Examining Social Studies Prospective Teachers' Active Citizenship Self-Efficacies within The Scope of Levels of Empathy and Acceptance of Differences

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Abstract

As is known, social studies course is taught from 4th grade to the end of 7th grade within the scope of basic education. Social studies course, focused mainly on raising active citizenship, is given (lectured) by teachers who received training on this field. This study was carried out to reveal social studies prospective teachers' active citizenship self-efficacies within the scope of levels of empathy and acceptance of differences. For this, scales of active citizenship self-efficacies, of empathy level and acceptance of differences were applied to 378 in total of prospective teachers who are studying at faculty of education at two state universities. Data obtained of scales were analysed using SPSS package software. Relationship of the applied scales with faculty, class, rural-urban origin was examined. Independent t test for unrelated two samples, and one-way analysis of variance for unrelated k-sample were carried out, and multiple regression analysis was performed to reveal predicting situation/state of level of active citizenship self-efficacies by level of empathy and acceptance of differences. As result of the analysis, it was found that prospective teachers' active citizenship self-efficacies and level of empathy were high; that of acceptance of differences was very high. According to this, empathy and acceptance of differences explain the situation/state of active citizenship self-efficacies by 24%. In terms of multicultural education, empathy and acceptance of differences are effective in raising active citizens. active citizenship requires not only participation in politics, but also high acceptance and empathy for different segments of society

Keywords: Social Studies, Active Citizenship, Empathy, Acceptance of Differences, Prospective Teachers, Regression Analysis

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Introduction

In the most general sense, citizenship is a political bond that arranges relationships between the state and the individual (Sejersen, 2008). Throughout history, main purpose of system, called as state, has been to raise good citizen. Although the concept ''good citizenship'' has undergone some changes during historical process, it indicates mainly commitment (dedication) to that state. As a matter of fact, it was stated that city inhabitants can not go out of the city in Sumerian and Assyrian Laws (Codes of Sumerian and Assyrian) (Karakoç, 2012). In Ancient Greece, the concept ''citizen'' was used, which states affiliation (belonging) to city-state (Polat, 2011); however, right of participation to political life was entitled to a certain section only. It can be said that women and slaves could not take advantage of public rights, that is, they had not been accepted as citizen in the Romans who had used similar legal (law) system, as well (Osmanağaoğlu, 2004). That ''the cizitenship fact'' gained a political meaning came true through 1789 French Revolution (Demirbaş & Aydınözü, 2020).

Bond providing an individual's affiliation (belonging) to a state is citizenship, and person who is affiliated (is committed/attachment) to that state with nationality bond is called as citizen. In a state, it is necessary for individuals to be affiliated (attacted/committed) to that state with citizenship bond so that they can take advantage of rights granted by the state (Karaman-Kepenekçi, 2008). Citizenship can be defined as a set of relationships between rights, duties, participation in civil society and identity (Delanty, 2000). Citizenship is a political and legal bond that is forged between the state and the individual. This bond affects fundamental rights such as right to vote, choice of residence and taking advantage of public services etc. (Güngör, 2019). In other words, citizenship is key criterion for relationship between the state and the individual (Pazarcı, 2018). Individuals can have various rights and responsibilities within the citizenship law. In a democratic state, citizenship is individuals' the only identity element that is shared equally by everybody, such as religion, race, social class and gender etc. (Bakioğlu & Kurt, 2009). Active citizen is individuals who are conscious of fundamental rights and freedoms and have potential to carry society they are living in forward through this consciousness (Sarıipek, 2006). Active citizens are persons who are sensitive to problems of country in which they are living. They struggle for laws to be changed, which have lost their functionality within the process and could not meet need of the society. In the century within which we are, active citizenship fact contains such skills as having policital knowledge, taking social responsibilities and being participant etc. Active citizenship includes quite wide of activities from political participation to social responsibility, environmental sensitivity (Çetin, Dil, Arslan & Yazıcı, 2019). On the other hand, each state tries to secure unity and solidarity in the country by maintaining its political, cultural and economic integrity within its political borders. Maintaining political integrity actualizes through the citizen's commitment (loyalty/attachment) to the state. Individual's having occupational right and

(right) to elect and be elected, and one's participating to administration as active citizen increase one's commitment to political system (Celkan, 2014).

