


## Metaphorical Perceptions of Social Studies and Classroom Teachers on the Concepts of Non-Governmental Organizations and Global Citizenship


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**Abstract:** In this study, it is aimed to reveal the perceptions of social studies and classroom teachers about the concepts of global citizenship and non-governmental organizations through metaphors. Phenomenology design, one of the qualitative research methods, was used in the study. Turkey in different cities in the working group's 2020-2021 fall semester, depending on the Ministry of Education and Research, who served 33 classroom teachers constitute 30 social studies teachers. 63 teachers who made up the participants were included in the study on the basis of volunteering. The data of the research were collected using the metaphor form sent to the participants via Google Forms. The data obtained were analyzed using the content analysis method. The metaphors produced in line with the specified purpose were categorized according to their meanings. It was observed that the participants produced 38 different metaphors for the concept of global citizenship and 45 different metaphors for non-governmental organizations. Among the metaphors produced regarding the concept of global citizenship, the ones with the highest frequency are in the form of sky, air, forest, water, wind, bird; Among the metaphors produced regarding the concept of non-governmental organizations, the ones with the highest frequency came to the fore in the form of water, vehicle, light, bridge and tree. As a result of the research, it was determined that the teachers who participated in the study interpreted the metaphors they produced regarding the concept of global citizenship under different categories and the metaphors they produced regarding the concept of non-governmental organizations under similar categories. While primary school teachers defined global citizenship as a constitutional citizenship, social studies teachers defined it as a global citizenship. It has been observed that both branches define non-governmental organizations as organizations

aiming to cooperate in a similar scope. In the light of this information, it was concluded that the interpretation of the two concepts was insufficient, so it was suggested that action research for the concept of global citizenship and partnership with organizations for the concept of non-governmental organizations were proposed.

**Keywords:** Metaphor, Non-governmental organizations, Global citizenship, Social studies teachers

## Introduction

The developments in the world, the rapid progress of science and technology, the proliferation of communication tools, the easier communication and the loss of importance of distances between people have increased the interaction of people with each other. Such rapid changes has consequences for communication among people and transformation of education as well. For example, with advances in educational technologies, nowadays teachers tend to adapt active learning activities such as peer learning, group work activities and collaborative argumentation (see Latifi & Noroozi, 2021; Latifi et al., 2020, 2021; Noroozi 2018, 2022; Noroozi et al., 2018; 2020; Valero Haro et al., 2019; 2022). In the same vein, with the rapidly changing world, some concepts have emerged and developed (Kan, 2009; Kaya and Kaya, 2012). Globalization, which is too strong to ignore these concepts; brought with it the concepts of non-governmental organizations and global citizenship.

According to Delany (2009), the concept of globality first appeared in an academic publication in America in 1966 (cited in Kaya and Kaya, 2012). After the 1980s, the concept of globalization gained momentum in the social structure with the advancement of technology. Globalization has always been the subject of discussion by thinkers due to its different dimensions and the problems it poses. In its most general definition, we can define globalization as getting out of the locality in social, cultural, economic and political issues and reaching the international dimension (Çermik et al., 2016).

Although there is no agreed definition of what globalization is, the dependence of countries on each other in international relations has increased with globalization, and the problems that have arisen have begun to affect countries not only at the local level but also at the international level. The change process created by this interaction has increased the importance of the concepts of "Global Citizenship" and "Civil Society Organizations", and it has brought cultural, economic, political, social, etc. It has brought up the necessity of individuals' need for awareness and solidarity in coping with problems in many fields.

Individuals who can adapt to the change and development that occur with globalization, produce solutions to the negative effects of this process, have awareness and feel the responsibility to take action have begun to be needed (Katzarska-Miller et al., 2012). This universal citizenship model, which is needed and desired to be created, is called "Global Citizenship" (Kan, 2009). Global citizenship does not refer to the form of national identity belonging to a nation, but refers to world citizenship categorized within its field of application (Oxley & Morris, 2013).

Morais and Ogden (2011) discussed global citizenship in three dimensions as “social responsibility, global competence and global civic participation”. Social responsibility, perceiving social events, observing events from different perspectives, respecting the environment and identifying and being aware of social problems; global competence, respecting international cultural differences, having effective communication skills in intercultural relations, having knowledge about events and emerging problems in the world; global civic participation can be explained as taking action towards global problems, being the voice of the society, and participating in non-governmental organizations voluntarily (Morais & Ogden, 2011).

