



EXAMINING THE GOOD CITIZENSHIP PERCEPTIONS OF PROSPECTIVE PRIMARY SCHOOL TEACHERS¹

(Research Article)

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Abstract

The purpose of this study is to determine the good citizenship perceptions of prospective primary school teachers and examine their good citizenship perceptions based on demographic data. The sample for the study consists of 256 pre-service primary school teachers who are studying at Fırat University in the 2022–2023 academic year and were selected using the convenience sampling method. The data were collected with the "Good Citizenship Perception Scale" data collection tool developed by Çiçek (2018) in accordance with the purpose. The data obtained were analyzed using statistical software programs. While analyzing the data, "percentage", "frequency", and "arithmetic mean" were used. "Independent Groups T-Test" and "One-Way Analysis of Variance" were used when analyzing according to variables. The findings indicate that pre-service primary school teachers responded to the scale items related to good citizenship at the levels of completely agree and agree. Additionally, pre-service classroom teachers' perceptions of good citizenship were at a very high level, and when the perceptions of good citizenship were examined according to the sub-dimensions of the scale, it was seen that they were at a very high level. When prospective classroom teachers' perceptions of good citizenship were analyzed in terms of variables, differentiation was observed according to gender and grade level variables. This differentiation was found in favor of female pre-service classroom teachers according to gender and in favor of fourth-grade pre-service classroom teachers according to grade level. Furthermore, no difference was found in the perceptions of good citizenship of prospective classroom teachers according to the variables of the mother's education level, the father's education level, family income status, and place of residence before coming to university

Keywords: Good citizenship, perception, prospective teachers, classroom teacher

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1. Introduction

It is important for society to raise people who always fulfill their civic duties (Ay, 2019). Such individuals are characterized as good citizens (Akhan & Çiçek, 2019). Good citizenship is a concept that encompasses various characteristics. According to Hocaoğlu (2001), good citizenship involves prioritizing future generations and society over oneself and being conscious when solving problems. In addition, good citizenship entails being a sensitive, moral, responsible, critical thinking, patriotic, constructive, and democratic individual (Gündüz, 2016; Ersoy & Öztürk, 2015). The qualities of individuals who are active, conscious, seeking and knowing their rights, and respectful towards freedoms are also related to good citizenship (Westheimer & Kahne, 2004). Furthermore, good citizenship is a concept that ranges from solving global problems to awareness in science and technology (Hablemitoğlu & Özmete, 2012). Education plays a major role in helping individuals acquire these characteristics. Raising good citizens with all these characteristics is only possible through education because good citizenship is transmitted through education in formal or informal ways (Ersoy F., 2019). All states have been organizing their education systems in order to raise good citizens since the past. The Republic of Turkey includes good citizenship in its education system as well. Especially in the first years of the establishment of the Republic, it was aimed to raise people who protect their national identity and are loyal to the nation (Temel, 2020). In the years following the Republic, both constitutions and education programs were regulated in accordance with the goal of cultivating good citizens. Today, the aim is to foster individuals with values and fundamental skills rather than individuals with mere knowledge (Kuş & Aksu, 2017).

At all levels of education, the transfer of good citizenship is an important aim. However, primary school has a special place in this regard (Kara, Topkaya, & Şimşek, 2012). The primary school years are crucial for the effective transfer of good citizenship to individuals as they are the first step in both personality formation and education (Güven, 2011). Teachers have a great responsibility to ensure that students become citizens in the desired way in the coming years because they are the architects of their children's lives (Fry & O'Brien, 2015). Therefore, classroom teachers who are in charge during the primary school years have a special role to play (Sağlam, 2011). Classroom teachers' views, knowledge, and practices related to citizenship are important. In addition, classroom teachers are instructors of life science, social studies, human rights, citizenship, and democracy education courses that are closely related to the transfer of good citizenship (Akdağ & Taşkaya, 2010; MEB, 2018). These courses convey both the duties and responsibilities of good citizenship and teach how to behave appropriately in practice. Therefore, classroom teachers have important duties (Akpınar, 2019).

Various studies have been conducted on good citizenship. For instance, Çiçek (2018) examined pre-service social studies teachers' perceptions of good citizenship in terms of various variables and concluded that their perceptions were at a high level. Sağlam (2011)

examined the effective citizenship levels of pre-service classroom teachers and pre-service social studies teachers and concluded that they had high levels of effective citizenship. Martin (2008) examined pre-service primary and secondary school teachers' perceptions of good citizenship and current citizenship. Dere, Kızılay, and Alkaya (2017) conducted a study on parents about the concept of good citizenship and concluded that parents want to raise good citizens for the country and society. Similarly, Prior (1999) conducted a study on parents' perceptions of the concept of good citizenship. Tupper, Cappello, and Sevigny (2010) conducted a study on high school students and concluded that students perceive themselves as good citizens. In their study, Chiodo (2007) examined students' participation in good citizenship activities according to age appropriateness. Değirmenci and Eskici (2019) examined pre-service teachers' perceptions of effective citizenship and concluded that there are differences in their perceptions. Bakioğlu and Kurt (2009) qualitatively examined teachers' perceptions of democracy, citizenship, and patriotism in their study and reached various results. Altay (2021) examined parents' perceptions of citizenship education and citizenship. It is evident that there are few studies on good citizenship at the primary school level, few studies directly related to classroom teachers' perceptions of good citizenship, and the studies in the literature are mainly related to the social studies course.

