

Full Length Research Paper

The examination of the views of primary school teachers and pre-service primary teachers on European Union citizenship from the point of different variables

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The aim of this study is to determine the view of primary school teachers and pre-service primary teachers on European Union citizenship. This study is a descriptive and quantitative research in survey methodology. The data of the research was collected from 207 primary school teachers teaching in 22 primary school in the city center of Kırşehir and 282 pre-service primary teachers studying in Department of Primary Education, Faculty of Education, Ahi Evran University. As the data collection tool, two different Personal Information Forms for teachers and pre-service teachers and View on European Union (EU) Citizenship Questionnaire were used. Arithmetic Mean (\bar{x}), standard deviation (sd), independent samples t-test, factor analysis, analysis of variance (ANOVA) and Scheffe test were applied to the data collected from teachers and pre-service teachers. At the end of the research, it was found that in comparison to pre-service primary teachers, primary school teachers evaluated EU citizenships as more active citizens. Also, it was determined that both primary school teachers and pre-service primary teachers were indecisive about whether or not EU citizens included socio-cultural negativity. Besides, it was seen that both primary school teachers and pre-service primary teachers thought that EU citizens were individually developed in terms of economy and they had awareness in point of rights and responsibilities.

Key words: Primary school teacher, preservice primary teacher, European Union, EU citizenship.

INTRODUCTION

In modern times, schools are regarded as one of the most important tools educating a generation and creating a society. Thus, states use schools for educating their citizenships by having them gain a citizenship consciousness (Kahveci, 2013; Yeşil, 2002). Schools are very significant institutions raising citizens being loyal to

their countries. In this context, one of the most important aims of schools is to have people gain citizenship consciousness and responsibility (Bîrzea, 2000; Ross, 2004). Citizenship education is stated in curriculum in two different ways: the subject approach and the cross-curricular approach (Eurydice, 2012). In Turkey, education

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citizenship is applied in both ways (Ministry of National Education (MNE), 2006).

Turkey-European Union (EU) relations, which started in 1959 and became official in 1963 with The Ankara Agreement, reached a crucial level by deciding to enter into negotiations in 2005 (Ministry for EU Affairs, 2013). As a result of this process, the views of Turkish people on EU and orientating of Turkish people to EU has been an important factor for a possible full membership of Turkey. If Turkey becomes a full member of EU, Turkish people will also become EU citizens. Because, in The Maastricht Treaty in 1993, it was expressed that "each of citizens of EU states are also EU citizens" (Kaya, 2013), thus a citizenship concept of EU was firstly seen in the literature.

Today, there are different approaches about Turkey's full membership in EU among Turks. While some people say that being a full member in EU will be very advantageous for Turkey (Şahin, 2011), other people says Turkey will incur losses in terms of political, social, cultural and economical aspects (İnaç, 2005) and the others claim that EU will never accept Turkey as a full member (ISRO, 2006). On the other hand, especially recent statements made by politicians and initiatives for full membership show that Turkey still has a government policy to become a full member.

These incompatible approaches may derive from the significant lack of information of both Turkish and EU citizens about Turkey's membership process. Hence, if Turkey still has an aim and policy to become a full member in EU; in addition to political and legal regulations, Turkey should raise its citizens' consciousness about EU citizenship due to both accelerate the process and ensure the integrity with EU after a full membership.

Education plays a crucial role in order to have Turkish citizens gain a right point of view on EU and EU citizenship. According to Erginer (2006), raising EU citizenship consciousness is definitely or vaguely regarded as a main principal in the objectives part of EU states' education systems. According to most researchers (Çubukçu and Gültekin, 2006; İbrahimoglu, 2009; Sağlam, 2012), children considerably gain basic value judgments at primary education period (between the ages of 6-12). Therefore, the education process raising EU citizenship consciousness of children should necessarily begin at primary school. It has been mostly stated by researchers (Güven and Şahin, 2003; Karaman, 2008) that in this process, especially the attitudes and behaviors of teachers have a great influence on personality development and perspectives of students.

Hence, it is very important that primary school teachers should have a positive view on EU and EU citizenship. In this way, diffusion of EU culture and overcoming the orientating problems might be easier. Therefore, it is crucial to determine the views on EU and EU citizenship of primary school teachers, who play significant roles in citizenship education. This is the main issue of this study.

In the literature, there aren't any studies examining the

views of primary school teachers and pre-service in EU and EU citizenship about the examination of perspective. On the other hand, the research of the data, primary school teachers and pre-service teachers of Turkey in EU and EU citizenship about true perspective about research of education may think of the scope of the guiding. In addition to this, it foretaste a research results in same issues but different educational step and extent. However, primary school teachers and pre-service primary teachers about EU and EU citizenship is limited in educational research. The different relationship between two pictures in Turkey and EU will be specified in different evaluations.

Schools which are planned educational institutions (Doğan, 2012; Tezcan, 2012), and teachers, who have influence on students (Güven and Şahin, 2003; Karaman-Kepenekçi, 2008) have crucial roles to practice such education. Thus, primary school teachers should have a point of view and carry out their work in parallel with this aim. In this regard, it is important to determine what kind of point of view primary school teachers, who play significant role in citizenship education, have on EU and EU citizenship. This issue is the main problem of this study.