The global citizen is willing to participate in local and global social organizations both to counter social inequalities and injustices and to create a sustainable democratic world. At this point, being a member of non-governmental organizations is important for an individual who is a global citizen, because one of the most basic pillars of globalization, which is the symbolic name of events and situations in the world in the 21st century, is civil structures (Talas, 2011). Civil society is a social living space created by voluntary citizens in a modern sense, productive, self-sufficient, planned, having a function outside the state and connected to the legal order in which there are rules (Brand, 2001).

The concept of civil society brings to mind a community separate from the state. It evokes a concept in which humanity is at the forefront, far from politics and an economic society. Today, a community that takes a place between the individual and the state comes to mind. With democracy, an environment has emerged where people can express their opinions more easily. Over time, non-governmental organizations have become the unheard voice of the people. The existence and effectiveness of non-governmental organizations is an important tool in understanding the level of democracy of a country. NGOs have become an important bridge between the individual and the state, away from personal interests (Karakuş, 2006).

According to Gözübüyük Tamer (2010), how can solutions be brought to existing problems, how can it be better, what can be done? While their questions make sense of the existence of non-governmental organizations; How can a healthier civil society structure be built? The question has become the subject of discussion in the world, and the method utilized at this point has been democracy. The quality of democracy is measured by its ability to articulate social issues and to solve the problems that the issues raise. Non-governmental organizations directly intervene in many problems and ensure that the problem is solved. They are organizations that strengthen the social structure with a specific mission, where every citizen has the opportunity to defend their ideas and protect their interests, to be the voice of the society with the awareness of active and participatory citizenship (Johns, 2005).

We can explain the importance of the role of Non-Governmental Organizations in the globalization process and in raising awareness of global citizenship with the following reasons (cited in Şahin & Öztürk, 2011):

- ❖ The state may be insufficient in combating the destruction caused by terrorism, epidemics, armament, nuclear threats, environmental pollution and natural disasters that arise in the process of

globalization. In these cases, the activities of Non-Governmental Organizations constitute a solid foundation for the society.

❖ The cooperation of the state, which has difficulty in responding to the needs of the society in the face of inequality, poverty, lack of education and lack of political trust, that has emerged with globalization in the society we live in, provides positive results for the countries.

❖ Non-Governmental Organizations help increase social welfare by disseminating technology, facilitating communication and facilitating access to information in regions that have difficulty keeping up with advanced technology.

❖ It contributes to the introduction of the concepts of democracy, justice, rights and freedom into our lives, raising awareness and directing the societies on these issues and creating a spirit of solidarity.

Metaphors are an alternative way to describe a situation or phenomenon with similar qualities by comparing it with another situation, expression and phenomenon and to reveal perceptions. metaphor; It is a symbolic expression tool used to compare items and concepts with similar qualities (Kara and Bozbayındır, 2019). In this study, metaphorical perceptions of social studies and classroom teachers about the concepts of non-governmental organizations and global citizenship were examined.

The purpose of this research is to reveal the knowledge of primary school teachers and social studies teachers about the concepts of global citizenship and non-governmental organizations using metaphors. For this purpose, answers to the following questions were sought:

- What metaphors do primary school teachers and social studies teachers use when describing the concept of global citizenship?
- Under which categories is the concept of global citizenship defined by classroom teachers and social studies teachers?
- What metaphors do primary school teachers and social studies teachers use when describing the concept of non-governmental organizations?
- Under which categories is the concept of non-governmental organizations defined by classroom teachers and social studies teachers?
- How are the conceptual categories created according to the branch distribution?

## Method

### Research Design

In this study, phenomenography research design, which is one of the qualitative research methods, was used. Phenomenography is a research method that deals with what people perceive, understand and experience about the phenomena they encounter in the universe they live in. People do not understand a given phenomenon in the same way. Therefore, there is diversity in people's experience or understanding of a phenomenon (Orgill, 2000; cited in Türkeli Şandır, 2006). Phenomenographic research tries to identify the key points of this diversity

(Trigwell, 2000). For this reason, the study was carried out with a phenomenographic design.

