

## Opinions of Social Studies Candidate Teachers on “Democracy and Citizenship”\*

**Selda Şan**<sup>i</sup>  
Ege University

**Nurhak Cem Dedeali**<sup>ii</sup>  
Sinop University

**İskender Daşdemir**<sup>iii</sup>  
Ege University

### Abstract

When considered the basis of social studies, it can be seen that citizenship and citizenship-related issues are of vital importance. After the industrial revolution and immigration, education was considered as a solution to keep people together healthily who have serious problems with each other and are from different cultures. Within the context of this solution, raising citizens capable of living in society was aimed and this duty was given to social studies education programs. During the time, different forms and perceptions of citizenship have emerged and expectations of countries/governments from their citizens have changed. In the course of globalization, perceptions and expectations of citizens also have been transformed. In past, raising citizens obeying the state was the aim, today the expectation is to raise citizens who can carry their states, nations and even the world to higher levels and who can criticize, explore, solve problems and develop themselves at a national and universal level. Since human beings have to live together with different cultures and nations, they are expected to respect different ones from themselves and to be loyal to democratic values with a sense of tolerance. Today, the concept of citizenship cannot be considered without democracy and values of democracy. It is also important to reveal what social studies candidate teachers understand from the combination of citizenship and democracy concepts, which have crucial place in the nature of social studies and its education. For this reason, the aim of this research is to reveal the opinions of social studies candidate teachers on democracy and citizenship. This research is carried out using a qualitative research method. Social studies candidate teachers educated at Ege University makes up the study group of this research. In the study, opinions of social studies candidate teachers were received using a questionnaire consisting of open-ended questions.

The research is carried out with 165 participants in total based on a voluntary basis. However, blank and meaningless data is eliminated and thus data of 135 participants is used in total. Data is collected with an open-ended questionnaire and is analyzed using content analysis method. In the result of the research, social studies candidate teachers defined citizenship as duties and responsibilities and they defined democracy rights-liberties and duties-responsibilities when they defined the concepts of democracy and citizenship. It can be said that according to social studies candidate teachers, democracy gives the meaning of rights and liberties to citizenship concept. They expressed a relation between two concepts and mentioned basic values/characteristics of democracy such as equality, justice, tolerance, freedom. However, results of this study demonstrate the necessity of a license program or teacher education program that handles the citizenship with a multi-dimensional and constructivist approach.

**Keywords:** Social Studies candidate teachers’ opinions, democracy, citizenship

**DOI:** 10.29329/ijpe.2019.203.8

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\*This study was presented as an oral presentation at International Social Studies Education Symposium (USBES) in Kırşehir Ahi Evran University, in 2018.

<sup>i</sup> **Selda Şan**, Res. Assist, Ege University, Faculty of Education, Social Studies Education.

**Correspondence:** selda.san@ege.edu.tr

<sup>ii</sup> **Nurhak Cem Dedeali**, Assist. Prof. Dr., Sinop University, Education Science, Education Programmes and Training.

<sup>iii</sup> **İskender Daşdemir**, Lecturer Dr., Ege University, Education Sciences, Social Sciences and Turkish Education, Social Studies Teacher Education.

## INTRODUCTION

Citizenship and democracy are closely related concepts with each other. Democracy constitutes one of the most important values of citizenship and its education. As Ünal & Yıldız (2012) stated, the concepts of citizenship, democracy and human rights cannot be considered separately from democracy and citizenship education.

