8326>

Huseyin Bayram  <https://orcid.org/0000-0001-6065-8865>

REFERENCES

- Althof, W., & Berkowitz, M.W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495-518. <https://doi.org/10.1080/03057240601012204>
- Ata, B. (2006). Sosyal bilgiler öğretim programı [Social studies curriculum]. In C. Öztürk (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi: Yapılandırmacı bir yaklaşım [Life studies and social studies teaching: A constructivist approach]* (p.71-83). Pegem Academy Publication.
- Bıçak, İ., & Ereş, F. (2018). Öğretmenlerin vatandaşlık eğitimi ve vatandaşlık eğitimi sürecine yönelik görüşleri [Teachers' views on citizenship education and citizenship education process]. *The Journal of Turkish Educational Sciences*, 16(2), 257-279. Retrieved from <https://dergipark.org.tr/en/pub/tebd/issue/41575/457068>

- Bilge, N. (1990). *Hukuk başlangıcı, hukukun temel kavram ve kurumları [Beginning of law, basic concepts and institutions of law]*. Turhan Publications.
- Creswell, J.W., & Poth, C.N. (2018) *Qualitative inquiry and research design choosing among five approaches*. Sage.
- Değirmenci, Y., & Eskici, B. (2019). Öğretmen adaylarının etkin vatandaşlık algılarının incelenmesi [Examination of prospective teachers' perceptions of active citizenship]. *OPUS International Journal of Society Researches*, 11(18), 232-256. <https://doi.org/10.26466/opus.537074>
- Demirel, Ö., & Kaya, Z. (2002). *Öğretmenlik mesleğine giriş [Introduction to the teaching profession]*. Pegem Academy Publication.
- Deveci, H., & Selanik Ay, T. (2014). Vatandaşlık eğitimi bakımından sosyal bilgilerin toplumsal gücü [The social power of social studies in terms of citizenship education]. *Anadolu University Journal of Social Sciences, (Special Issue)*, 97-109. Retrieved from <https://app.trdizin.gov.tr/publication/paper/detail/TWpZeE1qSXINZz09>
- Ereş, F. (2015). Vatandaşlık eğitimi ve karakter eğitimi politikalarının değerlendirilmesine yönelik nitel bir çalışma [A qualitative study on the evaluation of citizenship education and character education policies]. *Mehmet Akif Ersoy University Journal of Education Faculty*, 1(36), 120-136. Retrieved from <https://dergipark.org.tr/en/pub/maeuefd/issue/19409/206393>
- Ertürk, S. (1973). *Eğitimde program geliştirme [Curriculum development in education]*. Yelkentepe Publication.
- Geboers, E., Geijsel, F., Admiraal, W., & Ten Dam, G. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9, 158-173. <https://doi.org/10.1016/j.edurev.2012.02.001>
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Pearson Publishing.
- Gürel, D. (2016). Sınıf ve sosyal bilgiler öğretmenlerinin ilkökul 4. sınıf insan hakları, yurttaşlık ve demokrasi dersine yönelik görüşlerinin karşılıklı olarak incelenmesi [A reciprocal review on opinions of form teachers and social studies teachers on the human rights, citizenship and democracy course provided at the 4th grade of primary school]. *Ahi Evran University Journal of Kırşehir Education Faculty*, 17(3), 641-660. Retrieved from <https://dergipark.org.tr/en/pub/kefad/issue/59425/853520>
- Hablemitoğlu, Ş., & Özmete, E. (2012). Etkili vatandaşlık eğitimi için bir öneri [A suggestion for effective citizenship education]. *Journal of Ankara Health Sciences*, 1(3), 39-54. Retrieved from <https://dergipark.org.tr/en/pub/ausbid/article/445606>
- Hébert, Y.M., & Sears, A. (2001). Citizenship education. Canadian Education Association.
- Ichilov, O. (2013). *Citizenship and citizenship education in a changing world*. Routledge.
- Ichilov, O. (ed.) (1998). *Citizenship and citizenship education in a changing world*. Woburn Press.
- İpek, S.O.M., & Karataş, H. (2015). Türkiye’de vatandaşlık eğitimi üzerine bir inceleme [An investigation on citizenship education in Turkey]. *Uşak University Journal of Educational Research*, 1(1), 33-50. <https://doi.org/10.29065/usakead.232402>
- Kadioğlu, A., Keyman, F., & Çakmaklı, D. (2016). *Vatandaşlık araştırması bulgular raporu [Citizenship research findings report]*. (Konda/IPM). Istanbul Policy Center, Sabancı University. Retrieved from https://konda.com.tr/wpcontent/uploads/2017/02/2016_03_VatandaslikArastir masi.pdf
- Karasu Avcı, E., Faiz, M., & Turan, S. (2020). Etkili vatandaşlık eğitiminde değerler eğitimi: Sosyal bilgiler öğretmenlerinin düşünceleri [Values education in effective citizenship education: Thoughts of social studies teachers]. *Journal of Values Education*, 18(39), 263-296. <https://doi.org/10.34234/ded.655916>

