



The Patriotic Attitudes of the Prospective Teachers

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ABSTRACT

The concept of patriotism can be defined as loving the homeland and making sacrifices for it. From this perspective, it can be said that the concept of patriotism has a function of uniting and integrating the people who live on the same land and gives people an understanding which is proud of its history. Patriotism is also a dynamic concept. Because it is the behavior, consciousness and understanding that we put forward in every moment of life, in every field and in all our actions. It is also the basic condition of being a good and effective citizen. With the impact of globalization and technology, while the world is rapidly becoming a big village, civil wars, migrations, economic crises, hunger, famine and confusion in various continents and countries of the world increase the need for protection of national values and reveal the importance of patriotic education. On the other hand, patriotic education is aimed to be provided to the students who will be the citizens of the future through the education programs in the schools. For this reason, determining the patriotism attitudes of the teachers who will gain the patriotism value to the students is important in determining the deficiencies and taking measures in the acquisition of this value. In this context, the aim of the study was to reveal the pre-service teachers' patriotic attitudes. In the research, screening model which is one of the quantitative research types was used. The study group of the research is composed of Social Studies, Turkish, Science, Mathematics, Primary School and Preschool teachers who are studying in the 3rd and 4th grades of a state university in the fall semester of 2019-2020 academic year. The sample type of the study was determined as purposeful sample. In the study, "Attitude Scale of Patriotism Attitude" which was developed by Schatz, Staub and Lavine (1999) and adapted into Turkish by Yazıcı (2009) was used. As a result, according to the gender of male teachers were more patriotic than female students. According to the department variable, there is a difference between the department of social studies education and preschool education in the blind patriotism and whole scale scores, in favor of social studies education. There was no significant difference according to family income and class level.

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1. Introduction

Countries have aimed at reaching a better status all the time. As for the states already standing in a good position, they have paid strict attention to secure and improve their existing conditions. What makes possible for a country to exist and develop is, in fact, the individuals who live in it. As long as the individuals are sensitive to the country or society in which they live, the country develops at an equal rate. Individuals who work for and endeavor to promote their country are patriotic individuals. At this point, the concept of patriotism comes to the forefront.

It is thought to be useful to explain the concept of homeland before the patriotism. In Turkish language, the word vatan, which is the equivalent of the English word homeland, derives from the word "evtan" in Ottoman Turkish. It means the motherland where a human being was born and raised, the hometown

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beloved and the land worth dying for (Can-Beken, 2010). Üstel (2004) also states that the concept of homeland includes three aspects in its meaning as a whole: the land, origin and nationality. According to this statement, homeland is a place having a meaning based on the sense of belonging, loyalty and affection and to be loved, secured, made sacrifices for and even to be died for, if needed. The concept of patriotism is expressed by these feelings towards the homeland. Merry (2009) defines patriotism as defending the country by word or in action, having a strong liking for and glorifying the ones who have lost their lives by fighting for their country, and memorializing the ones who have fought in order to ensure the independence of the country. Karagözoglu (2018) points out that patriotism is to believe consciously in the unity of nation and indivisible unity of the country. Yazıcı and Yazıcı (2010) consider patriotism as the consciousness in existence in daily life and current affairs beyond making great sacrifices and accomplishing great things. Elban (2011) explains the love of homeland in view of the fact that the individual regards particularly himself and his family, his close circle, the organization where he works, the country where he lives and its citizens esteemed. Parker (2009) sees patriotism as a means of maintaining the policies and values of national institutions. According to Nathanson (1997), patriotism involves four basic constituents. These are special affection for one's own country, perceiving the sense of personal identification with the country, being concerned with the well-being of the country and willingness to sacrifice to promote the well-being of the country.

In the literature, it is seen that the concept of patriotism is classified into three as blind patriotism, constructive patriotism and active patriotism.