Definitions of concepts may vary and take different meanings over time. When examined the historical process, the concept of democracy, with the influence of experiences, has gained broader and more extensive definitions depending upon social development (Tunç, 2008; Korkmaz, 2016). Democracy is the use of popular will by public for benefit of public (Gömleksiz, Kan & Öner, 2012). Democracy is also defined as “a form of government based on popular sovereignty, hand power” (Türk Dil Kurumu, 2018). When examined the literature, though in the most general sense democracy is defined as a government regime based on popular sovereignty, it is in fact a government regime based on popular sovereignty whose main characteristics are freedom, justice, equality, tolerance, participation and human rights (Demircioğlu, Mutluer & Demircioğlu, 2011). According to Barro (1996), democracy is a concept that can have an effect on maintaining the rule of law. In fact, one of the questions that can be asked about democracy is whether democracy is a form of state or a type of government; however, one can see that democracy is used in both meanings (Kuçuradi, 1998). As for the concept of citizenship, this dates back to old history, to the debates of Plato and Ariston on “how an Athenian citizen should behave” (Dalton, 2008). Citizenship erodes local hierarchies, statues, and privileges based in principle on equality of rights (Holston & Appadurai, 1996).

As in the example of the concept of democracy, the concept of citizenship, too, has faced with different meanings and definitions. Moreover, it is mentioned with different attributives: effective citizenship, active citizenship, conscious citizenship, good citizenship etc. These concepts are finding their counterparts within each other. In recent years, the concept of conscious citizenship has found its counterparts in “active” or “effective” citizenship concepts (Hablemitoğlu & Mete, 2012). With these concepts, the goal is to educate citizens who assimilate participatory democracy concept and who know their rights and responsibilities and can use them (Atasoy & Koç, 2015). Good citizenship depends upon the abilities of individuals as effective producers and communicators (Mihailidis & Thevenin, 2013). According to this statement, if one wants to be a good and effective citizen, he/she should plant the democracy, grow and harvest it like a farmer. Again according to this expression, he/she, like a good communicator, should be able to display the democracy in his/her actions as he/she does in his/her sayings. In fact, this summarizes the relationship between democracy and citizenship very well.

*In democracies, citizenship has these meanings: a) Citizenship gives membership statue to individuals in a political unit; b) confers an identity on individuals; c) constitutes a set of values, usually interpreted as a commitment to the common good of a particular political unit; d) involves practicing a degree of participation in the process of political life; and e) implies gaining and using knowledge and understanding of laws, documents, structure, and processes of governance (Abowitz & Harnish, 2006, s.653, as cited in Enslin).*

In the communities governed by democracy, citizens that are faithful to democratic values, human rights and liberties should be raised; and this can be realized through education (Toraman & Gözütok, 2014). The concepts of citizenship, democracy and human rights remain as a whole within citizenship education. Social studies lesson, which has emerged for citizenship education in United States, has the same aim in Turkey’s educational system. In Turkey, curriculum for social studies is prepared not with a single-disciplinary educational approach but with an interdisciplinary or even with a multidisciplinary approach. Thus, educating of qualified citizens in terms of national and universal discipline is aimed. According to Keskin & Yüceer (2013), in the framework of social studies programs, knowledge, abilities and values are given to primary school children in accordance with the

citizenship models determined in Turkey and in the world, because curriculums have an important role in building an identity of nation-state or any other identities (İbrahimoglu & Şan, 2018).

There is a direct relation between social studies and raising effective citizens according to social studies teachers (Kuş & Aksu, 2017). Besides social studies programs; families, neighbors, friends and school life have also an impact on young people to be participative and grown up citizens (Torney Purta, 2002). Despite the fact that individuals are equipped with knowledge, abilities and values, those acquisitions would be vain unless they are not used in social life (Sarı & Sadık, 2011). This situation demonstrates that meanings given to citizenship and democracy could have effects from social environment.

One of the most important values in creating a democratic citizenship model is democracy. As one of the most important parts of citizenship education is the concept of democracy, it will be useful to examine how social studies candidate teachers perceive the relation between these two concepts. For this reason, the aim of current study is to investigate opinions on the concepts of democracy and citizenship of social studies candidate teachers who are responsible for teaching citizenship, human rights and democracy. Because, discovering how social studies teachers or candidate teachers -who wish to develop this education and necessary knowledge, abilities and values- perceive these two concepts and making suggestions according to findings would contribute to academic literature.