This study aims to contribute to the literature by examining the perceptions of good citizenship among prospective classroom teachers. The study is expected to raise awareness among classroom teachers, who are responsible for shaping primary school years, about promoting good citizenship. Additionally, this study can increase the number of studies conducted on good citizenship at the primary school level and among classroom teachers.

To achieve this goal, answers to the following research questions were sought:

- 1) What is the level of good citizenship perception among prospective primary school teachers?
- 2) Do pre-service primary school teachers' perception levels of good citizenship differ according to gender?
- 3) Do the levels of good citizenship perception among prospective primary school teachers differ according to class?
- 4) Do pre-service primary school teachers' perception levels of good citizenship differ according to the mother's education level?
- 5) Do pre-service primary school teachers' perception levels of good citizenship differ according to their father's education level?
- 6) Do the levels of good citizenship perception among prospective primary school teachers differ according to family income status?
- 7) Do the levels of good citizenship perception among prospective primary school teachers differ according to place of previous residence?

2. METHOD

2.1. Research Model

This study employed the survey model, which is one of the quantitative research methods. Survey research is conducted by describing any variable, event, or situation without external intervention. In these studies, the participant's knowledge, perception, or attitude toward the subject is determined (Tuncer, 2020). The aim of this study is to examine, with various variables, the perceptions of good citizenship among pre-service primary school teachers. For this reason, it is presented with a descriptive perspective using a survey study that suits the purpose.

2.2. Research Group (Population, Sample and Study Group)

The population of the study consists of classroom teacher candidates who are studying at Fırat University in the 2022-2023 academic year. The sample for the study consists of 256 classroom teaching students studying at Fırat University, selected using the convenience sampling method. This method was chosen to provide easy access to the sample and practicality in terms of the study. Convenience sampling involves selecting a situation that is close and easy to access for the researcher, which reduces both cost and labor (Patton, 2002; Yıldırım & Şimşek, 2018).

Table 1. Demographic Characteristics of Participants

		f	%
Gender	Woman	210	82,0
	Male	46	18,0
Class Level	1 st Grade	18	7,0
	2 nd Grade	65	25,4
	3 rd Grade	56	21,9
	4 th Grade	117	45,7
Mother's Education Status	Illiterate	55	21,5
	Primary education	130	50,8
	Secondary Education	39	15,2
	License	29	11,3
	Postgraduate	3	1,2
Father's Education Status	Illiterate	8	3,1
	Primary education	120	46,9
	Secondary Education	97	37,9
	License	25	9,8
Family Monthly Income	Postgraduate	6	2,3
	Under 1600 TL	29	11,3
	Between 1600-3000 Tl	34	13,3
	Between 3001-6000 Tl	93	36,3
	Over 6001 TL	100	39,1
Place of residence before coming to the university	Village	69	27,0
	City	100	39,1
	Metropolitan	87	34,0
	Total	256	100

Upon examination of Table 1, it can be observed that 210 of the prospective primary school teachers participating in the study are female and 46 are male.

Further examination of Table 1 reveals that 18 of the prospective primary school teachers participating in the study are in the 1st grade, 65 are in the 2nd grade, 56 are in the 3rd grade, and 117 are in the 4th grade.

Analysis of Table 1 indicates that 55 of the pre-service primary school teachers' mothers have an illiterate education status, 10 have a primary school education status, 39 have a secondary school education status, 29 have an undergraduate education status, and 3 have a graduate education status.

Examination of Table 1 shows that 8 of the prospective classroom teachers' fathers have an illiterate education status, 120 have a primary education status, 97 have a secondary education status, 25 have an undergraduate education status, and 6 have a graduate education status.

When examining Table 1, it can be seen that the monthly family income of the prospective primary school teachers participating in the study is below TL 1600 for 29 of them, between TL 1600 and 3000 for 34 of them, between TL 3001-6000 for 93 of them, and above TL 6001 for 100 of them.

Upon examination of Table 1, it can be seen that out of the pre-service primary school teachers who participated in the study, 69 were from villages, 100 were from cities, and 87 were from big cities.

2.3. Data Collection Tool

The study utilized the Perception of Good Citizenship Scale (PBSG), which was developed by Çiçek (2018). The PBSG consists of 33 items that measure perceptions of good citizenship. Participants were also asked about their gender, mother's education level, father's education level, family income status, and place of residence prior to starting university. Responses were scored on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree". The study group consisted of 670 pre-service teachers in their first through fourth years at Antalya Akdeniz University Faculty of Education during the academic year 2017-2018. The PBSG was developed based on expert opinion from four academicians and consists of 65 items that were subjected to Exploratory Factor Analysis and Confirmatory Factor Analysis. The resulting structure consists of 33 items and 5 dimensions. The α reliability coefficient for Cronbach-alpha was calculated at.89, while the Kaiser-Meyer-Olkin (KMO) coefficient was calculated at.82. The researcher calculated the α reliability coefficient as.85. Both the internal consistency and reliability of the scale were high.