Blind Patriotism: It is characterized with displaying an unquestioning attitude by ignoring all analyses and criticisms related to the country and therefore supporting the country blindly (Schatz, Staub and Lavine, 2009). The ones who have adopted such kind of attitude consider that their own countries are superior or must be superior to other countries (Seymour Feshbach, 1991). In this regard, the sense of "love it or leave it" dominates. Since this type is not open to such a criticism, it is also not appropriate for the culture of democratic life and education (Kahn and Middaugh, 2006).

Constructive Patriotism: It is identified with the patriots who hold some of the actions realized by the government right, but criticize some of them in order to ensure a positive change and comply with the ideals of nations (Schatz, Staub and Lavine, 2009). For instance, although imperialism is mostly advantageous for the people of a nation, this perception may be rejected if it does not comply with democratic values (Staub, 1989).

Active Patriotism: One of the distinctions to be made for determining whether patriotism is right for democracy is to agree whether it requires an active participation, or not. Though both blind and constructive patriots love their country, none of them necessarily participate in civilian or political life in an active manner. Both blind and constructive patriots can discuss their viewpoints in social environments without acting to support the nation in any way. However, active patriots take part in democratic and civilian life in order to support the thing which they regard as the best for the country, maintain it and change the features about which they think that it is required to be improved. They can begin with voting on the actions and also go beyond. Their way of dealing with the actions may include the parent-teacher association board meetings or political movements and protests. Active patriots can be volunteers for elderly or work on a campaign. Their love of country and desire for the development of the country can be proven by the tasks they perform (Harwood Institute for Public Innovation, 2002).

When the types of patriotism are investigated, it can briefly be said that the ones in favor of blind patriotism defend their country blindly. Their country, whether it be good or not, is absolutely superior to the other countries. Constructive patriots criticize their country in all its positive and negative aspects, naturally in a constructive manner. Active patriots participate personally in the resolution of social problems.

An individual as a patriot is the one who knows well about all the characteristics of the nation and country to which he belongs, has a good knowledge of its history, culture and values, protects and defends his country under any circumstances, takes pride in the wars won by his nation and in military victories, and

fulfills his own duties and responsibilities in terms of maintaining and also promoting the historical-cultural position which his country keeps across the world (Karagözoglu, 2018). Patriots are expected to know and exercise their own rights, fulfill their responsibilities, be aware towards the world affairs and issues related to their countries and produce a solution to these, be sensitive to animals and natural heritage, to preserve historical heritage, be aware of the roles and responsibilities in their own society's share in historical process, and adopt social values. With the value of patriotism, social order and continuity are ensured. Patriotism enables an individual to learn his own rights in the society and has an important role in his socialization (Avci, 2015). Moreover, patriotism features in the cooperation among groups, tolerance to diversity and adaption (Li and Brewer, 2004), creation of citizenship consciousness and raising effective citizens (Ersoy and Öztürk, 2015).

It would be possible only through education systems for the regime newly established following the proclamation of the Republic in our country to attain its goals. To maintain the unity and continuity of the country would be accomplishable by raising individuals as patriots. In this sense, the formation of citizenship consciousness in individuals would show parallelism with the development of sense of patriotism (Can-Beken, 2010). This is also obvious from the fact that the article in the Basic Law of National Education numbered 1739 which is declared as "To raise all the members of Turkish nation as citizens ...embracing, conserving and promoting the national, ethical, humanitarian, moral and cultural values of Turkish nation, having a love for and endeavoring in order to glorify their family, homeland and nation all the time, ..." is directly related to the concept of patriotism.