### Working Group

In this study, the study group was determined according to the criterion sampling method, which is one of the purposive sampling methods. Criterion sampling is a sampling method that aims to study situations that meet the determined criteria and considers the determined criteria of the researcher (Büyüköztürk et al., 2020). In the fall semester of 2020-2021, 63 teachers, consisting of classroom teachers and social studies teachers working under the Ministry of National Education, were reached and data were collected in different cities of Turkey. Participants were included in the study group on a voluntary basis. Demographic information of the study group is shown in Table 1.

Table 1. Demographic Information of the Working Group

	Variable	f	%
Gender	Woman	31	49,2
	Male	32	50,8
Age	22-25	14	22,2
	26-30	15	23,8
	31-35	11	17,5
	35 and above	23	36,5
Branch	Classroom teaching	33	52,4
	Social studies teacher	30	47,6
Service time	0-5 years	25	39,7
	6-10 years	13	20,6
	11-15 years	8	12,7
	16-20 years	5	7,9
	20 years and above	12	19,4
Licence	Licence	57	90,48
	Degree	6	9,52
	Doctorate	0	0
<b>TOTAL</b>		<b>63</b>	<b>100</b>

When Table 1 is examined, 31 of the teachers participating in the research are female and 32 are male. 22.2% of the participants are in the 22-25 age range, 23.8% are in the 26-30 age range, 17.5% are in the 31-35 age range, and 36.5% are 35 years old and over. 52.4% of the teachers participating in the study are primary school teachers and the remaining 47.6% are social studies teachers. 39.7% of the teachers participating in the research have 0-5 years of service, 20.6% of them have service years between 6-10 years, 12.7% of them have service years between 11-15 years, 7.9% of the participants had a service period between 16-20 years and lastly,

participants with a service period of 20 years or more constitute 19.4% of the study. Finally, when the education level of the participants is examined, 90.48% of them are undergraduate graduates. While there are no participants at the doctoral level, there are 6 teachers with master's degrees. These constitute 9.52% of the study.

### Data Collection

In this study, data were collected using the metaphor interview form created by the researchers. The questions prepared in order to understand the demographic characteristics of the people participating in the study were included in the first part of the form. The interview form is like “non-governmental organizations ..... through Google Forms. Because.....”, “Global citizenship is like ..... Because .....” was formed and delivered to the teachers, and a purposeful explanation was made at the beginning of the form. In order to understand the study correctly, a sample sentence for metaphor was given by the researchers.

### Analysis of Data

In the study, the data collected with the Google form were subjected to the content analysis method. Content analysis is an analysis method that works with the code-sub-theme in which the content is classified in depth and the categories from which the themes are extracted. In order to reflect the accuracy of the results obtained as a result of the analysis, the answers given by the participants were directly quoted and included in the findings section. The metaphors obtained in the study were listed and examined, and after the necessary arrangements were made, 38 different metaphors for the concept of global citizenship and 45 different metaphors for non-governmental organizations were produced by 63 teachers, and the categorization stage was started.

The frequency and percentage values of the metaphors collected under the categories were tabulated and included in the findings section. While categorizing the metaphors produced by the teachers, the way they explained the metaphor was taken into account and direct quotations were included. Since the direct quotations given will be compared by the classroom teachers and social studies teachers later, in order to avoid confusion, classroom teachers are in the form of S(S)/1, S(S)/2, S(S)/3..., and social studies teachers are S(S). SB/1, S(SB)/2, S(SB)/3....

### Results

In this study, the metaphorical perceptions of classroom teachers and social studies teachers towards the concepts of "non-governmental organizations" and "global citizenship" are discussed.

Table 2. Metaphors Formed by Classroom Teachers and Social Studies Teachers Regarding the Concept of Global Citizenship

Global Citizenship Metaphors	f	%	Global Citizenship Metaphors	f	%	Global Citizenship metaphors	f	%
Heterogeneous	1	2.17	Live	1	2.17	Monochrome Rainbow	1	2.17
Mirror	2	4.34	Hemp	1	2.17	Impartiality	1	2.17
Sacrifice	1	2.17	Equality	1	2.17	Need	1	2.17
Internet	2	4.34	Friendship	1	2.17	World	1	2.17
Key	1	2.17	Moon	1	2.17	Comb	1	2.17
Tree	1	2.17	Weather	2	4.34	Stork	1	2.17
Utopia	1	2.17	Money	1	2.17	Brain	1	2.17
Forest	2	4.34	nest	1	2.17	Book	1	2.17
Compass	1	2.17	Bridge	1	2.17	<b>Total</b>	<b>46</b>	<b>100</b>
Sky	2	4.34	River	1	2.17			
Transparency	1	2.17	Peace	1	2.17			
Migratory Birds	1	2.17	Bird	2	4.34			
This	2	4.34	Locksmith	1	2.17			
Wind	2	4.34	Chameleon	1	2.17			
Liquid	1	2.17	Lamp	1	2.17			