Table 2. Skewness and Kurtosis Values of the Scale

	Kurtosis	Skewness	N
Scale Total Score	,324	,-250	256
Citizen Sensitive to Social Issues	,923	,888	256
Personally, Responsible Citizen	,435	,-173	256
Citizen with Universal Values	,806	,569	256
Citizen Open to Social Change	,163	,-069	256
Citizen Sensitive to Environmental Issues	,203	,-616	256

Upon examination of Table 2, which contains the kurtosis and skewness values calculated by the researcher, it can be observed that the data exhibit a normal distribution.

2.4. Data Analysis

The data obtained as a result of the research were coded and transferred to the SPSS 22.0 program. However, items with negative question stems were reverse-coded. First, the normality distribution of the data was examined; since it did not exhibit normality, data cleaning was performed by removing data points that violated normality criteria, reducing the number of data points from 263 to 256. The kurtosis and skewness values were found to be distributed in the range of -1.96 and +1.96 (Can A., 2019). For this reason, parametric tests were used; Independent Groups T-Test and One-Way Analysis of Variance (ANOVA) were used to make comparisons with the arithmetic mean, percentage, and frequency of demographic data. The good citizenship perception scale used in the study was scored as follows: "Strongly Disagree" (1.00-1.80), "Disagree" (1.81-2.60), "Moderately Agree" (2.61-3.40), "Agree" (3.41-4.20), and "Strongly Agree" (4.21-5.00). The significance level was set at $p < 0.05$.

3. Findings

3.1. Findings about the First Research Question

Table 3. Classroom Teacher Candidates' Perception Levels of Good Citizenship

Views on the Perception of Good Citizenship	Participation Rate %						\bar{X}	S
	N	HK	KM	OK	K	TK		
1. I am not interested in activities to protect the environment.	256	3,5	8,2	11,7	26,6	50,0	4,11	1,20
2. I make sure that the waste I consume does not harm the environment.	256	0,4	2,0	11,3	42,2	44,1	4,28	0,77
3. I do not feel responsible for preventing environmental problems.	256	3,5	4,3	9,8	27,0	55,5	4,27	1,03
4. I pay attention to my personal development	256	0,4	1,2	11,3	43,4	43,8	4,29	0,74
5. When brushing my teeth, I make sure that water does not run unnecessarily	256	0,8	-	8,6	33,2	57,4	4,47	0,68
6. I exhibit attitudes towards ensuring social peace.	256	0,4	2,3	11,7	43,4	42,2	4,25	0,78
7. I use the resources of my country without wasting them.	256	0,8	-	14,5	45,3	39,5	4,23	0,71
8. I classify technological products according to their usage areas.	256	0,4	6,6	36,3	37,1	19,5	3,69	0,87
9. I use technological products correctly for my own benefit.	256	0,4	2,3	21,1	54,3	21,9	3,95	0,74
10. I am not curious about the economic problems of my country.	256	0,8	2,7	8,2	34,4	53,9	4,38	0,81
11. I talk about social problems with people around me.	256	0,8	2,0	25,8	40,2	31,3	3,99	0,84
12. I damage historical and cultural sites.	256	1,6	1,6	0,8	11,3	84,8	4,76	0,69
13. I discuss issues related to scientific developments when necessary.	256	2,3	7,4	27,3	41,0	21,9	3,73	0,96
14. I do not take responsibility for the protection of common living spaces.	256	2,0	1,6	6,6	32,8	57,0	4,41	0,84
15. I take scientists as an example for myself.	256	2,0	7,0	37,5	36,3	17,2	3,60	0,91
16. I do not follow current events	256	0,8	1,2	12,9	38,7	46,5	4,29	0,79

17. I do not believe that the rules of law facilitate social life	256	2,7	5,1	16,4	36,7	39,1	4,04	1,00
18. I value my history and culture.	256	1,2	-	5,9	35,9	57,0	4,49	0,66
19. I do not believe in the contribution of national holidays to national unity and solidarity.	256	4,7	3,5	3,9	27,0	60,9	4,36	1,04
20. I do not believe in the importance of division of labor in life together.	256	1,6	1,6	3,5	25,8	67,6	4,56	0,77
21. I am not honest with people.	256	0,4	0,4	5,5	30,5	63,3	4,56	0,65
22. I do not generate ideas about social problems.	256	1,2	0,8	12,5	39,8	45,7	4,28	0,80
23. I am always fair to all individuals in society.	256	1,2	2,7	19,5	45,3	31,3	4,03	0,85
24. I do not respect the opinions of people who think differently.	256	2,7	3,1	9,0	34,0	51,2	4,28	0,94
25. I show love to my little ones.	256	0,4	0,8	5,9	33,6	59,4	4,51	0,68
26. I do not believe in mutual tolerance for social peace.	256	2,7	1,2	4,3	26,2	65,6	4,51	0,85
27. I believe that each individual has unique characteristics.	256	0,8	0,4	3,5	28,1	67,2	4,61	0,65
28. I am a patriotic person.	256	0,4	1,6	3,9	29,3	64,8	4,57	0,68
29. I do not pay attention to use natural resources consciously.	256	3,1	2,0	3,1	29,7	62,1	4,46	0,89
30. I fulfill my duties regarding global warming.	256	1,2	2,7	31,6	40,2	24,2	3,84	0,86
31. I avoid exhibiting selfish behavior.	256	0,8	0,8	11,7	46,9	39,8	4,24	0,74
32. I do not do to others what I do not want done to me.	256	1,6	1,6	6,6	38,7	51,6	4,37	0,80
33. I share people's pain.	256	1,2	0,4	9,8	40,2	48,4	4,34	0,76

HK : Strongly Disagree KM : Disagree

OK : Moderately Agree K : Agree TK: Totally Agree

Upon examining Table 3, which presents the opinions of pre-service classroom teachers regarding good citizenship, it can be observed that their perception levels are at the level of "agree" and "strongly agree." The values of items with negative question stems were reverse-coded and assumed to be positive.