In line with this purpose, we sought responses to following sub-questions for the research:

1. How do social studies candidate teachers define the concept of democracy?
2. How do social studies candidate teachers define the concept of citizenship?
3. According to social studies candidate teachers, what are the basic values/characteristics of democracy?
4. According to social studies candidate teachers, how is the relation between democracy and citizenship?
5. According to social studies candidate teachers, what are the characteristics of a good citizen?

## METHOD

This research is a qualitative research. Document analysis methods are used within the framework of qualitative research paradigm. Social studies candidate teachers who are educating at 1st, 2nd, 3rd and 4th classes of Ege University, Faculty of Education, Department of Social Studies Teacher Education during 2017-2018 education period and who are volunteer for the research makes up the study group of this research.

Interview, observation and analysis of written documents are the most widely used data collecting methods in qualitative research (Yıldırım, 1999). A questionnaire consisting of six open-ended questions is used as a data collection asset in order to receive opinions of social studies candidate teachers. Three professors' opinions are asked regarding the questions in this form, and in accordance with their views, number of questions is reduced to five. By using this form, our aim is receive opinions of social studies candidate teachers on the concept of democracy and citizenship. In this study, a questionnaire consisting of open-ended questions is chosen in order to be able to receive more participators.

The research is carried out with 165 participants in total based on voluntary basis. However, blank and meaningless data is eliminated and data of 135 participants is used in total. During data analysis phase, content analysis method is used as part of document analysis. Content analysis method

aims to produce impartial and systematic content-based information (Koçak & Arun, 2006). Obtaining concepts and relations that could explain the collected data is essentially targeted in content analysis process (Selçuk, Palancı, Kandemir & Dündar, 2014).

## FINDINGS

### 1. How do social studies candidate teachers define the concept of democracy?

**Table 1. Definitions for democracy of social studies candidate teachers**

<i>Theme</i>	<i>Categories</i>	<i>Frequencies (f)</i>
<i>Value</i>		<b>45</b>
	Equality	15
	Tolerance	13
	Justice	8
	Freedom	5
	Respect	4
<i>Governance</i>		<b>75</b>
	Form of government	33
	Government by representative/public's sovereignty	26
	Fair governance/Ensuring justice	8
	Governance in compliance with law	5
	Participating in state policy/governance	3
<i>Rights and Liberties</i>		<b>119</b>
	Equal rights/right to speak	30
	Freedom of expression	24
	Right to elect and to be elected	16
	Living freely/No restriction of freedom	13
	Respect for individual rights and liberties	10
	Using rights freely	7
	Community life in welfare	7
	Protection of rights / Securing rights	6
	Free will	4
	Reducing and removing injustice	1
	Securing freedom	1
<i>Total: 3 Themes</i>	<i>17 Categories</i>	<b>249</b>

When looked at Table 1, democracy definitions of social studies candidate teachers can be reunited under 3 theme and 17 categories. Category of rights and freedom has the highest frequency (119) among the categories of value, governance, rights and liberties. Category of governance has (75) frequency in second rank and category of values has (45) frequency in third rank.

When the categories are directly examined, democracy is defined at first as a value (f45) of equality, tolerance, justice, freedom and respect. Secondly, it is defined as a form of government (f33) under governance title and lastly is defined as a representative governance (f26) under category of freedom.

Under rights and liberties category, democracy is defined as equal rights/right to speak, freedom of expression, right to elect and to be elected, living freely/no restriction of freedom, respect for individual rights and liberties, using rights freely, community life in welfare, protection of rights / securing rights, free will, reducing and removing injustice, securing freedom. Under the governance category, democracy is defined as a form of government, government by representation/public's sovereignty, fair governance/ensuring justice, governance in compliance with law, participating in state policy/governance. Only three participants mentioned the sub-category of "participating in state policy/governance".