When Table 2 is examined, the total number of metaphors created by 63 teachers is 46. While 4 of the teachers stated that they did not know what the concept of global citizenship was, there were 13 teachers who could not explain why they created the metaphor they created. For this reason, 17 metaphors were eliminated from the concept of global citizenship and 46 metaphors were obtained. Considering the same ones among these metaphors, it is seen that a total of 38 different metaphors were created.

Table 3. Conceptual Categories of Metaphors Formed by Classroom Teachers and Social Studies Teachers Regarding the Concept of Global Citizenship

Categories (f=12)	f	%	Metaphors (f=46)	f	%
Global citizenship as a Common Heritage Element	10	21.73	Air (2), Forest (2), Water (2), Wind (2), Alive (1), Earth (1)	6	15.7
Global citizenship as Awareness/Effectiveness Aspect	7	15.21	Mirror (2), Sacrifice (1), Hemp (1), Bird (2), Brain (1)	5	13.1
Global citizenship as a universal element	6	13.04	Heterogeneous (1), Equality (1), Monochrome Rainbow (1), Sky (2), Comb (1)	5	13.1
Global citizenship as a Functional Aspect	6	13.04	Key (1), Tree (1), Money (1), Locksmith (1), Chameleon (1), Lamp (1)	6	15.7
Global citizenship as an Accessibility Aspect	4	8.69	Compass (1), Friendly (1), Bridge (1), River (1),	4	10.5
Democracy - Global Citizenship as an Element of Freedom	3	6.52	Migratory Birds (1), Stork (1), Liquid (1)	3	7.89
Global Citizenship as an Ideological Aspect	2	4.34	Utopia (1), Book (1)	2	5.26

Categories (f=12)	f	%	Metaphors (f=46)	f	%
Global citizenship as Trust/Love/Support/Power Factor	2	4.34	Peace (1), Need (1)	2	5.26
Global citizenship as an Objectivity Element	2	4.34	Impartiality (1), Transparency (1)	2	5.26
Global citizenship as a Technology Aspect	2	4.34	Internet (2)	1	2.63
Global citizenship as a Common Denominator of Solidarity	1	2.17	Slot (1)	1	2.63
Global Citizenship as an Element of Constancy	1	2.17	month (1)	1	2.63
<b>Total</b>	<b>46</b>	<b>100</b>	<b>Total</b>	<b>38</b>	<b>100</b>

When Table 3 is examined, the metaphors created by primary school teachers and social studies teachers regarding the concept of global citizenship are grouped under 12 conceptual categories. These categories were categorized according to their frequencies: global citizenship as a common heritage element (f=10), global citizenship as an awareness/effectiveness element (f=7), global citizenship as a universal element (f=6), and global citizenship as a functional element (f=6). , global citizenship as an element of accessibility (f=4), global citizenship as an element of democracy, freedom (f=3), global citizenship as a technology element (f=2), global citizenship as an ideological element (f=2), trust, love, support power We can list global citizenship as an element of global citizenship (f=2), global citizenship as an objectivity element (f=2), global citizenship as a common denominator of solidarity (f=1) and global citizenship as an element of immutability (f=1).

Table 4. Metaphors Formed by Classroom Teachers and Social Studies Teachers About Non-Governmental Organizations