Table 4. Findings Related to Total Scale Score and Scale Dimensions

	N	\bar{X}	SS	Min	Max
Scale Total Score	256	140,73	13,20	99	165
Citizen Sensitive to Social Issues	256	39,85	4,20	26	45
Personally Responsible Citizen	256	26,05	2,84	17	30
Citizen with Universal Values	256	26,20	2,97	16	30
Citizen Open to Social Change	256	18,95	3,02	11	25
Citizen Sensitive to Environmental Issues	256	29,65	3,46	21	35

When the value of 140.73 for the scale total score given in Table 4 is divided by the number of items (33), a value of 4.26 is obtained. From this point of view, it can be said that pre-service primary school teachers' perceptions of good citizenship are at a very high level.

When the value of 39.85 for the sub-dimension of citizen sensitivity to social issues given in Table 4 is divided by the number of items (9), a value of 4.27 is obtained. From this point of view, pre-service primary school teachers' sensitivity to social issues is at a very high level.

When the value of 26.05 for the sub-dimension of personally responsible citizens given in Table 4 is divided by the number of items (6), a value of 4.34 is obtained. From this point of view, pre-service primary school teachers' level of personal responsibility is very high.

When the value of 26.20 for the sub-dimension of citizen with universal values given in Table 4 is divided by the number of items (6), a value of 4.36 is obtained. From this point of view, pre-service primary school teachers' level of commitment to universal values is very high.

When the value of 18.95 for the sub-dimension of citizens open to social change given in Table 4 is divided by the number of items (5), a value of 3.79 is obtained. From this point of view, pre-service primary school teachers' level of openness to social change is high.

When the value of 29.65 for the sub-dimension of citizen sensitivity to environmental problems given in Table 4 is divided by the number of items (6), a value of 4.94 is obtained. From this point of view, pre-service primary school teachers' level of sensitivity to environmental problems is high."

3.2. Findings about the Second Research Question

Table 5. Good Citizenship Perception Levels of Prospective Classroom Teachers by Gender

Dependent Variable	Independent Variable	N	\bar{X}	S	Sd	t	p
Citizen Sensitive to Social Issues	Woman	210	40,21	3,92	254	2,961	,003
	Male	46	38,21	5,02			
Personally Responsible Citizen	Woman	210	26,24	2,73	254	2,232	,026
	Male	46	25,21	3,20			
Citizen with Universal Values	Woman	210	26,41	2,70	55,093	1,970	,054
	Male	46	25,23	3,85			
Citizen Open to Social Change	Woman	210	18,97	2,97	254	,206	,83
	Male	46	18,86	3,28			
Citizen Sensitive to Environmental Issues	Woman	210	29,93	3,21	56,939	2,373	,021
	Male	46	28,36	4,22			

When the information given in Table 5 is analyzed, there is a significant difference between the factor of sensitive citizen on social issues and gender ($t=2.961$, $p<0.05$). The level of sensitivity to social issues of female pre-service primary school teachers ($\bar{X}=40.21$) is higher than the level of sensitivity to social issues of male pre-service primary school teachers ($\bar{X}=38.21$).

When the information given in Table 5 is analyzed, there is a significant difference between the personally responsible citizen factor and gender ($t=2.232$, $p<0.05$). The level of personally responsible citizenship of female pre-service primary school teachers ($\bar{X}=26.24$) is higher than the level of personally responsible citizenship of male pre-service primary school teachers ($\bar{X}=25.21$).

When the information given in Table 5 is analyzed again, there is a significant difference between the factor of citizenship sensitive to environmental problems and gender ($t=2.373$, $p<0.05$). The level of citizenship sensitive to environmental problems of female pre-service primary school teachers ($\bar{X}=29.93$) is higher than the level of citizenship sensitive to environmental problems of male pre-service primary school teachers ($\bar{X}=28.36$).

3.3. Findings about the Third Research Question

Table 6. Good Citizenship Perception Levels of Prospective Classroom Teachers According to Grade Level

Dependent Variable	Class Level	N	\bar{X}	S	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Difference The One Groups
Social Topics Responsive Citizen	1 st Grade (a)	18	36,94	4,95	Between Groups	237,403	3	79,134	4,66	,003	d-a
	2 st Grade (b)	65	39,87	3,73	Within Groups	4272,250	252	16,953			
	3 st Grade (c)	56	39,23	4,44	Total	4509,653	255				
	4 st Grade (d)	117	40,58	4,02							
	Total	256	39,85	4,20							
Personally Responsible Citizen	1 st Grade (a)	18	25,44	3,11	Between Groups	84,099	3	28,033	3,57	,015	d-c
	2 nd Grade (b)	65	26,15	2,83	Within Groups	1978,022	252	7,849			
	3 rd Grade (c)	56	25,12	2,96	Total	2062,121	255				
	4 th Grade (d)	117	26,54	2,65							
	Total	256	26,05	2,84							
Citizen with Universal Values	1 st Grade (a)	18	23,88	3,69	Between Groups	160,184	3	53,395	6,42	,001	b-a, d-a
	2 rd Grade (b)	65	26,06	2,90	Within Groups	2095,844	252	8,317			
	3 nd Grade (c)	56	25,75	3,10	Total	2256,027	255				
	4 th Grade (d)	117	26,86	2,61							
	Total	256	26,20	2,97							
Citizen Open to Social Change	1 st Grade (a)	18	17,22	3,07	Between Groups	84,448	3	28,149	3,14	,026	d-a
	2 rd Grade (b)	65	18,69	2,86	Within Groups	2252,989	252	8,940			