Aim of the research

The main aim of this research is to view primary school teachers working in primary schools and pre-service primary teachers studying at faculty of education, primary education department on EU and EU citizenship. In this context, the following questions were tried to be answered:

1. What are the views of primary school teachers and preservice primary teachers on EU citizenship?
2. Is there any differentiation between the views of primary school teachers and pre-service primary teachers on EU citizenship?
3. Is there any differentiation between the views of primary school teachers and pre-service primary teachers on EU citizenship according to their genders, their thoughts about being a full member in EU and the identity type using to identify themselves?

METHODOLOGY

Research model

This study is a descriptive and quantitative research in survey method. The thoughts of primary school teachers and pre-service primary teachers on EU citizenship were described.

Study population and sample

The population of the study consists of 534 primary school teachers

Table 1. Validity and Reliability Analysis Values of VEUCQ in the factors.

Factors	Number of items	Factor Loading ranges	Eigenvalues	Sum of Variance (%)	Cronbach alpha
SN	14	0.544-0.780	7.679	20.754	0.891
AC	14	0.490-0.684	6.121	16.542	0.875
PD-C	9	0.540-0.715	2.091	5.652	0.835
Overall	37	0.490-0.780	-	42.947	0.883

teaching in 43 primary school in the city center of Kırşehir (Kırşehir National Education Directorate, 2014) and 622 pre-service primary teachers studying in Department of Primary Education, Faculty of Education, Ahi Evran University. The study sample was comprised of 207 primary school teachers teaching in 22 primary schools in the city center of Kırşehir and 282 pre-service primary teachers from two classes of each grades studying in Department of Primary Education, Faculty of Education, Ahi Evran University. The teachers working in 22 schools in the city center and preservice teachers studying in 22 classes from each grade were chosen as the sample of the study by random sampling. Of these teachers, 75 of them are women and 132 are men; also 31 of them have taught between 1 to 9 years, while 41 have taught between 10 to 18 years, 90 have taught between 19 to 27 years and 45 of them have taught for 28 years and over. Of these students, 43 of them were freshmen, while 71 were sophomore, 87 were junior and 81 of them were senior; also 218 of them were women and 64 were men.

Data collection

The data of the research was collected by "Personal Information Forms" and "View on European Union Citizenship Questionnaire (VEUCQ)" from the target teachers and pre-service teachers groups.

Personal information forms

They were prepared for both teachers and preservice teachers to collect data about independent variables of the research, and the one for teachers consisted of 13 questions while the other one for pre-service teachers had 18 questions.

View on European union citizenship questionnaire (VEUCQ)

It is a six point likert scale consisted of 37 items gathered under three factors and developed by the researchers. The first factor's name is "Socio-cultural Negativeness (SN)" (14 items), the second one's name is "Active Citizenship (AC)" (14 items) and the third one is "Personal Development/Consciousness (PD-C)" (9 items). The factors were given these names because of their contents. There are six choices across the items in the scale which are "(0) No Idea and Thought", "(1) Absolutely Disagree", "(2) Disagree", "(3) Indecisive", "(4) Agree" and "(5) Absolutely Agree".

In the development process of VEUCQ, an item pool consisted of 88 items which was created by literature review and interviews with teachers and preservice teachers. These items were examined by two specialists in their field and two grammarians in terms of content and expression. In the end, a draft scale including 55 items were developed. By getting required permissions, the draft scale was applied to 207 teachers and 282 preservice teachers described under the study universe title of the research.

Validity analysis of the scale was made by 1 exploratory factor

analysis and 2 item-total correlation; reliability analysis of it was made by examining the Cronbach's Alpha internal consistency coefficient. During the exploratory factor analysis, firstly KMO test and Bartlett test were done; due to the fact that KMO value was found as 0.899 and Bartlett test values were found as $\chi^2=11265.282$; sd: 1485 and $p<.001$, it was understood that factor analysis could be done on the data. After factor loading examination, the items which have loading below 0.30 and a difference below 0.100 between their loadings in the factors were removed from the scale (Büyüköztürk, 2012). When these items were removed, at last there was a scale which consisted of 37 items under three factors. The scale's KMO value was found as 0.896 while Bartlett Test values were found as $\chi^2=7247.198$; sd=666; $p=0.000$ ($p<0.001$). The item-total correlation values ($p<.01$) done on the data by Pearson's r test showed that it is a valid scale because of each items being suitable with the aim of the scale (Tekin, 2008; Büyüköztürk, 2012; Yeşil, 2010).

After validity and reliability analysis, factor loading ranges, eigenvalues, sums of variance and Cronbach alpha reliability coefficients of the items in the factors are shown in Table 1.

Data analysis

On the data of the research, arithmetic mean and standard deviation values were primarily calculated as descriptive statistic. To test the differentiation according to independent variables, Levene test, independent sample t test, ANOVA test and if required Scheffe test was used. When arithmetic mean values of the view of teachers and preservice teachers on EU citizenship were interpreted, the values between 1.00 to 1.80 were considered as "absolutely disagree", between 1.81-2.60 as "disagree", between 2.61-3.40 as "indecisive", between 3.41-4.20 as "agree" and the ones between 4.21-5.00 as "absolutely agree". In difference tests, the level of $p<.05$ was seen as significant.