Citizenship education, on the other hand, gives citizens the opportunity to make meaningful contributions to society from a young age and thus become responsible and active citizens. Therefore, meaningful democratic citizenship education requires citizens to share a subjective sense of national citizenship membership while developing a common commitment to global citizenship (Williams, 2003). Global Citizenship places more responsibility for the world in the hands of ordinary citizens to ensure that society is central to its political and economic development (Penner & Sanderse, 2017). It consists of a number of elements such as active citizenship, responsibility, political participation, civic participation, traditional political participation and non-traditional political participation. While political and civic participation requires individuals to be aware of civic or political issues, civic and political participation refers to specific actions such as voting as an individual or as part of a social group (Bee & Kaya, 2017).

In the literature, there are a good deal of studies on active citizenship. Bıçak and Ereş (2018) examined teachers' views on civic (citizenship) education. For this study, teachers find important that values of students' critical thinking and participation to social activities should be improved in civic education; think that patriotism value should be brought in/added for a good citizenship. In a study (Aydın & Çelik, 2017) where secondary school students' metaphoric perceptions on active citizenship and rules of law were examined, students regard the active citizen as individual who works for one's country. Another study in which civic education at level of primary and secondary education was examined belongs to Som and Karataş (2015). In a study, carried out by Şahbudak and Ayan (2011) upon faculty members' consciousness of citizenship, at Cumhuriyet University in Sivas city, it revealed that some faculty members were in the position of passive citizen. Demirtaş and Aydınözü (2020), who had examined university students' perceptions of citizenship, reached the conclusion that their perceptions of citizenship varied by gender and place where they live. In study by Değirmenci and Eskici (2019), it revealed that prospective students associated active citizenship to social responsibilities. In another study where social studies prospective teachers' experiences of active citizenship were examined, a phenomenological study was carried out upon political & social roles, services and benefits of non-governmental organizations from prospective teachers' point of view (Ersoy, 2014,a).

Competencies concerning active citizenship, such as having political knowledge, taking responsibility and being participant etc., necessitate to respect to others' thoughts and to behave different thoughts and life styles respectfully. In a globalized world, education places more emphasis on equipping individuals with the knowledge, skills, attitudes and behaviors they need to become citizens with high empathy skills from an early age (UNESCO, 2014). Citizenship education focuses

on developing worldwide justice, acceptance of differences, and adherence to the universal principles of the human community (Banks, 2004). active citizens must have a sense of responsibility and tolerance and a willingness to cooperate with each other. Moreover, respect for individual differences, recognition of diversity in society, working together for common good, and conflict resolution are well-known characteristics of active citizens (Stubbs, 1995). From this perspective, it can be said that being active citizen is related to competences of empathy skill and acceptance of differences. Because, skill of active citizenship has today become global beyond legal borders (territories) of states. In this context, active citizens take/undertake a role as a citizen of the world (global citizen); respect to socio-cultural diversity; and they value this (Yıldırım, 2018).