Civil Society	f	%	Non-Governmental	Organization	f	%	Non-Governmental	Organization	f	%
Founding metaphors			Metaphors				Metaphors			
Roof	1	1.88	Vehicle		2	3.77	Friend		1	1.88
Agenda	1	1.88	Food		1	1.88	Book		1	1.88
Microorganism	1	1.88	Bank		1	1.88	Chain		1	1.88
This	3	5.66	Plaster		1	1.88	Medicine		1	1.88
Hand feet	1	1.88	Helping hand		1	1.88	Building Skeleton		1	1.88
Building Columns	1	1.88	Peace		1	1.88	Torch		1	1.88
Lifebuoy	1	1.88	Spring		1	1.88	Daisy Leaf		1	1.88
Light	2	3.77	Love		1	1.88	house		1	1.88
Shopping centre	1	1.88	Political Party		1	1.88	nest		2	3.77
food	1	1.88	Fruit tree		1	1.88	Stairs		1	1.88
Iron Chain	1	1.88	Bridge		3	5.66	Bird		1	1.88
Flower	1	1.88	Teacher		1	1.88	Grandma		1	1.88
Weather	1	1.88	Umbrella		1	1.88	Cake		1	1.88
Mom	1	1.88	Tree		2	3.77	<b>Total</b>		<b>53</b>	<b>100</b>
Father	1	1.88	Heart		1	1.88				
Batman	1	1.88	Nature		1	1.88				



When Table 4 is examined, the total number of metaphors created by 63 teachers is 53. While 2 of the teachers stated that they did not know what the concept of non-governmental organizations was, there were 8 teachers who could not explain why they created the metaphor they created. For this reason, 10 metaphors were eliminated from the concept of global citizenship and 53 metaphors were obtained. Considering the same ones among these metaphors, it is seen that a total of 45 different metaphors were created.

Table 5. Conceptual Categories of Metaphors Formed by Classroom Teachers and Social Studies Teachers  
About Non-Governmental Organizations

Categories (f=9)	f	%	Metaphors (f=53)	f	%
Trust Love Support Power Element	1 8	33.96	Roof (1), Building Columns (1), Life Buoy (1), Flower (1). Mother (1), Daddy (1), Bath Band, (1), Helping Hand (1), Peace (1), Spring (1), Love (1), Bridge (3), Grandmother (1), Batman (1), Skeleton (1), House (1)	16	35.55
Basic Need Element	1 0	18.86	Microorganism (1), Water (3), Food (1), Air (1), Food (1), Tree (2), Heart (1)	7	15.55
Common Denominator Solidarity Element	7	13.20	Shop (1), Umbrella (1), Nest (2), Cake (1), Friend (1), Daisy Leaf (1)	6	13.33
Complementary Element	5	9.43	Hand-Foot (1), Iron Chain (1), Chain (1), Medicine (1), Ladder (1)	5	11.11
Element of Hope	3	5.66	Light (2), Lantern (1)	2	4.44
Production Element	3	5.66	Bank (1), Nature (1) Fruit Tree (1)	3	6.66
Education Element	3	5.66	Agenda (1), Teacher (1), Book(1)	3	6.66
Democracy Freedom Element	2	3.77	Political Party (1), Bird (1)	2	4.44
A Tool in Reaching the Purpose	2	3.77	Tool (2)	1	2.22
<b>Total</b>	<b>5 3</b>	<b>100</b>	<b>Total</b>	<b>45</b>	<b>100</b>

When Table 5 is examined, the metaphors created by classroom teachers and social studies teachers regarding the concept of non-governmental organizations are grouped under 9 conceptual categories. These categories are classified according to their frequencies as non-governmental organizations (f=18) as an element of trust/love/support and power, non-governmental organizations as an element of basic need (f=10), non-governmental organizations as a common denominator/solidarity element (f=7), Non-governmental organizations as a complementary element (f=5), non-governmental organizations as an educational element (f=3), non-governmental organizations as an element of hope (f=3), non-governmental organizations as a production element (f=3) we can list non-governmental organizations (f=2) as a tool element and non-governmental organizations (f=2) as an element of democracy/freedom.

Table 6. Distribution of Metaphors Related to the Concept of Global Citizenship by Classroom Teachers and Social Studies Teachers

Categories (f=12)	Classroom Teachers		Social Studies Teachers	
	f	%	f	%
Global citizenship as a Common Heritage Element	6	13.04	4	8.69
Global citizenship as a universal element	3	6.52	3	6.52
Global citizenship as an Accessibility Aspect	3	6.52	1	2.17
Global citizenship as an Objectivity Element	2	4.34	0	0
Global citizenship as a Functional Aspect	2	4.34	4	8.69
Global Citizenship as an Ideological Aspect	2	4.34	0	0
Global citizenship as Awareness/Effectiveness Aspect	2	4.34	5	10.86
Democracy - Global Citizenship as an Element of Freedom	2	4.34	1	2.17
Global citizenship as a Technology Aspect	one	2.17	1	2.17
Global citizenship as Trust Love Support Power Factor	0	0	2	4.34
Global citizenship as a Common Denominator of Solidarity	0	0	1	2.17
Global Citizenship as an Element of Constancy	0	0	1	2.17
<b>Total</b>	<b>23</b>	<b>50</b>	<b>23</b>	<b>50</b>