## 2. How do social studies candidate teachers define the concept of citizenship?

**Table 2. Definitions of citizenship by social studies candidate teachers**

<i>Theme</i>	<i>Categories</i>	<i>Frequencies (f)</i>
Duties and Responsibilities	Fulfilling responsibilities	38
	Patriotism	18
	Being a part of community /protecting social values /keeping up with the community	14
	Knowing his/her responsibilities/Being aware of his/her responsibilities	10
	Being beneficial to the community/country	9
	Obeying the law/rules, Benefiting from law	7
	Tax-paying	5
	Serving in Military	2
	Respect for others' rights	2
	Being a good individual	1
Sense of belonging/Loyalty	Being Loyal to country /Having a sense of belonging to country	27
	Being Loyal to state/nation or Having a sense of belonging to state/nation	24
	Being Loyal to homeland /Having a sense of belonging to homeland/motherland	10
		20
Rights and Liberties	Knowing his/her rights / benefiting from rights	6
	Voting	6
	Using his/her rights and liberties	4
	Knowing his/her rights and liberties	3
	Right of education	1
<i>Total:3 Theme</i>	<i>18 Categories</i>	<i>187</i>

According to Table-2, definitions of social studies candidate teacher regarding citizenship are reunited under three theme. Citizenship definitions are gathered under different categories according to their frequency: duties and responsibilities (f106), Sense of belonging/loyalty (f61), rights and liberties (f20). Within the categories under the main categories, citizenship is defined as fulfilling his/her responsibilities (f38), being loyal to country/having a sense of belonging to country (f27), being loyal to his state/nation (f24), patriotism (f18).

Under the theme of duties and responsibilities, citizenship is defined most as fulfilling responsibilities (f38), patriotism (f18), and being a part of community /protecting social values /keeping up with the community (f10), knowing his/her responsibilities/being aware of his/her responsibilities (f10). As for the other definitions, they are being beneficial to the community/country (f9), obeying the law/rules and benefiting from the law (f7), tax-paying (f5), serving in military (f2), respect for others' rights (f2) and being a good individual (f1).

Under the theme of loyalty/belonging, citizenship is defined as being loyal to country /having a sense of belonging to country (f27), being loyal to state/nation or having a sense of belonging to state/nation (f24) and being loyal to homeland /having a sense of belonging to homeland/motherland (f10).

Under the theme of rights and liberties, citizenship is defined as knowing his/her rights / taking advantages of rights (f6), voting (f6), using his/her rights and liberties (f3), knowing his/her rights and liberties (f4) and right of education (f1). It is interesting that the statement of "knowing and using his/her rights and liberties" is scarcely expressed for a citizenship definition.

### 3. According to social studies candidate teachers, what are the basic values/characteristics of democracy?

**Table 3. Basic values/characteristics of democracy according to social studies candidate teachers**

<i>Values</i>	<i>Frequency</i>	<i>Values</i>	<i>Frequency (f)</i>
Equality	73	Responsibility	7
Freedom	65	Populism	6
Justice	51	Empathy	5
Rights/human rights	31	Independency	4
Freedom of thought and conscious/free will	19	Emphasis on Republic	4
Right to elect and to be elected /participating in governance	19	Unity and Solidarity	3
Respect	18	Laicism	3
Tolerance	12	Love	3
Trust in legislative/law/rule of law	12	Others	15
<i>Total: 18</i>			

From the Table 3 shown above, it can be seen that the most repeated value by social studies candidate teachers is equality (f73) as basic values/characteristics of democracy. Second most repeated value is freedom (f65). In the third rank, justice (f51) is stated as basic characteristics of democracy. Another most repeated value is rights/human rights (f31).

Apart from the most repeated first four values/characteristic, these are least repeated values: freedom of thought and conscious /free will (f19), right to elect and to be elected/participating in governance (f19), respect (f18), tolerance (f12), trust in legislative/law/rule of law (f12), responsibility (f7), populism (f6), empathy (f5), independency (f4), emphasis on republic (f4), unity and solidarity (f3), laicism (f3) and love (f3).