RESULTS

The results found at the end of the research are shown and explained below in Tables 2, 3 and 4.

The views of primary school teachers and pre-service primary teachers on European Union citizenship

The views of primary school teachers and pre-service primary teachers on EU citizenship are seen according to the sub-factor of the scale in Tables 2, 3 and 4.

As seen in Table 2, the assessments of primary school teachers showing the level of their agreement with the items on EU citizenship stated in SN factor varied

Table 2. The views of teachers and pre-service teachers on the characteristics of EU citizens stated in the socio-cultural negativeness factor.

Items		N	\bar{x}	Sd
They are under the influence of Christian culture	Teacher	207	3.77	1.33
	Pre-service teacher	282	3.14	1.53
They lost their historical, cultural, national and religious value	Teacher	207	2.79	1.33
	Preservice teacher	282	2.54	1.29
They have prejudice and hostile attitude against Oriental societies and cultures	Teacher	207	3.40	1.37
	Preservice teacher	282	3.08	1.34
They have prejudice against Islam and Muslims	Teacher	207	3.60	1.32
	Preservice teacher	282	3.32	1.39
They are extremely pragmatist and selfish	Teacher	207	3.32	1.29
	Preservice teacher	282	3.06	1.35
They often come across with some health problems such as obesity or cancer because of their lifestyle	Teacher	207	3.32	1.34
	Preservice teacher	282	3.34	1.34
They often come across with some psychological problems such as stress, desperation or burnout because of their lifestyle	Teacher	207	3.24	1.33
	Preservice Teacher	282	3.22	1.39
They <i>don't</i> see Turkey or Turkish citizens belong to Europe	Teacher	207	3.72	1.16
	Preservice teacher	282	3.55	1.33
They have poor relationships such as friendship, neighborhood or affinity	Teacher	207	3.66	1.31
	Preservice teacher	282	3.46	1.44
They have a miserable and unsteady family life	Teacher	207	3.06	1.29
	Preservice teacher	282	3.09	1.45
They see economical and political power as absolute supremacy	Teacher	207	3.38	1.33
	Preservice teacher	282	3.43	1.23
They are intolerant against the things (mosque, minaret, azan, etc.) belong to Islam	Teacher	207	3.20	1.29
	Preservice teacher	282	3.19	1.46
They have a capitalist and materialistic value judgment	Teacher	207	3.47	1.29
	Preservice teacher	282	3.09	1.47
They sometimes violate the realm of freedom of other people because of having lots of freedom.	Teacher	207	3.16	1.31
	Preservice teacher	282	3.18	1.38
SN factor mean	Teacher	207	3.36	0.87
	Preservice teacher	282	3.19	0.87

between $\bar{x}= 2.79$ and $\bar{x}= 3.77$, while the pre-service primary teachers' varied between $\bar{X}=2.54$ and $\bar{X}=3.55$.

In SN factor, the characteristic of EU citizenship teachers criticized at most was "being under the influence of Christian culture" and "not seeing Turkey and Turkish citizens belong to Europe". In this context, pre-service teachers chiefly criticized EU citizens in terms of the issues of "not seeing Turkey and Turkish citizens belong to Europe" and "having poor relationships such as

friendship, neighborhood or affinity". As seen in general Mean, it was determined that primary school teachers and preservice primary teachers were indecisive about the fact that EU citizens have characteristics including socio-cultural negativeness.

As seen in Table 3, the assessments of primary school teachers on EU citizens from the point of characteristics stated in AC factor varied between $\bar{x}= 2.96$ and $\bar{x}= 4.01$, while the preservice primary teachers' varied between

Table 3. The views of teachers and preservice teachers on the characteristics of EU citizens stated in the active citizenship factor.

Items		N	\bar{x}	Sd
They are participative and leading individuals being in non-governmental organizations	Teacher	207	3.76	1.01
	Preservice teacher	282	3.37	1.23
They know the rights in their constitution and international convents, and behave according to these	Teacher	207	3.71	1.12
	Preservice teacher	282	3.27	1.27
They like their state and society and are proud of being a part of it	Teacher	207	3.44	1.27
	Preservice teacher	282	3.20	1.33
They are conscious about democratic legal remedies such as voting or petitioning	Teacher	207	4.01	.94
	Preservice teacher	282	3.48	1.34
They know and protect their cultural and historical heritages	Teacher	207	3.70	1.06
	Preservice teacher	282	3.34	1.25
They are self-confident and they behave inventively and easily in their social life	Teacher	207	4.01	.84
	Preservice teacher	282	3.82	1.04
They are against violence and prejudice and solve problems amicably	Teacher	207	2.99	1.28
	Preservice teacher	282	2.89	1.23
They have required social skills to know and introduce themselves	Teacher	207	3.65	0.96
	Preservice teacher	282	3.55	1.10
They adopt consumption culture and live in step with this	Teacher	207	3.31	1.23
	Preservice teacher	282	3.29	1.22
They continually improve themselves by believing in the necessity of lifelong learning	Teacher	207	3.78	1.02
	Preservice teacher	282	3.51	1.25
They are not submissive against persons and events and act in a critical attitude	Teacher	207	3.62	1.04
	Preservice teacher	282	3.37	1.24
They are on about interfaith and intercultural dialogue	Teacher	207	2.96	1.19
	Preservice teacher	282	2.94	1.32
They do their best for economical, social and cultural development of their society	Teacher	207	3.44	1.07
	Preservice teacher	282	3.35	1.13
They abide by rule of society (traditions, etc.) and law (constitution, etc.)	Teacher	207	3.77	1.02
	Preservice teacher	282	3.33	1.11
AC factor mean	Teacher	207	3.58	0.64

$\bar{x}=2.89$ and $\bar{x}=3.82$.