Looking at Table 6, half of the metaphors (23) made about the concept of global citizenship were made by classroom teachers and the other half (23) by social studies teachers. Classroom teachers and social studies teachers have created metaphors about global citizenship in a 50% equal distribution. While primary school teachers evaluated global citizenship under the category of common heritage element, social studies teachers evaluated it under the category of awareness/effectiveness.

Table 7. The Metaphor Regarding the Concept of Non-Governmental Organizations Distribution by Classroom Teachers and Social Studies Teachers

Categories (f=9)	Classroom Teachers		Social Studies Teachers	
	f	%	f	%
NGO as Trust Love Support Power Factor	11th	20.75	7	13.20
NGO as a basic need	3	5.66	7	13.20
NGO as Common Denominator/Solidarity Aspect	3	5.66	4	7.54
NGO as Complementary Element	2	3.77	3	5.66
NGO as Element of Democracy/Freedom	2	3.77	0	0
NGO as an Educational Aspect	2	3.77	1	1.88
NGO as a means to reach the goal	1	1.88	1	1.88
NGO as Hope Element	1	1.88	2	3.77
NGO as Production Factor	1	1.88	2	3.77
<b>Total</b>	<b>26</b>	<b>49</b>	<b>27</b>	<b>51</b>

Classroom teachers have seen global citizenship as a humanist element and accessibility element after the common heritage element. Social studies teachers, on the other hand, saw global citizenship as a common heritage element and functional element after the awareness/effectiveness element. While the primary school

teachers did not produce any metaphors for the categories under the elements of common denominator/solidarity, trust/love/support/power and stability, social studies teachers did not produce any metaphors for the categories under the ideological element and objectivity.

Looking at Table 7, 26 of the metaphors related to the concept of non-governmental organizations were made by classroom teachers and 27 by social studies teachers. Classroom teachers created metaphors with a distribution of 49% and social studies teachers 51%. Classroom teachers evaluated non-governmental organizations mostly under the category of trust/love/support/power, while social studies teachers evaluated them under the category of trust/love/support/power and basic need. Classroom teachers have seen non-governmental organizations as a basic need and common denominator/solidarity element after the element of trust/love/support/power. Social studies teachers, on the other hand, saw non-governmental organizations as a common denominator/solidarity and complementary element after trust/love/support/power and basic needs. While primary school teachers produced metaphors for each category, social studies teachers did not produce any metaphors for the category under the element of democracy/freedom.

## Discussion

The aim of this research is to reveal the metaphors created by classroom and social studies teachers regarding the concepts of global citizenship and non-governmental organizations. 33 classroom teachers and 30 social studies teachers participated in the research, and 46 metaphors related to the concept of global citizenship and 53 metaphors related to the concepts of non-governmental organizations were produced. While the metaphors created for the concept of global citizenship were grouped under 12 categories, the metaphors created for non-governmental organizations were grouped under 9 categories. Considering the length of service and gender in the study group consisting of classroom teachers and social studies teachers, it is possible to say that there was sufficient diversity, a balanced distribution, and that teachers' professional experiences were reflected in their metaphor perceptions. In this study, we can see how teachers process the concepts they know in their minds. According to the metaphors produced by the teachers participating in the study; It was concluded that the participants defined global citizenship as individuals who are sensitive to the developments in the global world we live in, conscious people who are aware of their responsibilities towards all humanity and nature, and individuals who do not discriminate between societies and cultures, embracing everyone equally. While teachers mostly saw the concept of global citizenship as an element of common heritage and awareness, they saw the least common denominator as an element of solidarity and immutability. While they see non-governmental organizations mostly as an element of trust/love/support/power and basic needs, they see democracy as a means to reach the goal and democracy as an element of freedom the least.