### 4. According to social studies candidate teachers, how is the relation between democracy and citizenship?

**Table 4. Relation between democracy and citizenship according to social studies candidate teachers**

<i>Categories</i>	<i>Frequencies (f)</i>
Protection and using of rights and liberties of citizens through democracy	22
Essentialness of democracy in fulfilling civic duties/citizenship	21
Necessity that citizens should live in a democratic environment based on tolerance	16
Essentialness of democracy for being a good citizen,	15
Choices of citizens result in democracy	10
The two concepts feed each other	10
Democracy facilitates life of citizens	9
Necessity that each citizen should build democracy	8
Necessity of conscious citizens to run democracy	7
Democracy is a necessity of community life	4
Democracy ensures existence/survival of state	3
Necessity of fulfilling civic duties for existence/continuity of democracy	3
Attaching importance to thoughts and emotions	3
<i>Total: 13 Category</i>	

According to Table 4, social studies candidate teachers expressed that there is a relation between democracy and citizenship concepts. At this point, “protection and using of rights and liberties of citizens through democracy” (f22) is the most repeated statement. In other words, social studies candidate teachers stated that democracy should exist in order to protect and use rights and liberties of citizens. Another most repeated statement is “essentialness of democracy in fulfilling civic duties/citizenship” (f21). This is only one frequency different from the statement of “protection and using of rights and liberties of citizens through

democracy”. The most repeated statements after that are “necessity that citizens should live in a democratic environment based on tolerance” (f16), “essentialness of democracy for being a good citizen” (f15), “that choices of citizens result in democracy” (f10) and “that the two concepts feed each other” (f10).

Other statements among the opinions of social studies candidate teacher regarding the relation between democracy and citizenship are respectively that “democracy facilitates the life of citizens” (f9), “necessity that each citizen should build democracy” (f8), “necessity of conscious citizens to run democracy” (f7), “that democracy is a necessity of community life” (f4), “that democracy ensures existence/survival of state” (f3), “necessity of fulfilling civic duties for existence/continuity of democracy” (f3), “attaching importance to thoughts and emotions” (f3).

### 5. According to social studies candidate teachers, what are the characteristics of a good citizen?

**Table 5. Characteristics of a good citizen according to social studies candidate teachers**

<i>Categories</i>	<i>Frequencies (f)</i>	<i>Categories</i>	<i>Frequencies (f)</i>
Being aware of/fulfilling/protecting his/her responsibilities	44	Being able to express him/herself	3
Knowing/using/protecting his/her rights and liberties	18	Feeling empathy	3
Voting	15	Solidarity/Cooperation	3
Obeying community rules/law/legislations	13	Having a say in governance	3
Respect for others	13	Carrying out research	2
Being fair	12	Serving in military	2
Being tolerant	11	Modernity	2
Patriotism	11	Being scientific	2
Contributing to development of the country	10	Sensitivity	2
Taxpaying	8	Playing a role in democracy	2
Respecting for individual rights and liberties	7	Being hard-working	2
Supporting equality	6	Protecting public order	2
Being liberal	6	Being productive	2
Acting with free will	6	Having moral values	2
Being sensitive about environment	6	Belonging to community	2
Questioning	5	Being not racist	1
Loyal to his/her state and loving his/her state	5		
Prioritize interests of the country	3		
<i>Total: 34 Category</i>		<i>236</i>	

According to Table 5, the most repeated characteristic that is stated by social studies candidate teachers among the characteristics expected from a good citizen is “being aware of/fulfilling/protecting his/her responsibilities” (f44). Second most repeated characteristic “knowing/using/protecting his/her rights and liberties” is only repeated/stated by 18 participants. After that, “voting” (f15), “obeying community rules/law/legislations” (f13), “respect for others” (f13), “patriotism” (f11) and “contributing to development of the country” (f10) follow.