When primary school teachers evaluated EU citizens in terms of characteristics in AC factor, they mostly described them as “being conscious about democratic legal remedies such as voting or petitioning”. Also, both teachers and preservice teachers expressed that EU citizens are “self-confident and they behave inventively and easily in their social life”. As seen in general mean, it was determined that primary school teachers saw EU citizens as active citizens but preservice primary teachers were indecisive about this.

As seen in Table 4, the assessments of primary school teachers on EU citizens in terms of the level of having characteristics stated in PD-C factor varied between $\bar{x}=3.22$ and $\bar{x}=3.92$, while the preservice primary teachers' varied between $\bar{x}=3.32$ and $\bar{x}=3.79$. From the point of characteristics in PD-C factor, teachers mostly defined EU citizens as “being responsive to environmental pollution, animal rights, etc. and don't refuse to take responsibility about these”. It was also seen that preservice teachers mostly thought that EU citizens had

Table 4. The views of teachers and preservice teachers on the characteristics of EU citizens stated in the personal development/consciousness factor.

Items		N	\bar{x}	Sd
They regard and support human rights, democracy and rule of law	Teacher	207	3.31	1.48
	Preservice teacher	282	3.57	1.17
They know social, political and civic institutions and can interact with them when needed	Teacher	207	3.64	1.15
	Preservice teacher	282	3.60	1.03
They are responsive to environmental pollution, animal rights, etc. and don't refuse to take responsibility about these	Teacher	207	3.92	0.99
	Preservice teacher	282	3.72	1.07
They regulate their life according to a plan and are well-disciplined in all respects	Teacher	207	3.81	1.04
	Preservice teacher	282	3.50	1.07
They freely accommodate, travel and work in the member states	Teacher	207	3.83	1.13
	Preservice teacher	282	3.61	1.14
They care about the necessities of disadvantageous individuals and groups (disabled, minority, poor, etc.) in the society	Teacher	207	3.56	1.19
	Preservice teacher	282	3.48	1.12
They don't have a problem about unemployment and have an adequate income for a laid-back life	Teacher	207	3.22	1.13
	Preservice teacher	282	3.32	1.16
They have high living standards in education, health, transportation, career, etc	Teacher	207	3.84	1.01
	Preservice teacher	282	3.79	0.99
They are component and productive in terms of professional competence	Teacher	207	3.76	1.02
	Preservice teacher	282	3.75	1.03
PD-C factor mean	Teacher	207	3.65	0.75
	Preservice teacher	282	3.59	0.71

the characteristic of "having high living standards in education, health, transportation, career, etc". On the other hand, teachers evaluate EU citizens in the same context, too. Generally, both teachers and preservice teachers thought that EU citizens had the characteristic stated in PD-C factor.

The differentiation of the evaluations of primary school teachers and preservice primary teachers

The findings of the differentiation of the view of primary school teachers and preservice primary teachers on EU citizens/citizenship are given in Table 5.

In Table 5, the evaluations of teachers on EU citizens/citizenship varied between \bar{x} =3.36 and \bar{x} =3.65, while preservice teachers' varied between \bar{x} =3.19 and \bar{x} =3.59. While the evaluations of teachers and preservice teachers on EU citizens/citizenship significantly differentiated in SN and AC factor on behalf of teachers ($p<0.05$), it was determined that there was no significant differentiation

($p>.05$) in PD-C factor.

The differentiation of the view of primary school teachers and preservice primary teachers on eu citizens/citizenship according to genders

The findings of the differentiation of the view of primary school teachers on EU citizens/citizenship according to genders are shown in Table 6. As seen in Table 6, the evaluations of female teachers ranged between \bar{x} =3.73 and \bar{x} =3.56, while male teachers' ranged between \bar{x} =3.37 and \bar{x} =3.64. There was no significant differentiation between the evaluation of male and female teachers in terms of each factors ($p>0.05$). The findings of the differentiation of the view of preservice primary teachers on EU citizens/citizenship according to genders are shown in Table 7.

As seen in Table 7, the evaluations of female preservice teachers varied between \bar{x} =3.17 and \bar{x} =3.61, while male preservice teachers' varied between \bar{x} =3.27 and \bar{x} =3.51.

Table 5. The differentiation of the view of primary school teachers and preservice primary teachers on EU citizens/citizenship.

Factors	Group	N	\bar{X}	Sd	Levene		t	sd	p
					F	p			
SN factor	Teacher	207	3.36	0.87	0.871	0.351	2.122	487	0.034
	Preservice teacher	282	3.19	0.87					
AC factor	Teacher	207	3.58	0.64	2.974	0.085	3.767	487	0.000
	Preservice teacher	282	3.33	0.76					
PD-C factor	Teacher	207	3.65	0.75	1.743	0.187	.915	487	0.361
	Preservice teacher	282	3.59	0.71					

Table 6. The differentiation of the view of primary school teachers on EU citizens/citizenship according to genders.