	3 nd Grade (c)	56	18,83	2,93	Total	2337,438	255				
	4 th Grade (d)	117	19,41	3,07							
	Total	256	18,95	3,02							
Citizen Sensitive to Environmental Issues	1 st Grade (a)	18	29,05	3,58	Between Groups	102,360	3	34,120	2,91	0,03	d-b, d-c
	2 rd Grade (b)	65	29,16	3,27	Within Groups	2951,390	252	11,712			
	3 nd Grade (c)	56	28,98	3,57	Total	3053,750	255				
	4 th Grade (d)	117	30,34	3,40							
	Total	256	29,65	3,46							

When analyzing the information presented in Table 6, it can be observed that there is a significant difference between the factor of citizen sensitivity to social issues and the grade level ($F=4.66$, $p<0.05$). The level of sensitivity to social issues of 4th grade prospective classroom teachers ($\eta^2=40.58$) is higher than that of 1st grade prospective classroom teachers ($\eta^2=36.94$).

When analyzing the information presented in Table 6 again, it can be observed that there is a significant difference between the factor of the personally responsible citizen and the grade level ($F=3.57$, $p<0.05$). The level of personal responsibility of 4th grade prospective classroom teachers ($\eta^2=26.54$) is higher than that of 3rd grade prospective classroom teachers ($\eta^2=25.2$).

When analyzing the information presented in Table 6 again, it can be observed that there is a significant difference between the factor of citizens having universal values and the grade level ($F=6.42$, $p<0.05$). The level of having universal values among 2nd grade classroom teacher candidates ($\eta^2=26.06$) is higher than that of 1st grade classroom teacher candidates ($\eta^2=23.88$). Similarly, according to Table 6, the level of having universal values of pre-service primary school teachers in the 4th grade ($\eta^2=26.86$) is higher than that of pre-service primary school teachers in the 1st grade ($\eta^2=23.88$).

When analyzing the information presented in Table 6 again, it can be observed that there is a significant difference between the factor of citizen openness to social change and the grade level ($F=3.14$, $p<0.05$). The level of citizenship open to social change of 4th grade pre-service classroom teachers ($\eta^2=19.41$) is higher than that of 1st grade pre-service classroom teachers ($\eta^2=17.22$).

Upon analysis of the information presented in Table 6, a significant difference was observed between the factor of citizen sensitivity to environmental problems and the grade level ($F=2.91$, $p<0.05$). The degree of sensitivity to environmental problems of 4th grade aspiring educators ($\eta^2=30.34$) was higher than that of 2nd grade aspiring educators ($\eta^2=29.16$). Similarly, according to Table 6, the degree of sensitivity to environmental problems of future primary school educators in the 4th grade ($\eta^2=30.34$) was higher than that of future primary school educators in the 3rd grade ($\eta^2=28.98$).

3.4. Findings about the Fourth Research Question

Table 7. Good Citizenship Perception Levels of Prospective Classroom Teachers According to Mother's Education Status

Dependent Variable	Education Status	N	\bar{X}	S	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Difference The One Group
Social Topics Responsive Citizen	Illiterate	55	40,3	4,18	Between Groups	158,042	4	39,511	2,27	,06	
	Primary education	130	40,1	3,67	Within Groups	4351,610	251	17,337			
	Secondary Education	39	38,7	5,08	Total	4509,652	255				
	License	29	39,5	4,74							
	Postgraduate	3	34,6	4,93							
	Total	256	39,8	4,20							
Personally Responsible Citizen	Illiterate	55	25,9	2,85	Between Groups	3,954	4	,989	,121	,97	
	Primary education	130	26,0	2,77	Within Groups	2058,167	251	8,200			
	Secondary Education	39	25,8	3,03	Total	2062,121	255				
	License	29	26,4	3,08							
	Postgraduate	3	26,3	1,52							
	Total	256	26,0	2,84							
Citizen with Universal Values	Illiterate	55	26,2	3,17	Between Groups	27,336	4	6,834	0,77	,54	
	Primary education	130	26,2	2,90	Within Groups	2228,692	251	8,879			
	Secondary Education	39	25,5	3,22	Total	2256,027	255				
	License	29	26,6	2,63							
	Postgraduate	3	27,0	1,73							
	Total	256	26,2	3,02							