“Taxpaying” (f8), “respecting for individual rights and liberties” (f7), “supporting equality” (f6), “being liberal” (f6), “acting with free will” (f6), “being sensitive about environment” (f6), “questioning” (5), “loyal to his/her state and loving his/her state” (f5) are among the least repeated characteristics. “Prioritize interests of the country” (f3), “being able to express him/herself” (f3), “feeling empathy” (f3), “solidarity/cooperation” (f3), “having a say in governance” (f3), “carrying out research” (f2), “serving in military” (f2), “modernity” (f2), “being scientific” (f2), “sensitivity” (f2), “playing a role in democracy” (f2), “being hard-working” (f2), “protecting public order” (f2), “being productive” (f2), “having moral values” (f2), “belonging to community” (f2), “being not racist” (f1) are the least repeated characteristics of a good citizen.

## RESULTS AND DISCUSSION

According to social studies candidate teachers, democracy is defined as a form of government which is based on representation and popular sovereignty and which involves equal rights to speak, freedom of thought and expression, equality, tolerance, justice, freedom and respect. A definition within the context of governance and rights and liberties is emerged. Although freedom and democracy can be used in lieu of each other, the two concepts in fact are not synonymous. Democracy is a set of principles and notions regarding the concept of freedom (Yağcı, 1998). In the research, democracy is defined both as a form of government and being governed based on representation. Over the course of time, different kinds of democracy has been formed and representative democracy is one of them (Korkmaz, 2016; Moghadam, 2013). Turkish Institution of Language (TDK, 2018) defined democracy as a type of regime based on popular sovereignty. Democracy refers to a political regime in which citizens enjoy an array of civil, political, and social/economic rights that are institutionalized, and citizens participate through the formal political process; it also refers to a society governed by the values of tolerance and solidarity (Moghadam, 2013).

According to the research titled “*Opinions of social studies candidate teachers regarding qualifications of a democratic teacher*” and carried out by Demircioğlu, Mutluer & Demircioğlu (2011), social studies candidate teachers defined the democracy as a form of regime based on popular sovereignty, however they didn’t mention the basic characteristics of democracy such as human rights, justice, tolerance. Likewise, in the current study, social studies candidate teachers defined democracy as a form of regime; on the other hand, they made a democracy definition with the basic characteristics of it such as tolerance, freedom, justice.

While the concept of democracy is defined within the context of rights and liberties and democratic values, the concept of citizenship is defined within the context of duties and responsibilities rather than rights and liberties. Citizenship is defined as being aware of his/her responsibilities and fulfilling them, being a part of his/her community and country, being loyal to and having a sense of belonging to his/her nation/state. However, in this study, defining the citizenship without rights and liberties is contradicting today’s definition and sense of citizenship. Ulutaş (2014) defined the citizenship as an identity and belongingness. In other respects, Şimşek, Tıkman, Yıldırım & Şentürk (2017), in their research titled “*the views of pre-service social studies teachers and pre-service classroom teachers about citizenship education: a qualitative study*”, found that many of the social studies and classroom candidate teachers defined the citizenship as highlighting the concepts of rights, duties and responsibilities, freedom, loyalty. Even though they did not mention very much the concepts of rights when they define the democracy, their results match up with our results in terms of other concepts. Citizenship should be defined on the balance of rights-liberties and duties-responsibilities. As Aktaş (2015) stated, each citizen has basic rights and liberties under the protection of international law, which cannot be harmed or prevented by anyone/any institution.

In this study, it is concluded that social studies candidate teachers considered the citizenship only in a classical dimension. In the research carried out by Yiğit (2017) titled “*Citizenship and Turkish citizenship from the view of social studies candidate teachers*”, he concluded that views of social studies candidate teachers on citizenship concept should move away from traditional approach and should bear the traces of different aspects of citizenship such as digital citizenship, global citizenship, environmental citizenship.