It is seen that there are several studies dealing with patriotism in the body of literature. Within the scope of these studies, the followings have been considered: transformation of the idea of patriotism in 1997 and 2004 primary school social studies course books (Ertürk, 2006), perception of teachers towards patriotism (Kurt, 2007), the study of the validity and reliability of the Patriotism Attitude Scale (Yazıcı and Yazıcı, 2010), attitudes of 11th graders towards patriotism and history courses (Elban, 2011), the evaluation of history courses in the schools of minorities in terms of multiculturalism and patriotism (Yazıcı, 2012), patriotic attitudes of the students at police academy (Çetinalp Şahin, 2014), perception of prospective Social Studies teachers for patriotism as a citizenship value (Ersoy and Öztürk, 2015), teacher and student opinions on introducing patriotism value to be gained in social studies courses (Avci, 2015), some views on history education and patriotism (Elban, 2015), perception, attitude and educational practices of the history and social studies teachers for patriotism education (Yazıcı and Yazıcı, 2016), opinions of prospective preschool teachers about patriotism value (Karasu Avci and İbret, 2016), teaching patriotism value in social studies course for primary school 4th graders (Gümüş, 2016), patriotic attitudes of the university students (Kabaklı Çimen, 2017), opinions of social studies teachers for patriotism value to be gained (Avci, İbret and Karasu Avci, 2017), value approaches that are practised by history teachers while teaching "patriotism" value to secondary school students (Gündüz, 2018), opinions of social studies teachers about patriotism and patriotism education in social studies courses (Yıldız, 2018), practices by different countries with respect to patriotism value to be gained in social studies (Yavuz, 2018), education for social studies teachers to achieve independence and patriotism values (Demirok, 2019), opinions of social studies teachers on developing patriotism value (Karaderili, 2019), opinions of 3rd and 4th graders and grade teachers as related to patriotism value (Özcel, 2019), contribution of tours and observations made within the scope of Geography courses to patriotism value (Küpeli, 2019), perception of secondary school students towards patriotism value (Bilginer, 2019), and attitudes and opinions of the prospective social studies teachers concerning patriotism in citizenship context (Tarhan, 2019). According to this, it can be stated that patriotism is usually dealt within the context of Social Studies and History courses. On the other hand, patriotism is not a course subject which can be evaluated only in these fields of study. It is required that the concept of patriotism be considered important within the scope of other fields.

It is significant for individuals to have their attitudes towards patriotism built at early ages in terms of internalizing this attitude (Karasu Avci and İbret, 2016). For this reason, the acquisition of patriotism value at the elementary level, which an individual begins to see and make sense of the life, will contribute to both educating conscious citizens and maintaining the unity and solidarity of the country in the future. The contribution made by the teachers at this level in respect of patriotism value to be gained by the students

cannot be denied. Determining the patriotic attitudes of the teachers who will allow their students gain patriotic attitude is important in terms of identifying the deficiencies in gaining this attitude and taking relevant precautions. In this study, it is aimed to investigate the patriotic attitudes of the prospective teachers from various fields of study at the elementary level.

The following questions are sought in the research.

1. What are the patriotic attitudes of prospective teachers?
 - 1.1. Do the attitudes of prospective teachers towards patriotism differ by gender?
 - 1.2. Do the attitudes of prospective teachers towards patriotism differ by their departments?
 - 1.3. Do the attitudes of prospective teachers towards patriotism differ by family income?
 - 1.4. Do the attitudes of prospective teachers towards patriotism differ by grade level?

2. Methods

2.1. Research Model

In this research, survey model as a quantitative research method was used. Survey model is an approach that aims to define and describe a past or present situation as it existed or still exists. In this approach, there is no attempt to change or influence on whatever the subject of the research is (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2009).

2.2. Study Group

The study group of the research consists of 528 prospective Social Studies, Turkish Language, Science, Mathematics, Primary School and Preschool teachers receiving education as the 3rd and 4th year undergraduates of a state university for the fall semester of the academic year 2019-2020. Purposive sampling method was determined to be used in the study. Purposive sampling is the selection of the sample in which the researcher focuses on his own professional judgment about who will be selected and that fits the research objective (Balci, 2009). In this study, 3rd and 4th year undergraduates, as prospective teachers, were selected since it was thought that they gained professional teaching knowledge, skills and attitudes more.