Factors	Gender	N	\bar{X}	Sd	Levene		t	sd	p
					F	p			
SN factor	Female	75	3.33	0.97	1.713	0.192	0.320	205	0.750
	Male	132	3.37	0.81					
AC factor	Female	75	3.56	0.61	0.011	0.915	0.319	205	0.745
	Male	132	3.59	0.66					
PD-C factor	Female	75	3.66	0.74	.022	0.881	0.199	205	0.843
	Male	132	3.64	0.75					

Table 7. The differentiation of the view of preservice primary teachers on EU citizens/citizenship according to genders.

Factors	Gender	N	\bar{X}	Sd	Levene		t	sd	p
					F	p			
SN factor	Female	218	3.17	0.88	0.086	0.770	0.850	280	0.396
	Male	64	3.27	0.82					
AC factor	Female	218	3.32	0.77	1.158	0.283	0.386	280	0.700
	Male	64	3.36	0.71					
PD-C factor	Female	218	3.61	0.69	.353	.553	.981	280	.327
	Male	64	3.51	0.77					

There was no significant differentiation between the evaluation of male and female preservice teachers in terms of each factors ($p>0.05$).

The view of preservice primary teachers on EU citizenship according to their class level

The view of preservice primary teachers on EU citizenship according to their class level was researched. ANOVA

and Scheffe test were done to determine the significance of differentiation according to class level and it was shown in Table 8. Table 8 views the preservice of primary teachers on EU citizenship according to their class level. As seen in the table, while there was no significant differentiation in terms of socio-cultural negativeness factor ($p>0.05$), a significant differentiation was found in active citizenship and personal development/ consciousness factors ($p<0.05$). After Scheffe test, it was determined that there was a significant difference of

Table 8. The view of preservice primary teachers on EU citizenship according to their class level.

Factor	Class level	N	\bar{X}	Sd	Variable	K T	Sd	KO	F	p	Scheffe
SN factor	Freshman	43	3.19	1.03	Between groups	0.083	3	0.028	0.036	0.991	-
	Sophomores	71	3.21	0.77	Within groups	213.044	278	0.766			
	Juniors	87	3.17	0.86	Total	213.127	281	-			
	Seniors	81	3.19	0.87	-	-	-	-			
	Total	282	3.19	0.87	-	-	-	-			
AC factor	Freshman	43	3.04	1.04	Between groups	8.746	3	2.915	5.220	0.002	1-4
	Sophomores	71	3.18	0.73	Within groups	155.249	278	0.558			
	Juniors	87	3.43	0.62	Total	163.995	281	-			
	Seniors	81	3.51	0.69	-	-	-	-			
	Total	282	3.33	0.76	-	-	-	-			
PD-C factor	Freshman	43	3.32	0.80	Between groups	7.655	3	2.552	5.181	0.002	1-4; 2-4
	Sophomores	71	3.45	0.69	Within groups	136.901	278	0.492			
	Juniors	87	3.65	0.73	Total	144.556	281	-			
	Seniors	81	3.78	0.60	-	-	-	-			
	Total	282	3.59	0.71	-	-	-	-			

opinion between freshmen and seniors in active citizenship factor and between seniors and freshmen-sophomores in personal development/consciousness factor. In comparison with freshmen, seniors evaluated EU citizens as more active citizens. In personal development/consciousness factor, it may be said that seniors evaluated EU citizens much more personally developed and having consciousness in comparison with freshmen and sophomores.

The differentiation of the view of primary school teachers and preservice primary teachers on EU citizenship according to their thoughts about full membership of Turkey in EU

The arithmetic mean and standard deviation

values of the view of primary school teachers and preservice primary teachers on EU citizenship according to their thoughts about full membership of Turkey in EU and ANOVA and Scheffe test results which were done to determine the significance of differentiation were given in Tables 9 and 10.

In Table 9, the view of primary school teachers on EU citizenship according to their thoughts about full membership of Turkey in EU was shown. Accordingly, while there was no significant differentiation in teachers' thought in active citizenship factor ($p > 0.05$), it was determined that there were significant differentiations in socio-cultural negativeness and personal development-consciousness factors ($p < 0.05$). In socio-cultural negativeness factor, the teachers who thought that full membership of Turkey in EU would be "bad" evaluated EU citizenship including more

socio-cultural negativeness in comparison with the ones who thought that it would be "good" and "very good". In personal development-consciousness factor, in comparison with the ones who thought that full membership of Turkey in EU would be "very bad", the ones who thought that it would be "very good" saw EU citizenship as being personally more developed and having more consciousness. Also, the teachers who thought that Turkey's full membership in EU would be "good" and "very good" and the ones who were "indecisive" about this supposed that EU citizenship included being personally more developed and having more consciousness in comparison with the ones who thought that full membership would be "very bad". The views of preservice primary teachers on EU citizenship according to their thoughts about full membership of Turkey in EU are shown in Table 10. As seen in

Table 9. The view of primary school teachers on EU citizenship according to their thoughts about full membership of Turkey in EU.