Our results suggest that democracy definitions of social studies candidate teachers match up with the values/characteristics of democracy that they mentioned. According to social studies candidate teachers, basic characteristics/values of democracy in general are equality, freedom, justice, human rights, right to elect and to be elected, participating in governance, respect, tolerance and trust in law and rule of law. They also mentioned these values when they defined democracy. Freedom and equality are among the principles of democracy (Kalaycı & Hayırsever, 2014). Freedom, equality, justice and solidarity are the basic characteristics of social democracy (Gombert et al., 2009). From



political aspect, democracy aims to ensure that citizens are free from oppression and citizens participate in administrative rules they are subjected to.

When social studies candidate teachers described the relation between citizenship and democracy, they stated that democracy should exist in order to protect and use rights and liberties; they also emphasized that democracy is essential for fulfilling citizenship duties. In other words, it is concluded that democracy should persist in order that citizens fulfill their duties and responsibilities within the concept of citizenship and in order that rights and liberties are acquired, protected and used within the concept of citizenship.

The results of the study show that rights and liberties should be protected and used in order to be a good citizen and that democracy is essential in order to fulfill the citizenship duties. However, one interesting result is that fulfilling duties/responsibilities is considered more important than rights and liberties in terms of citizenship. Citizenship does not only refer to fulfilling duties and responsibilities. Citizens should be aware of their rights and liberties, and should know and fulfill their duties and responsibilities to their nations and world. In this context, individuals should not ignore their rights and liberties. At this point, rights-liberties and duties-responsibilities should be handled equally within the context of citizenship, democracy and human rights education of social studies candidate teachers who are responsible for citizenship education in general. In this way, democracy and human rights education can reach its goal under the roof of citizenship. Likewise, Kondu & Sakar (2013) stated that democracy would reach its goal if individuals use their rights and liberties and at the same time fulfill their responsibilities. On the other hand, in order to reach this goal, community should take responsibilities according to a communitarian approach.

Communitarian approach focuses on the rights and responsibilities of citizens, and it emphasizes the driving force of community in realizing the balance between these rights and responsibilities (Hablemitoğlu & Özmete, 2012). Because, on one side certain rules and regulations should be followed for the development of democracy and on the other side respect for citizens' rights is a very important point (Schmitter & Lynn Karl, 1991). In other words, democracy would find its true meaning when practiced in community rather than written on papers (Ural, 1999).

To sum up, an interesting point in the study is that according to social studies candidate teachers, citizenship is defined as fulfilling one's duties and responsibilities rather than as rights and liberties. From the data, it is concluded that democracy should exist in order to fulfill citizenship duties. When participants defined democracy, they expressed their view within a balance between duties-responsibilities and rights-liberties. This is also an interesting result in the study. In fact, although participants expressed a close and important relation between democracy and citizenship concepts, these two concepts are perceived differently in terms of duties-responsibilities and rights-liberties. That is to say, they understand citizenship only as duties/responsibilities, but they think democracy represents freedoms and rights. In other words, according to social studies candidate teachers, democracy gives the meaning of rights and liberties to citizenship concept. However, these concepts should be instructed in equilibrium within citizenship education.

Transforming citizenship education from a classical approach to a citizenship education suitable to 21<sup>st</sup> century's understanding can change the views of social studies candidate teachers on citizenship. This is essential for raising citizens useful to their countries, nations and to humanity. Because for a better, fairer and more democratic world, it is important to raise citizens who are aware of his/her and others' rights and liberties and who respect them, who protect his/her and others' rights and liberties, who know and fulfill his/her responsibilities. For this reason, as Sağlam (2011) suggested in his research titled "effective citizenship levels of candidate teachers", an effective citizenship education should be realized in teacher education. A citizenship education, which involves knowledge, abilities and values suitable to different dimensions of citizenship and requirements of the day and which is suitable to constructivist approach, should be realized.

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