2.3. Data Collection Tool

In the research, "Patriotism Attitude Scale" developed by Schatz, Staub and Lavine (1999) and adapted into Turkish language by Yazıcı (2009) was used as data collection tool. Data were collected by the researchers by reaching prospective teachers personally. The Scale is a five-point Likert type. The coefficient of internal consistency was calculated 0,79 for the blind patriotism dimension, 0,78 for the constructive patriotism dimension, and 0,75 for the whole scale by Yazıcı (2009). However, the researchers calculated 0,671 for Blind Patriotism, 0,767 for Constructive Patriotism and 0,637 for the whole scale. Although reliability coefficient found 0,70 and over for a psychological test is considered sufficient for test reliability (Büyüköztürk, 2012), 0,50 and over are regarded acceptable reliability coefficient when the number of items is few (Nunnally, 1978). Since the item 5, item 7 and item 12 in the Scale were negative statements, they were re-coded and calculated.

2.4. Data Analysis

Data were collected by the researchers by reaching the prospective teachers themselves. According to Tabachnick and Fidell (2001), if the sample size is large, it is more appropriate to evaluate the type of distribution, instead of the tests of normality for significance. Since the standard error will be minor in large samples, it will lead to the rejection of null hypotheses for the tests of significance easily. Therefore, in the researches, finding Kolmogorov-Smirnov results significant should not be interpreted as excessive deviation from normal distribution. As the sample size increases, it is estimated that the probability of finding small differences significant tends to increase (Çokluk, Şekercioğlu and Büyüköztürk, 2012). Thus, skewness and kurtosis values for the relevant variable were +/- 1, and the tests of significance for skewness and kurtosis

values were not found significant. In the test performed for normal distribution, the skewness value was calculated 0,142 and the kurtosis value was calculated 0,256. Accordingly, since it was normal in distribution, parametric tests were used. Data obtained in the research were analyzed by independent samples t-test, one-way ANOVA, Scheffe test, LSD test, descriptive statistics, and correlation analysis.

3. Findings

In this section, findings obtained through the answers that the prospective teachers gave to the patriotism attitude scale are included. As regard to this, answers given by the prospective teachers to the scale were examined and assessed by gender, grade level, department and family income per month. Additionally, the relationship between the dimensions on the scale was detected and presented below in tables.

Descriptive statistics for blind patriotism, constructive patriotism and total attitude scores that the prospective teachers obtained from the scale are given in Table 1:

Table 1. Patriotic attitude scores of the participants

Dimensions	n	Minimum	Maximum	\bar{X}	sd
Blind Patriotism (12 items)	528	12	60	33,98	5,48
Constructive Patriotism (7 items)	528	7	35	30,67	2,96
Whole Scale (19 items)	528	19	95	64,65	6,06

When the minimum, mean and maximum awareness scores to be obtained from the dimensions on the scale were analyzed, 12(12x1) as the minimum, 30(12x2.5) as the mean and 60(12x5) as the maximum were calculated for blind patriotism; 7(7x1) as the minimum, 17,5(7x2.5) as the mean and 35(7x5) as the maximum were calculated for constructive patriotism; and 19(19x1) as the minimum, 47,5(19x2.5) as the mean and 95(19x5) as the maximum were calculated for the whole scale. Considering the findings in Table 1 as based on these scores, it was detected that the scores obtained by prospective teachers for blind patriotism, constructive patriotism and whole scale.

The difference by gender in the scores of prospective teachers for blind patriotism, constructive patriotism and total was examined and findings relevant to the independent samples t-test results are presented in Table 2.