Empathy is an individual's skill to establish identification with someone else/another one by putting oneself in someone else's place while one is trying to understand (Barret-Lennard, 1981). Individuals having skill to understand others (another ones)' feelings (Voltan-Acar, 2009) can evaluate both them from others (another ones)' point of view and others from other people's point of view (Gürüz and Eğinli, 2008). Individuals evaluating events from the opposite person's point of view behave others' views respectfully (Akduman et al., 2018). Rather, empathy skill is related to the fact that understanding and perceiving/feeling the person (who is opposite the individual)'s emotion are transferred/conveyed and making feel/evoking to that person, again (Kaya & Siyez, 2010). Individual needs firstly to put oneself in the opposite person's place in order for one to establish empathy with another one/someone else. However, matter what is important here is to correctly understand the opposite person's feelings and thoughts. Later on, the one who has established empathy needs to transfer/convey empathic understanding, which one has created in one's mind, to the opposite person (Dökmen, 2004). At this point, it is seen that empathy is composed of two components: First one is dimension of individual's understanding the opposite person's thoughts by putting oneself the opposite person's place, i.e., cognitive dimension of empathy; second one is dimension of feeling the opposite person's emotions, i.e., affective dimension. Empathy skill is also associated to social sensitivity (Kabapınar, Tabak & Yavuz, 2019).

There are studies on empathy skill in the literature. One of those is the study (Yılmaz, 2016) where secondary school students' achievements during development of the empathy in social studies courses were examined by qualitative method. In another study, effect of empathy skill on developing/raising environmental awareness and on academic achievement was presented (Konuk & Yıldırım, 2018). Koçoğlu (2018), as a result of interviews which he had with the teaching instructors who are working at department of social studies education of faculty of education at eight universities, concluded that academicians had different perceptions from each other, on empathic thinking skill. Elikesik & Alim (2013) stated that social studies teachers' empathic skills differed by variables of gender, educational background/state of education, seniority, department based on teachership and

receiving in-service training. Social studies prospective teachers' empathic perceptions were examined by Uymaz & Çalışkan (2018).

Empathy provides the individual with establishing good relationships with persons from different culture (Pala, 2008). Empathy, a social activity, is positively related to self-actualization/realization, socialization and social adaptation (Uymaz & Çalışkan, 2018). Individuals whose empathic skills have improved can state/express their own feelings and thoughts correctly, (Dökmen, 2004). They can establish stronger social relationships with their environments and for this reason, can be healthier and happier (Şimşek & Öztürk, 2014). Because, empathy skill provides for inter-individual relationships to carry on healthily in the social life. In addition to this, empathy provides the individual with being understanding and respectful to individuals' thoughts, who are different from one.

Acceptance of differences is pretty important in that a democratic society is created. Acceptance of differences emerged firstly within approach to multicultural education in USA in 1980s; in our country, it was addressed in the 2005 curriculum. The concept 'difference' can be defined as characteristics/features that distinguish an event/a case or fact from others (TDK, 2020). Differences can be classified as ''alterable differences'' and ''unalterable differences'' (Öksüz and Güven, 2012). Cultural elements such as ethnic origin, belief, value judgments, sexual orientations, personality structures, occupation (profession), socio-economic level and family structure can be an element of difference as well as that physical elements such as gender, age, skin colour, weight and height etc. could constitute a difference. Also, mental capacity and state of physical disability can constitute element of difference. It can be thought that some elements of difference would be able to change within the process and some would be able to continue for individual's lifetime.

Inborn/ascribed differences are unalterable ones (impossible to be altered). For example, elements of difference such as gender, race and origin etc. are differences that exist beyond individual's own choice. Such differences are observable ones. However, differences such as economic level, status, belief and profession etc. are named as alterable (possible to be altered) since they acquired. Alterable differences constitute unobservable differences (Point & Singh, 2003). Because, effect of these kinds of differences on individual's life are more variable in comparison with others. The individual has the right to be able to keep secret such differences, from one's environment (Hubbard, 2004). But there is both individual and social dimension of differences. For this reason, to distinguish them from each other is not a right approach (Ewijk, 2011). What is important here is the individual's manner (behaviour) and attitude that one takes against them, rather than type of differences. It is necessary for differences to be accepted and to be respected to these so that conflicts originating from differences can be precluded, individuals having these differences can feel sense of belonging and social disturbance (confusion/disorder) can be prevented. Social studies course accepts

the idea that individual is unique and special (exclusive) and for this reason, each individual is valuable. Acceptance of differences bears the meaning that they should be seen as a natural situation.