Factor	Full membership	N	\bar{X}	Sd	Variable	K T	sd	KO	F	p	Scheffe
SN factor	Very good	14	2.84	1.03	Between groups	15.185	4	3.796	5.333	0.000	1-5; 2-5
	Good	48	3.10	0.70	Within groups	143.785	202	0.712			
	Indecisive	59	3.27	0.92	Total	158.970	206	-			
	Bad	64	3.60	0.72							
	Very bad	22	3.79	1.05	-						
	Total	207	3.36	0.87							
AC factor	Very good	14	3.67	0.90	Between groups	0.607	4	0.152	0.360	0.837	-
	Good	48	3.65	0.53	Within groups	85.198	202	0.422			
	Indecisive	59	3.56	0.64	Total	85.805	206	-			
	Bad	64	3.56	0.62							
	Very bad	22	3.48	0.76							
	Total	207	3.58	0.64							
PD-C factor	Very good	14	4.19	0.59	Between groups	14.229	4	3.557	7.007	0.000	1-4; 1-5; 2-5; 3-5
	Good	48	3.80	0.68	Within groups	102.542	202	0.508			
	Indecisive	59	3.78	0.64	Total	116.771	206	-			
	Bad	64	3.49	0.75							
	Very bad	22	3.11	0.87	-						
	Total	207	3.65	0.75							

the table, it was understood that while there was no significant differentiation in preservice teachers' views according to their thought on full membership of Turkey in EU in active citizenship factor ($p > .05$), there were significant differentiations in socio-cultural negativeness and personal development/consciousness factors ($p < .05$). Therefore, Scheffe test was done to determine the source of differentiation. After the test, in socio-cultural negativeness factor, the teachers who expressed that full membership of Turkey in EU would be "very bad" thought that EU citizenship included more socio-cultural negativeness in comparison with the ones who were "indecisive" about the full membership. In

personal development/consciousness factor, in comparison with the ones who said that full membership of Turkey in EU would be "very bad", the ones who thought that it would be "very good" explained that EU citizenship should be evaluated as being personally more developed and having more consciousness.

The differentiation of the view of primary school teachers and preservice primary teachers on EU citizenship according to the identity type using to identify themselves

The view of primary school teachers and

preservice primary teachers on EU citizenship according to the identity type using to identify themselves were examined. It was told to teachers and preservice teachers that they could optionally not answer the question in Personal Information Form which asked them what kind of identity they primarily used to identify themselves. So, all of the teachers and preservice teachers in sample group did not participate in the research in this context and %93 of teachers and %81 of preservice teacher approximately participated in. The arithmetic mean and standard deviation values of the view of primary school teachers and preservice primary teachers on EU citizenship according to the identity type using to identify

Table 10. The view of preservice primary teachers on EU citizenship according to their thoughts about full membership of Turkey in EU.

Factors	Full membership	N	\bar{x}	Sd	Variable	K T	sd	KO	F	p	Scheffe
SN factor	Very good	9	3.09	1.09	Between groups	13.948	4	3.487			
	Good	54	3.15	0.87	Within groups	199.179	277	0.719			
	Indecisive	152	3.04	0.85	Total	213.127	281	-	4.849	0.001	3-5
	Bad	47	3.47	0.80							
	Very bad	20	3.78	0.72	-						
	Total	282	3.19	0.87							
AC factor	Very good	9	3.61	0.95	Between groups	4.985	4	1.246			
	Good	54	3.45	0.83	Within groups	159.010	277	0.574			
	Indecisive	152	3.37	0.67	Total	163.995	281	-	2.171	0.072	-
	Bad	47	3.16	0.80							
	Very bad	20	3.02	0.91	-						
	Total	282	3.33	0.76							
PD-C factor	Very good	9	4.00	1.19	Between groups	8.753	4	2.188			
	Good	54	3.59	0.83	Within groups	135.803	277	0.490			
	Indecisive	152	3.68	0.63	Total	144.556	281	-	4.463	0.002	1-5
	Bad	47	3.43	0.67							
	Very bad	20	3.10	0.53	-						
Total	282	3.59	0.71								

themselves and ANOVA and Scheffe test results which were done to determine the significance of differentiation were given in Tables 11 and 12. In Table 11, the evaluations of primary school teachers on EU citizenship according to the identity type using to identify themselves were given. Accordingly, it was understood that while there was no significant differentiation in preservice teachers' views according to the identity type using to identify themselves in active citizenship factor ($p>.05$), there were significant differentiations in socio-cultural negativeness and personal development/consciousness factors ($p<.05$). In socio-cultural negativeness factor, in comparison with the teachers who identified

themselves as global citizens, the ones who preferred ethnic and religious identity and the ones identifying themselves as citizens of Turkey expressed that EU citizenship included more socio-cultural negativeness. In personal development/consciousness factor, the primary school teachers who identified themselves as global citizens saw EU citizenship as being personally more developed and having more consciousness in comparison with the ones who identified themselves as citizens of Turkey.

The views of preservice primary teachers on EU citizenship according to the identity type using to identify themselves were shown in Table 12. Accordingly, it was determined that there was no

significant differentiation in preservice teachers' views according to the identity type using to identify themselves in none of the factors ($p>.05$).

DISCUSSION AND CONCLUSION

The results of the research which was done to analyze the view of primary school teachers and preservice primary teachers on EU citizenship are given below by discussing. Both primary school teachers and preservice primary teachers are indecisive about the fact that EU citizens have socio-cultural negativeness.