3.1. Findings for Difference by Gender of the Participants in the Patriotism Attitude Scale Dimensions

Table 2. Independent samples t-test results of the participants' patriotism attitude scale dimensions according to gender

Dimensions	Gender	n	Mean	S.D.	t	p
Blind Patriotism	Female	385	33,4831	5,32049	-3,459	,001
	Male	143	35,3217	5,70718		
Constructive Patriotism	Female	385	30,5948	2,97682	-,124	,360
	Male	143	30,8601	2,91089		
Whole Scale	Female	385	64,0779	5,89175	-3,187	,000
	Male	143	66,1818	6,27047		

When Table 2 is examined, it is seen that blind patriotism and total mean scores of the prospective teachers differ by gender ($p=0,001$; $p=0,000$). In other words, a difference was found in the blind patriotism dimension and the whole scale in favor of males.

3.2. Findings for Difference by Grade Level of the Participants in the Patriotism Attitude Scale Dimensions

Another variable in the research is grade level. Considering the grade level of undergraduates as prospective teachers participating in the study, findings for their scores for blind patriotism, constructive patriotism and Whole Scale are presented in Table 3.

Table 3. Independent samples t-test results of the participants' patriotism attitude scale dimensions according to grade level

Dimensions	Grade Level	n	Mean	S.D.	t	p
Blind Patriotism	3rd Year	263	33,8707	5,20115	-,460	,646
	4th Year	265	34,0906	5,75834		
Constructive Patriotism	3rd Year	263	30,6920	3,03419	,196	,845
	4th Year	265	30,6415	2,88737		
Whole Scale	3rd Year	263	64,5627	5,89434	-,321	,749
	4th Year	265	64,7321	6,23649		

When Table 3 is examined, it is seen that blind patriotism, constructive patriotism and Whole Scale mean scores of the prospective teachers do not differ by grade level ($p=0,646$; $p=0,845$; $p=0,749$). In other words, no difference is found in any dimensions.

3.3. Findings for Difference by Department of the Participants in the Patriotism Attitude Scale Dimensions

The department at which the prospective teacher's study is another variable in the research. Concerning this variable, findings for the scores that the prospective teachers obtained for blind patriotism, constructive patriotism and Whole Scale are presented in Table 4.

Table 4. Descriptive statistics for the patriotic attitudes of the participants' according to department

Dimensions	n	\bar{X}	sd
Blind Patriotism	Social Studies Education	88	35,41
	Turkish Language Education	73	33,41
	Classroom Teaching Education	96	34,21
	Mathematics Education	87	34,16
	Science Education	57	34,81
	Preschool Education	127	32,65
Total		33,98	5,48
Constructive Patriotism	Social Studies Education	88	30,58
	Turkish Language Education	73	31,08
	Classroom Teaching Education	96	30,79
	Mathematics Education	87	30,71
	Science Education	57	30,39
	Preschool Education	127	30,49
Total		30,67	2,96
Whole Scale	Social Studies Education	88	65,99
	Turkish Language Education	73	64,49
	Classroom Teaching Education	96	65,00
	Mathematics Education	87	64,87
	Science Education	57	65,19
	Preschool Education	127	63,14
Total		64,65	6,06

When Table 4 is examined, it is seen that the blind patriotism and Whole Scale scores of prospective teachers differ. On the other hand, it is also seen that their scores for constructive patriotism are very close. In

addition to this, the highest score is held by the prospective social studies teachers in the blind patriotism dimension and for the whole scale. In order to analyze the difference seen in these scores in terms of the grade level variable, one-way ANOVA was made. The analysis results are presented in Table 5.

Table 5. One-way ANOVA results for the patriotic attitudes of the participants' according to department

Dimensions		Sum	of df	Mean	of F	Sig.
		Squares		Squares		
Blind Patriotism	Intergroup	473,653	5	94,731	3,216	,007
	Intragroup	15374,158	522	29,452		
	Total	15847,811	527			
Constructive Patriotism	Intergroup	23,493	5	4,699	,534	,750
	Intragroup	4589,841	522	8,793		
	Total	4613,333	527			
Whole Scale	Intergroup	481,307	5	96,261	2,660	,022
	Intragroup	18893,170	522	36,194		
	Total	19374,477	527			

According to Table 5, a significant difference was found between the blind patriotism and whole scale scores of prospective teachers, but no significant difference was seen in the scores for constructive patriotism ($F=3,216$, $p<.05$; $F=.534$, $p<.05$; $F=2,660$, $p<.05$).