- Kaya, E., & Bayram, H. (2021). Utilization of the research compliance matrix in educational research design and evaluation: A design based research. *International Journal of Education Technology and Scientific Researches*, 6(15), 887-944. <http://dx.doi.org/10.35826/ijetsar.325>
- Kennedy, K. (2012). *Citizenship education and the modern state*. Routledge.
- Kerr, D. (1999). *Re-examining citizenship education: The Case of England*. NFER.
- Kuş, Z. (2014). What kind of citizen? Analysis of social studies curriculum in Turkey. *Citizenship, Social and Economics Education*, 13(2), 132-145. <https://doi.org/10.2304/see.2014.13.2.132>
- Kuş, Z., & Aksu, A. (2017). Vatandaşlık ve vatandaşlık eğitimi hakkında sosyal bilgiler öğretmenlerinin inançları [Social studies teachers' beliefs on citizenship and citizenship education]. *International Journal of Turkish Education Sciences*, 2017(8), 18-41. Retrieved from <https://dergipark.org.tr/en/pub/goputeb/issue/34591/382003>
- Malkoç, S., & Ata, B. (2021). Sosyal bilgiler öğretmenlerinin vatandaşlık tiplerinin belirlenmesi [Determination of the citizenship types of social studies teachers]. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 54(2), 459-496. <https://doi.org/10.30964/auebfd.897458>
- Martin, L.A., & Chiodo, J.J. (2007). Good citizenship: What students in rural schools have to say about it? *Theory and Research in Social Education*, 35(1), 112-134. <https://doi.org/10.1080/00933104.2007.10473328>
- Memişoğlu, H. (2014). Sosyal bilgiler öğretmenlerinin görüşlerine göre vatandaşlık eğitimi [The education of citizenship in regard to the opinions of social sciences teachers the objective of the study]. *Electronic Turkish Studies*, 9(5), 1565-184. Retrieved from <https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=7b4fc340-023f-483d-802a-3afa0b98c051%40redis>
- Merey, Z. (2009). İlköğretim sosyal bilgiler öğretiminde vatandaşlık ve insan hakları eğitimi [Citizenship and human rights education in primary school social studies teaching]. In M. Safran (Eds.) *Sosyal bilgiler öğretimi [Social studies education]*, (pp. 719-742). Pegem Academy Publication.
- Merey, Z., Karatekin, K., & Kuş, Z. (2012). İlköğretimde vatandaşlık eğitimi: Karşılaştırmalı bir çalışma [Citizenship education in primary education: A comparative study]. *Gazi University Journal of Gazi Educational Faculty*, 32(3), 795-821. Retrieved from https://www.researchgate.net/publication/312630956_Ilkogretimde_vatandaslik_egitimi_karsilastirmali_kuramsal_bir_calisma
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Millî Eğitim Bakanlığı [Ministry of National Education]. (2018). *Sosyal bilgiler öğretim programları [Social studies curriculum]*. Retrieved from <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354>
- Önal, G., Öztürk, C., & Kenan, S. (2017). İngiltere vatandaşlık eğitimi programı: Toplumsal temelleri, boyutları ve temel bileşenleri [The UK citizenship education programme: Social foundations, dimensions and essential components]. *Anadolu Journal of Educational Sciences International*, 7(2), 373-395. Retrieved from <https://dergipark.org.tr/tr/download/article-file/333495>
- Önal, G., Öztürk, C., & Kenan, S. (2018). Teachers' perspectives on citizenship education in England. *Education and Science*, 43(196), 243-256. <https://doi.org/10.15390/eb.2018.7060>
- Pederson, P.V., & Cogan J.J. (2003). Civic education pedagogy and assessment in the Pacific Rim: Six cases. *International Journal of Social Education*, 17(1), 16-30. Retrieved from <https://dialnet.unirioja.es/info/textonodisponible>

- Sönmez, V. (1994). *Program geliřtirmede öğretmen el kitabı [Teacher's handbook in curriculum development]*. Anı Publication.
- Şen, A. (2019). Vatandaşlık eğitiminde deęişiklik ve süreklilikler: 2018 sosyal bilgiler öğretim programı nasıl bir vatandaşlık eğitimi öngörüyor? [Changes and continuities in citizenship education: What kind of citizenship education does the 2018 social studies programme of study envisage?]. *Journal of Qualitative Research in Education*, 7(1), 1-28. <https://dergipark.org.tr/en/pub/enad/issue/43049/521304>
- Şentürk, M., Şimşek, U., Tıkman, F., & Yıldırım, E. (2017). Sosyal bilgiler ve sınıf eğitimi öğretmen adaylarının gözünden vatandaşlık eğitimi: Nitel bir çalışma [The views of pre-service social studies teachers and pre-service classroom teachers about citizenship education: A qualitative study]. *Dicle University Journal of Ziya Gökalp Educational Faculty*, (32), 913-925. <https://doi.org/10.14582/DUZGEF.1871>
- Üstel, F. (2005). *Makbul Vatandaş'ın peşinde II. Meşrutiyet'ten bugüne vatandaşlık eğitimi [In pursuit of the acceptable citizen II. Citizenship education from the Second Constitutional era to the present]*. İletişim Publications.
- Wilkins, C. (2003). Teachers and young citizens: Teacher talk about their role as social educators. *Westminster Studies in Education*, 26(1), 63-75. <https://doi.org/10.1080/0140672030260106>
- Wood, J. (2010) Preferred futures: active citizenship, government and young people's voices. *Youth & Policy*, 105, 50-70. Retrieved from https://www.researchgate.net/publication/344800107_'Preferred_Futures'_Active_Citizenship_Government_and_Young_People's_Voices
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]*. Seçkin Publication.