However, teachers are closer to the idea that

Table 11. The view of primary school teachers on EU citizenship according to the identity type using to identify themselves.

Factors	Identity type	N	\bar{X}	Sd	Variable	KT	sd	KO	F	p	Scheffe
SN factor	Ethnic identity	17	3.94	0.57	Between groups	21.904	3	7.301			
	Religious identity	31	3.77	90	Within groups	127.827	190	0.673			
	Citizen of Turkey	91	3.39	0.81	Total	149.731	193	-	10.853	0.000	1-4; 2-4; 3-4
	Global citizenship	55	2.92	0.84	-						
	Total	194	3.36	0.88							
AC factor	Ethnic identity	17	3.60	0.65	Between groups	0.326	3	0.109			-
	Religious identity	31	3.49	0.55	Within groups	81.953	190	0.431			-
	Citizen of Turkey	91	3.61	0.71	Total	82.279	193	-	0.252	0.860	-
	Global citizenship	55	3.57	0.61	-						-
	Total	194	3.58	0.65							-
PD-C factor	Ethnic identity	17	3.39	0.86	Between groups	6.307	3	2.102			
	Religious identity	31	3.63	0.58	Within groups	102.828	190	0.541			
	Citizen of Turkey	91	3.54	0.73	Total	109.135	193	-	3.885	0.010	3-4
	Global citizenship	55	3.92	0.77	-						
	Total	194	3.65	0.75							

Table 12. The view of preservice primary teachers on EU citizenship according to the identity type using to identify themselves.

Factors	Identity Type	N	\bar{X}	Sd	Variable	KT	sd	KO	F	p
SN factor	Ethnic identity	16	3.36	0.95	Between groups	1.563	3	0.521		
	Religious identity	35	3.36	0.96	Within groups	178.708	225	0.794		
	Citizen of Turkey	127	3.16	0.91	Total	180.271	228	-	0.656	0.580
	Global citizenship	51	3.15	0.75	-					
	Total	229	3.20	0.88						
AC factor	Ethnic identity	16	2.94	1.00	Between groups	3.026	3	1.009		
	Religious identity	35	3.37	0.78	Within groups	125.111	225	0.556		
	Citizen of Turkey	127	3.37	0.73	Total	128.137	228	-	1.814	0.145
	Global citizenship	51	3.42	0.63	-					
	Total	229	3.35	0.74						
PD-C factor	Ethnic identity	16	3.30	0.74	Between groups	3.916	3	1.305		
	Religious identity	35	3.37	0.99	Within groups	118.797	225	0.528		
	Citizen of Turkey	127	3.65	0.64	Total	122.713	228	-	2.473	0.063
	Global citizenship	51	3.69	0.70	-					
	Total	229	3.59	0.73						

they include this negativeness. Each group mostly thinks that EU citizens don't see Turkey and Turkish citizens belong to Europe. This result may derive from the fact that EU hasn't accepted Turkey as a full member in spite of the negotiations that have been continuing for years. Primary school teachers and preservice primary teachers may think in this way just like most of Turkish people, because lots of countries which applied to EU for full membership later than Turkey and were more underdeveloped countries than Turkey was accepted as full members and Turkey has oppositely been waited as candidate country because of some excuses. On the other hand, it can be said that these thoughts may be a result of some important European politicians' statements against Turkey and its full membership in EU (Aydın-Düzgıt and Keyman, 2013). Thus, if especially authorized persons in EU make more equable and careful statements about Turkey and both sides do their shares ideally to quicken the membership process, these negative views may be change positively.

On the other hand, that preservice teachers think that EU citizens have poor relations such as friendship, neighborhood or affinity but teachers don't think in this way may derive from the feature of the age group that preservice teachers are included. Because preservice teachers attach more importance to social relationships due to their ages (18 to 24) (Senemođlu, 2012), they may evaluate EU citizens and citizenship negatively in this aspect. In this context, in order to strengthen cultural and social relations among university students, supporting and popularizing student exchange programs such as Erasmus may be helpful.

Both primary school teachers and preservice primary teachers choose the item "They lost their historical, cultural, national and religious value" at the very least in this factor. This thought may derive from the fact that they know that there are lots of educational and cultural activities to keep European history and culture alive in EU; also in this context, some important persons' names are used even entitling these activities such as Erasmus, Comenius, Grundtvig or Leonardo da Vinci who are the most important people in European history and culture.

Primary school teachers and preservice primary teachers see EU citizens as active citizens. In active citizenship factor, primary school teachers mostly imply that EU citizens are "conscious about democratic legal remedies such as voting or petitioning". Also, both teachers and preservice teachers mostly indicate that EU citizens are "self-confident and they behave inventively and easily in their social life". In a similar research on preservice teachers by Dinç (2009), same results were obtained in parallel with this determination, too. In this research, it was found that preservice teachers described EU citizens as the people who were self-confident and they behaved inventively and easily in their social life. In primary schools and universities in Turkey, making legal and administrative arrangements making teachers and

students use their democratic rights easier, organizing activities in this way and raising awareness of teachers and students may contribute to teachers and preservice teachers being more conscious of this issue. It is very important for EU that EU citizens have a democratic attitude and know their rights and responsibilities. Within this framework, there are lots of activities and organizations for EU citizens in order to be more active citizens in the presence of EU (European Economic and Social Committee, 2012; Education, Audiovisual and Culture Executive Agency, 2013). So, it may be said that it is inevitable for EU citizens being democratic and active citizens.