The distribution of the metaphors produced for the concepts of global citizenship and non-governmental organizations under the conceptual categories created was examined by comparing them according to the branch. Classroom teachers produced 50% (25 metaphors) for the concept of global citizenship, and social

studies teachers produced 50% (25 metaphors) metaphors. While primary school teachers evaluated global citizenship under the category of common heritage element, social studies teachers evaluated it under the category of awareness/effectiveness. From this, we can conclude that social studies teachers are more aware of global citizenship than classroom teachers. We know that the learning areas such as "Active Citizenship" and "Global Connections" in the social studies curriculum of MEB (2018) directly involve non-governmental organizations and the concept of global citizenship. As a matter of fact, Göl (2013)'s study, which aimed to examine the global citizenship attitude levels of social studies teacher candidates in terms of different variables, concluded that the level of knowledge of social studies teacher candidates is high due to the inclusion of global citizenship in the courses given during the education process. In this case, we can say that the awareness and experience of social studies teachers are also provided by the curriculum.

When the metaphors produced by classroom teachers about global citizenship are examined, we can conclude that the reason why they see global citizenship as a common heritage element that should be in every country in general is that they perceive global citizenship as a more inclusive and general concept due to the wide dimensions of the concept of citizenship. Another striking detail in the study is that while primary school teachers perceive global citizenship as an ideological element, social studies teachers do not produce a metaphor in this category. This situation may create the idea that classroom teachers look at the concept of global citizenship from a more political and political perspective. If we look at the concept of non-governmental organizations; Of the metaphors made regarding the concept of non-governmental organizations, 49% (26 metaphors) were made by classroom teachers, and 51% (27 metaphors) were made by social studies teachers. Classroom teachers and social studies teachers produced the most metaphors for non-governmental organizations under the category of trust/love/support/power. Again, according to the metaphors produced by the teachers participating in the study, non-governmental organizations; They are defined as organizations that bring people together for the same purpose, bring people closer to each other, work for the benefit of the society, support when needed, provide benefits, give confidence, increase solidarity in the society, and make the society stronger. In the civil society perception research in Turkey conducted by Eryılmaz et al., (2018), it is seen that philanthropy, cooperation and humanitarian aid are among the most connoting concepts when it comes to non-governmental organizations. Teachers and students perceive NGOs as social assistance groups.

In the study conducted by Karataş (2013), which is similar to this study, it was seen that the sixth-grade students explained the non-governmental organization with the values of "volunteering" and "help". Non-governmental organization managers also reflected that they see CSOs as "charity organisations". In the study conducted by Director-Balaban and Çoban-İnce (2015), it is seen that participation in volunteering activities is low in Turkey. It was concluded that the reason for this was the low participation rate due to the lack of information/information. In the study of Özan et al., (2015), it is seen that teachers differ in the necessity of the existence of non-governmental organizations. According to the study conducted by Balbağve Türkcan (2017), it was concluded that teachers describe global citizenship as universality, different people and identity, and the participation rate of teachers in non-governmental organizations is low. and being open to innovations, and few

teacher candidates are members of non-governmental organizations. Looking at the study by Çermik et al., (2016), teachers described global citizenship as equal rights and responsibilities of all people, playing a role in solving problems in the world, respecting differences, common values and freedom. It was concluded that it was similar to the current study.

In general terms, the metaphors produced by primary school teachers and social studies teachers regarding the concept of non-governmental organizations showed a harmonious distribution among the categories. When we examine the metaphors produced by the teachers under the category of trust/love/support/power element, it is concluded that they do not know the multidimensional structure and functions in the functional sense, that they look at the non-governmental organizations with a stereotyped point of view, which they consider as an organization that heals, helps and protects the wounds. In addition, in the metaphors examined, it was seen that non-governmental organizations are one of the keystones of society, and it was concluded that non-governmental organizations were of great importance for the country and were accepted as a basic need by the participants. Another striking factor is that social studies teachers did not include the word democracy while creating metaphors and they did not produce a metaphor under this category. However, democracy is of great importance in the development and functioning of non-governmental organizations. At this point, it has been concluded that teachers are insufficient in making sense of non-governmental organizations.

## Recommendations

1- Since primary school teachers do not have sufficient knowledge of the concept of global citizenship, it can be determined as a seminar subject in schools with the cooperation of universities related to this subject so that they can recognize and make sense of global citizenship.

2- In order to enable primary school teachers and social studies teachers to better know, understand and actively participate in non-governmental organizations, partnerships can be made with non-governmental organizations in provincial/district national education directorates.

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Please provide acknowledgements or notes in a separate section at the end of the article before the references.

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