	Total	256	26,2	2,97							
Citizen Open to Social Change	Illiterate	55	18,9	3,13	Between Groups	48,916	4	12,229	1,34	,25	
	Primary education	130	19,0	3,13	Within Groups	2288,521	251	9,118			
	Secondary Education	39	18,1	2,00	Total	2337,438	255				
	License	29	19,8	3,42							
	Postgraduate	3	18,3	2,08							
	Total	256	18,9	3,02							
Citizen Sensitive to Environmental Issues	Illiterate	55	29,9	3,56	Between Groups	37,853	4	9,463	,78	,53	
	Primary education	130	29,6	3,44	Within Groups	3015,897	251	12,016			
	Secondary Education	39	28,8	3,39	Total	3053,750	255				
	License	29	30,1	3,52							
	Postgraduate	3	29,0	2,64							
	Total	256	29,6	3,46							

Upon analysis of Table 7, which includes the results of the one-way analysis of variance conducted to determine whether there is a difference in the perceptions of good citizenship of prospective primary school teachers based on their mothers' educational attainment, no significant difference was found in the perceptions of good citizenship of prospective primary school teachers ($p > 0.05$).

3.5. Findings about the Fifth Research Question

Table 8. Good Citizenship Perception Levels of Prospective Classroom Teachers According to Father's Education Status

Dependent Variable	Education Status	N	\bar{X}	S	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Difference The One Group
Social Topics Responsive Citizen	Illiterate	55	39,6	4,80	Between Groups	224,962	4	56,240	3,29	,12	
	Primary education	130	40,2	3,98	Within Groups	4284,690	251	17,070			
	Secondary Education	39	40,1	3,97	Total	4509,652	255				
	License	29	38,2	4,84							

	Postgraduate	3	35,1	5,56						
	Total	256	39,8	4,20						
Personally Responsible Citizen	Illiterate	55	24,5	4,30	Between Groups	62,464	4	15,616	1,96	,10
	Primary education	130	26,4	2,54	Within Groups	1999,657	251	7,967		
	Secondary Education	39	26,0	2,89	Total	2062,121	255			
	License	29	25,2	2,52						
	Postgraduate	3	24,6	5,31						
	Total	256	26,0	2,84						
Citizen with Universal Values	Illiterate	55	25,5	4,75	Between Groups	83,117	4	20,779	2,40	,05
	Primary education	130	26,7	2,48	Within Groups	2172,910	251	8,657		
	Secondary Education	39	25,9	3,14	Total	2256,027	255			
	License	29	25,4	3,16						
	Postgraduate	3	24,0	4,14						
	Total	256	26,2	2,97						
Citizen Open to Social Change	Illiterate	55	19,5	4,40	Between Groups	23,393	4	5,848	,634	,63
	Primary education	130	18,9	2,98	Within Groups	2314,044	251	9,219		
	Secondary Education	39	19,1	3,05	Total	2337,437	255			
	License	29	18,1	2,90						
	Postgraduate	3	18,8	1,94						
	Total	256	18,9	3,02						
Citizen Sensitive to Environmental Issues	Illiterate	55	30,3	4,13	Between Groups	71,675	4	17,919	1,50	,20
	Primary education	130	30,0	3,49	Within Groups	2982,075	251	11,881		
	Secondary Education	39	29,4	3,36	Total	3053,750	255			
	License	29	28,3	3,32						
	Postgraduate	3	29,1	3,31						
	Total	256	29,6	3,46						

Upon analysis of Table 8, which includes the results of a one-way analysis of variance conducted to determine whether there is a difference in the perceptions of good citizenship of prospective primary school educators based on their fathers' educational attainment, no significant difference was found in the perceptions of good citizenship of prospective primary school educators ($p>0.05$).

3.6. Findings about the Sixth Research Question

Table 9. Good Citizenship Perception Levels of Prospective Classroom Teachers According to Monthly Income Status

Dependent Variable	Income Level	N	\bar{X}	S	Variance Source	Sum of Squares	sd	Mean Square	F	p	Difference The One Groups
Social Topics Responsive Citizen	Under 1600 TL	29	40,55	3,62	Between Groups	83,685	3	27,895	1,58	,19	
	Between 1600-3000 TL	34	48,85	4,71	Within Groups	4425,967	252	17,563			
	Between 3001-6000 TL	93	40,36	3,93	Total	4509,652	255				
	Above 6001 TL	100	39,52	4,37							
	Total	256	39,85	4,20							
Personally Responsible Citizen	Under 1600 TL	29	26,03	2,90	Between Groups	3,24	3	1,078	,13	,94	
	Between 1600-3000 TL	34	25,79	2,95	Within Groups	2058,887	252	8,170			
	Between 3001-6000 TL	93	26,06	2,92	Total	2062,121	255				
	Above 6001 TL	100	26,15	2,75							
	Total	256	26,05	2,84							
Citizen with Universal Values	Under 1600 TL	29	26,06	2,98	Between Groups	17,529	3	5,843	,65	,57	
	Between 1600-3000 TL	34	26,38	2,48	Within Groups	2238,499	252	8,883			
	Between 3001-6000 TL	93	26,49	3,10	Total	2256,027	255				
	Above 6001 TL	100	25,92	3,01							
	Total	256	26,05	2,84							

	Total	256	26,20	2,97						
Citizen Open to Social Change	Under 1600 TL	29	19,51	3,33	Between Groups	23,288	3	7,763	,84	,47
	Between 1600-3000 TL	34	18,38	2,79	Within Groups	2314,150	252	9,183		
	Between 3001-6000 TL	93	19,09	3,08	Total	2337,438	255			
	Above 6001 TL	100	18,85	2,95						
	Total	256	18,95	3,02						
Citizen Sensitive to Environmental Issues	Under 1600 TL	29	30,13	3,06	Between Groups	38,299	3	12,766	1,06	,36
	Between 1600-3000 TL	34	29,08	3,72	Within Groups	3015,451	252	11,966		
	Between 3001-6000 TL	93	30,02	3,29	Total	3053,750	255			
	Above 6001 TL	100	29,37	3,61						
	Total	256	29,65	3,46						

When Table 9 was examined, no statistically significant difference was found in the perceptions of good citizenship of prospective classroom teachers according to income level ($p>0.05$).