The Scheffe test multiple comparison of the blind patriotism and total attitude scores of prospective teachers by grade level variable was carried out. The relevant results are presented in Table 6.

Table 6. Results of LSD test comparison of the patriotic attitudes of the participants' according to department

Dimensions	Difference of Means	Standard Error	P	Difference	
Blind Patriotism	2,75555*	,75	,021	Social Studies Education	Preschool Education
Whole Scale	2,84690*	,83	,042	Social Studies Education	Preschool Education

According to Table 6, it is seen that there is a difference between the department of social studies education and preschool education in the blind patriotism and whole scale scores, in favor of social studies education.

3.4. Findings for Difference by Family Income of the Participants in the Patriotism Attitude Scale Dimensions

In the research, the blind patriotism, constructive patriotism and Whole Scale scores of prospective teachers were examined by the family income per month. Descriptive statistics for this are presented in Table 7.

Table 7. Descriptive Statistics for the Patriotic Attitudes of the Participants' According to Family Income

Dimensions	n	\bar{X}	sd
Blind Patriotism	1000-1999	151	33,73
	2000-2999	162	34,56
	3000-3999	95	33,71
	4000-4999	55	34,06
	5000 and over	65	33,46
	Total	528	33,98
	1000-1999	151	30,96
	2000-2999	162	30,27

Constructive Patriotism	3000-3999	95	30,72	2,98
	4000-4999	55	30,36	2,93
	5000 and over	65	31,17	2,87
	Total	528	30,67	2,96
	1000-1999	151	64,69	5,88
	2000-2999	162	64,83	6,03
Whole Scale	3000-3999	95	64,42	6,42
	4000-4999	55	64,42	6,21
	5000 and over	65	64,63	6,07
	Total	528	64,65	6,06

When Table 7 is examined, it is seen that the blind patriotism, constructive patriotism and whole scale scores do not differ. In order to analyze whether there is a difference in these scores obtained by the prospective teachers in terms of the family income variable, one-way ANOVA was made. The analysis results are presented in Table 8.

Table 8. One-way ANOVA results for the patriotic attitudes of the participants' according to family income

Dimensions		Sum of Squares	df	Mean of Squares	F	p
	Intergroup	89,323	4	22,331	,741	,564
Blind Patriotism	Intragroup	15758,488	523	30,131		
	Total	15847,811	527			
Constructive Patriotism	Intergroup	60,793	4	15,198	1,746	,139
	Intragroup	4552,540	523	8,705		
	Total	4613,333	527			
Whole Scale	Intergroup	13,268	4	3,317	,090	,986
	Intragroup	19361,210	523	37,020		
	Total	19374,477	527			

With reference to Table 8, no significant difference was found among the scores of the prospective teachers for the blind patriotism, constructive patriotism and whole scale ($F=,741$, $p<,05$; $F=1,7466$, $p<,05$; $F=,090$, $p<,05$). In other words, no intergroup difference is seen in any dimensions and for the whole scale.

3.5. Findings for the Values of Arithmetic Mean, Standard Deviation and Correlation of the Patriotism Attitude Scale of the Participants

Table 9. Arithmetic mean, standard deviation and correlation values of the variables

Dimensions	\bar{X}	sd	1	2	3
1. Blind Patriotism	33,9811	5,48377	1	- ,064	,873**
2. Constructive Patriotism	30,6667	2,95871		1	,430**
3. Whole Scale	64,6477	6,06331			1

Considering the relationship for the dimensions in Table 9, low-degree negative relationship between constructive patriotism and blind patriotism and high-degree positive relationship between the whole scale and whole scale were found. Also, a moderate-degree positive relationship was found between constructive patriotism and total dimension.