Primary school teachers and preservice primary teachers think that EU citizens are personally developed individuals and have consciousness. In a study which was done by Altunay (2012) on administrators and teachers, most of who are primary school teachers, to research EU citizenship perception of them, there were same results with this research. Also in this research, it was determined that teachers evaluated EU citizens as the individuals who have high living standards and were vocationally very competent. Besides, teachers emphasize on EU citizens' awareness of environment. Such that, there are some organizations about environment in EU which support teachers' views. Environment Directorate-General (European Commission, 2014) in European Commission being an organ of EU (European Commission, 2014) and European Environment Agency (2014) which is a part of EU work actively to inform and direct member states and their citizens about their responsibility for environment.

On the one hand, teachers and preservice teachers express that EU citizens are developed and prosperous; on the other hand, they claim that they substantially face with a serious problem like unemployment. The economical problems which Europe encountered especially in euro zone after 2008 economic crisis may cause such a view on the participants. Officially, unemployment rate which decreased until 2008 to the level of 6.5% started to increase in 2008 and reached approximately to the level of 11% in 2014. In Spain and Greece, these rates are relatively higher (Eurostat, 2014). According to gender variable, there is no significant differentiation in the view of primary school teachers and preservice primary teachers on EU citizenship. This may derive from the fact that there is nearly no gender gap in Turkey in terms of economic, social and other part of life and the cultural and educational backgrounds of men and women are almost at the same level now.

As long as primary school teachers and preservice primary teachers think negatively about full membership of Turkey in EU, the evaluations of them in SN factor become negative. On the contrary, as long as they think positively about full membership in EU, they take a bright view of the items in PD-C factor. However, the interests of Turkish people on full membership of Turkey in EU

diminish over years; the recent researches show that there is a support for EU in no small measure. According to a research by International Strategic Research Organization (ISRO) (2006), while the rate of Turkish people supporting full membership of Turkey in EU was 75% in the early part of 2000s, it was determined that it decreased to the level of 50% in 2006. These results were also supported by a research by The German-Marshall Fund of the United States (2011). According to it, while the rate of Turkish people supporting full membership of Turkey in EU was 73% in 2004, it was seen that this rate fell to the level of 48% in 2011. It is seen that the ones who think that being full member in EU will make a great contribution for Turkey think generally in the same way. According to Turks, the prior contribution of being full member in EU of Turkey will be in terms of high living standards and economic welfare. Besides, development of personal liberties was seen as another important contribution (The German-Marshall Fund of the United States, 2011; Alkan, 2013; Ercan, 2012). The results in this research also confirm these views. Primary school teachers and preservice primary teachers who support full membership of Turkey in EU think that EU citizens are personally developed individuals and have consciousness.

On the contrary, when the literature is reviewed, it is seen that there are Turkish people who think that full membership of Turkey in EU will have negative returns. A great majority of people who don't want full membership in EU believe that EU and EU citizens have prejudice against Turkey and Muslims and a probable membership will damage Turkey from national, religious and cultural points (The German-Marshall Fund of the United States, 2011; Alkan, 2013; Ercan, 2012; ISRO, 2006). Also in this research, the ones who have a negative view on EU citizens and EU from socio-cultural point take a dim view of full membership of Turkey in EU due to the fact that a possible membership of Turkey would damage Turkish people socio-culturally.

In comparison with the primary school teachers who identify themselves as global citizens, the ones who prefer ethnic and religious identity and the ones identifying themselves as citizens of Turkey express that EU citizenship includes more socio-cultural negativity. In addition, the primary school teachers who identify themselves as global citizens see EU citizenship as being personally more developed and having more consciousness in comparison with the ones who identify themselves as citizens of Turkey. The teachers who see themselves as global citizens have a more positive view on EU citizenship. On the other hand, there is no significant differentiation in preservice teachers' views according to the identity type using to identify themselves.

State of the Republic of Turkey, which is a nation-state, also includes lots of ethnic groups. In the 1982 Constitution, it was determined that every citizen of State of the Turkish Republic is Turkish by the sentence "*Everyone bound to the Turkish state through the bond of*

citizenship is a Turk". Nevertheless, Turkish citizens may prefer a different ethnic identity, a religious identity or another identity which they think more encompassing to identify themselves instead of Turkish identity. In this context, citizenship of Turkey or Republic of Turkey is occasionally used as an alternative identity to Turkish identity. Nonetheless it is not basically different from Turkish identity, it is accepted by some group because of being a more encompassing and flexible phrase (Esendemir, 2008).

It is seen that the groups who identify themselves with citizenship of Turkey and religious identity have a negative attitude against EU especially from cultural point. The citizens who bring their ethnic identity forward, especially the ones identifying themselves as Turk have a more negative attitude against EU from political and cultural points in comparison with the others using other ethnic identities (İnaç, 2005). It may be interpreted that the ones who identify themselves as global citizens are closer to EU and EU citizenship which is supranational.

Conflict of interests

The authors have not declared any conflict of interests.

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