3.7. Findings about the Seventh Research Question

Table 10. Classroom Teacher Candidates' Perception Levels of Good Citizenship According to Place of Residence

Dependent Variable	Settlement Location	N	\bar{X}	S	Variance Source	Sum of Squares	sd	Mean Square	F	p	Difference The One Groups
Social Topics Responsive Citizen	Village	69	39,79	4,64	Between Groups	,925	2	,463			
	City	100	39,93	4,04	Within Groups	4508,727	253	17,821	,02	,97	
	Metropolitan	87	39,81	4,05	Total	4509,652	255				
	Total	256	39,85	4,20							

Personally Responsible Citizen	Village	69	26,28	2,57	Between Groups	15,766	2	7,883	,97	,37
	City	100	25,75	2,97	Within Groups	2046,355	253	8,088		
	Metropolitan	87	26,22	2,89	Total	2062,121	255			
	Total	256	26,05	2,84						
Citizen with Universal Values	Village	69	26,57	2,42	Between Groups	13,455	2	6,728	,75	,46
	City	100	26,03	3,12	Within Groups	2242,572	253	8,864		
	Metropolitan	87	26,11	3,18	Total	2256,027	255			
	Total	256	26,20	2,97						
Citizen Open to Social Change	Village	69	19,39	2,82	Between Groups	23,066	2	11,533	1,26	,28
	City	100	18,64	3,21	Within Groups	2314,371	253	9,148		
	Metropolitan	87	18,96	2,94	Total	2337,438	255			
	Total	256	18,95	3,02						
Citizen Sensitive to Environmental Issues	Village	69	29,86	3,32	Between Groups	5,945	2	2,973	,24	,78
	City	100	29,49	3,57	Within Groups	3047,805	253	12,047		
	Metropolitan	87	29,67	3,46	Total	3053,750	255			
	Total	256	29,65	3,46						

When Table 10 was examined, no statistically significant difference was found in the perceptions of good citizenship of prospective primary school teachers according to their place of residence prior to attending university ($p>0.05$).

4. Conclusion and Discussion and Suggestion

When the opinions of pre-service primary school teachers about good citizenship were analyzed, it was concluded that their perception levels were at the level of agreeing and strongly agreeing. This is a desired result. The results obtained from the items related to our country and patriotism on the scale are consistent with the results of studies conducted by Dere, Kızılay, and Alkaya (2017), Li and Tan (2017), and Dere (2019). The concepts of citizenship and justice mentioned in studies by Simhony (2014), Gürel (2016), and Kıncal (2015) are consistent with the items including fairness in this study. The concepts of good citizenship and harmony mentioned in studies by Chiodo and Martin (2005) and Alazzi (2009) are consistent with the items in this study that include being tolerant of society. The values for

good citizenship in Yalçın's (2019) study on the Berly Parker and John Dewey reports overlap in thought with the items in this study, and it is seen that the Berly Parker report is relevant to the primary school level.

When the good citizenship levels of pre-service primary school teachers and the sub-dimensions of the scale are examined, the levels of good citizenship, citizens who are sensitive to social issues, citizens who have personal responsibility, and citizens who have universal values are at very high levels. In addition, being open to social change and being a citizen sensitive to environmental problems are also at high levels. This can be explained by the fact that prospective primary school teachers are positively affected by their family, environment, and education because these three factors have an important place in the formation of good citizenship (Yücel, 2013). The results of Yeşilbursa's (2015) study on pre-service social studies teachers and the sub-dimensions used in the scale of this study are consistent with this study's findings. Similarly, Acun, Demir, and Göz (2010) concluded that pre-service teachers have high levels of good citizenship. In addition, in Çiçek's (2018) study, similar findings were observed in terms of both the level of good citizenship and the sub-dimensions of the scale. The fact that the level of pre-service primary school teachers' sensitivity to environmental problems is not at a very high level may be associated with the fact that the environmental education courses given in universities are not effective enough or that these courses are only transferred academically (Yıldırım; Bacanak; Özsoy, 2012). The fact that pre-service primary school teachers' level of openness to social change is not at a very high level may be associated with the fact that their knowledge and use of technology are not at a very high level (Uçar, 1998). In addition, this situation may also be associated with the fact that prospective primary school teachers do not follow the changes in the world and developments in science sufficiently.