4. Discussion

In the research, the patriotic attitudes of the prospective teachers from different fields of study were investigated. According to this, a significant difference in favor of males was realized for the blind patriotism and total dimensions when the patriotic attitudes of the prospective teachers were analyzed by gender variable. In the study carried out by Tartakovsky (2010), it is stated that males have a stronger sense of identity towards their country. It is pointed out by Kabaklı Çimen (2017) that the blind patriotic attitudes of

male undergraduates are higher, while female undergraduates have greater attitudes for constructive patriotism. This finding supports the result of this research. On the other hand, there are some studies (Gömleksiz and Cüro, 2011; Baş, 2016; Küpeli, 2019) indicating that female students are more aware towards the value of patriotism than male students are, when examined from gender variable. This contrasts with the result attained in this study. However, the results suggesting that any relationship by gender was not determined (Elban, 2011; Tarhan, 2019) are also encountered in literature. In the study carried out by Bakioğlu and Kurt (2009), it was detected that most of the teachers had positive perception of patriotism regardless of their gender. This consequence can be explained by the view that the patriotic attitude with its political, sociological and psychological aspects may differ as based on the one's socio-cultural environment, personality traits, loyalty to the country and the political landscape of the country.

In the research, the patriotic attitudes of the prospective teachers were also evaluated by the department at which they studied. Considering their scores for the blind patriotism and total dimensions, difference between social studies education and preschool education was found in favor of social studies education. It was determined by Yazıcı, Pamuk and Yıldırım (2016) that the prospective History teachers had a high level of patriotic attitudes. In the study carried out by Ersoy and Öztürk (2015), it is seen that the prospective Social Studies teachers have constructive patriotic attitudes. Yazıcı (2009) determined that the patriotic attitudes of Social Studies and History teachers show similarity greatly. As certain courses, such as Social Studies and History, are the ones which patriotism can be gained through their content, this study also supports the results obtained in favor of the prospective Social Studies teachers. In the study by Kabaklı Çimen (2017), a significant difference between the patriotic attitudes of the university students and the faculty where they studied was found. Accordingly, it can be said that the faculty or department where students receive education may have an effect on their patriotic attitudes.

In this study, it is seen that the patriotic attitudes of the prospective teachers do not differ by family income. Also, Beldağ (2012) found same result. In the study by Tarhan (2019), on the other hand, it is seen that the patriotic attitude levels of the prospective Social Studies teachers do not differ by the economic conditions of the family. This finding is consistent with the result of this study. In the study carried out by Kabaklı Çimen (2017), a significant difference between the patriotic attitudes of the university students participating and their socio-economic levels was determined. It is not consistent with the result of this study.

When considered by grade level, it is seen that there is no difference in the patriotic attitudes of the prospective teachers. It was determined by Kabaklı Çimen (2017) that the scores for constructive patriotism differed by the grade level of university students. According to this, it can be said that the grade level may have an effect on the patriotic attitudes of the university students. However, in the study carried out by Tarhan (2019), it is seen that the patriotic attitude levels of the prospective Social Studies teachers do not differ by grade level. This finding supports the results obtained from this study.

In line with the results of this study, the following suggestions can be made:

- To include the courses for citizenship as compulsory or elective into the undergraduate programs may enhance the patriotic attitudes of the prospective teachers positively.
- Tours to the historical sites or sights, like Çanakkale, which may have a positive effect on developing the patriotic attitudes of the prospective teachers, may be organized.
- Movies and documentaries focusing on the patriotism value (120, Fetih 1453, Gelibolu and etc.) which helps the prospective teachers enhance their patriotic attitudes may be shown during their education.
- The prospective teachers may be guided to attend the panels, conferences, seminars and such kind of scientific activities through which they enhance their attitudes towards patriotism.

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