When the good citizenship levels of pre-service primary school teachers were analyzed according to gender, it was concluded that female pre-service primary school teachers had higher levels of sensitivity to social issues, citizenship with personal responsibility, and citizenship sensitive to environmental problems than male pre-service primary school teachers. In traditional societies, women are seen as passive and secondary, while men are seen as the primary power holders. Women are expected to obey men more (Elgün & Yeniçeri Alemdar, 2017). As a result of this situation, women are deprived of many rights such as voting, health, and education, and social inequality has occurred (Durgun & Gök, 2017). In the light of this information, it can be concluded that inequality in society and injustices against women create sensitivity in women regarding social issues. From this point of view, the higher sensitivity of female primary school teachers to social issues can be associated with these sensitivities in women. The higher level of personal responsibility of female primary teacher candidates can be explained by their upbringing because boys are socialized with a sense of competition while girls are socialized based on cooperation (Cengil, 2015). Şenyurt et al. (2011) conducted a study on university students and found that girls are more sensitive to environmental issues

than boys. Vong et al. (2010) concluded that males attach more importance to citizenship values than females. Farrell and Finkelstein (2007) concluded that men show citizenship in their behaviors more than women. In addition, in Sağlam's (2011) study on effective citizenship, no gender differentiation was observed.

When analyzing the good citizenship levels of prospective primary school teachers according to grade level, it was found that 4th grade pre-service primary school teachers have a higher level of sensitivity to social issues than 1st grade pre-service primary school teachers. Additionally, the level of personal responsibility of pre-service primary school teachers in 4th grade is higher than that of pre-service primary school teachers in 3rd grade. The level of having universal values is higher among 2nd grade prospective primary school teachers than 1st grade prospective primary school teachers. Furthermore, the level of having universal values among 4th grade pre-service primary school teachers is higher than that of 1st grade pre-service primary school teachers. The level of citizenship open to social change among 4th grade pre-service primary school teachers is higher than that of 1st grade pre-service primary school teachers. The level of sensitivity to environmental problems among 4th grade pre-service primary school teachers is higher than that of 2nd and 3rd grade pre-service primary school teachers. The lower level of good citizenship perception among pre-service primary school teachers in 1st grade compared to other grades can be explained by age and knowledge level. It is thought that as the knowledge level of prospective classroom teachers increases, so do their perception levels about the events that occur in their environment. Moreover, it can be argued that pre-service teachers at grade levels other than 1st grade are approaching adulthood with the advancement of their age, and as a result, their thoughts and perceptions have matured. It has been observed that as the grade level of pre-service primary school teachers increases, their perceptions of good citizenship also increase. It can also be related to the fact that prospective teachers who are about to graduate have acquired certain skills.

When examining the levels of good citizenship of prospective classroom teachers according to their mother's education level, it was concluded that there was no difference in their perceptions of good citizenship according to their mother's education level. Additionally, when analyzing the good citizenship levels of prospective primary school teachers according to their father's education level, it was concluded that there was no difference in the good citizenship perceptions of prospective primary school teachers according to their father's education level. This is a desirable situation because good citizenship is not an acquisition gained only through education. The fact that there is no difference according to mother and father's education status shows that families in our country have good citizenship perceptions. The result of this study is in parallel with the result of the study conducted by Çiçek (2018). Furthermore, this result contrasts with the study of Keleş and Tonga (2014), in which teachers' opinions about the factors affecting students' citizenship consciousness were taken. Raising good citizens is only possible with a good education (Keleş & Tonga, 2014). Additionally, in

Ersoy's (2012) study on citizenship, the mothers who participated in the study emphasized that education is important for raising good citizens.

When analyzing the levels of good citizenship of prospective primary school teachers according to their monthly income, it was concluded that there was no difference in their perceptions of good citizenship according to their family's monthly income. This situation can be explained by the idea that materialism and economics do not prevent the values based on good citizenship. In Ersoy's (2007) study on teachers, teachers stated that families with low socio-economic status were inadequate at raising citizens. Additionally, Güven, Tertemiz, and Bulut (2009) concluded in their study on classroom teachers that the biggest obstacle in raising citizenship awareness is the economy. The results of the studies in the literature differ from the results of this study.

When analyzing the good citizenship levels of prospective primary school teachers according to their place of residence before coming to the university, it was concluded that there was no difference in their perceptions of good citizenship according to their place of residence before coming to the university. From this point of view, it can be concluded that there is a common perception of citizenship in society, even if there is a difference in the settlement of classroom teacher candidates. Kılınç (2015) concluded in his study on social studies and classroom teachers that the place of residence did not affect the teachers' thoughts about the concept of good citizenship. This result supports the idea that there is a common perception of citizenship in society, regardless of location. Additionally, in Sağlam's (2011) study on effective citizenship, no differentiation was observed in terms of settlement. Studies in the literature support the results of this study. In the study conducted by Martin and Chiado (2007) on students, it was concluded that students living in rural settlements were more sensitive and participated in social issues. Additionally, Conover and Searing (2000) concluded that rural students think more about other people and are more willing to contribute to society. At this point, the results of these studies differ from the findings of this study.

Finally, in light of the findings of this study, various suggestions for studying good citizenship perception can be made. Qualitative studies can be conducted to increase teachers' perceptions of good citizenship. The factors affecting the perception of good citizenship and the extent to which these factors affect good citizenship can be investigated. Research can be conducted on how good citizenship can be effectively transferred.

5. Declaration of Conflicting Interests and Ethics

Authors must identify and declare any personal circumstances or interest that may be perceived as inappropriately influencing the representation or interpretation of reported research results. If there is no conflict of interest, please state "The authors declare no conflict of interest."

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