In the literature, there are studies on acceptance of differences. One of these is the study, carried out by Baştürk & Yiğit (2019), where prospective teachers' level of respect to differences, who are studying at department of basic education was evaluated by different variables. Köç and Duygu (2019), in their study, concluded that secondary students had high level of respect to differences. In a similar study was carried out by Görmez (2019). In a study on social studies prospective teachers gain/bring in skill of respect to differences and of empathy, storyline was recommended as a method that can be used in values education (Çatlak & Yiğit, 2017).

In this study, active citizenship self-efficacy of social studies teacher candidates was examined within the scope of their empathy levels and acceptance of differences. The study was based on the following research questions,

1. What are the pre-service teachers' self-efficacy levels of empathy, accepting differences and active citizenship?

2. Do teacher candidates' levels of empathy, acceptance of differences and active citizenship self-efficacy vary according to grade levels?

3. Do teacher candidates' levels of empathy, accepting differences and active citizenship self-efficacy differ according to their rural-urban origins?

4, Do teacher candidates' levels of empathy, acceptance of differences and active citizenship self-efficacy differ according to the faculty they studied?

4. Does social studies teacher candidates' empathy levels and acceptance of differences tire their active citizenship self-efficacy?

Method

In this study, relational research model, one of the quantitative research methods, was used. Relational screening (correlational survey) models are ones aiming to reveal/determine presence of covariance change between two or more variables; or if any, to specify its degree (Karasar, 2014). Relational research design is one (research) that relationship between two or more variables is examined without intervening these variables in any way (Büyüköztürk, Çakman, Akgün, Karadeniz, & Demirel, 2018).

Sample

Social studies teacher candidates constitute the universe of the research. The sample group consists of 378 teacher candidates studying in the social studies department of two state universities in the academic year of 2019-2020. 234 of them are social studies teacher candidates who are studying at Buca Education Faculty and 144 from Demirci Education Faculty.

Data Collection Tools

In this study we used personal information form containing prospective teachers' place of birth, rural-urban-town origins and faculty&class/grade information; Active Citizenship Self-Efficacy Scale; Empathy Quotient Scale (Empathy Level Determination Scale); and Scale for Acceptance of Differences.

Active Citizenship Self-Efficacy Scale: The scale consists of 18 items and three dimensions. Developed by Aslan, Dil, Çetin & Yazıcı (2017), in the scale's exploratory factor analysis, percentage of total variance explained (total variance explanation rate) of three factor-structure of the scale was determined by 57,17%; and in confirmatory factor analysis, chi-square value was found meaningful. Thus, construct validity of the scale was proved. Sub-dimensions of the scale were named as ''political literacy'', ''participation'' and ''protest and responsibility''. Cronbach's alpha reliability coefficient was determined as .90 in the whole of the scale; as .84, .82 and .89 for sub-dimensions. In this study, reliability is .88 for whole of the scale. There are no reverse items in the scale.

Empathy Quotient Scale (Empathy Level Determination Scale): The scale consists of 13 items and three dimensions. Developed by Lawrence, Shaw, Baker, Baron-Cohen & David (2004), the scale was adapted by Kaya and Çolakoğlu (2015) to social studies prospective teachers. Dimensions of the scale were named as "Social Skills", "Affective/Emotional Reaction" and "Cognitive Empathy". Cronbach's alpha reliability coefficient was determined as .91 in the whole of the scale; as .61, .75 and .74 for sub-dimensions, respectively. In this study, reliability was calculated as .81 in whole of the scale. There is one reverse item in the scale (3rd Item).

Scale for Acceptance of Difference: The scale consists of 9 items and three sub-dimensions. It was developed by Deniz & Ünal (2019). Relationship/correlation of sub-scales which constitute The Scale for Acceptance of Differences with each other was found at medium (r:0,41; r:0,46 and r:0,40) level; and their relationship/correlation with total at high (r:0,78 and r:0,79). Sub-dimensions of the scale were named as "Acceptance of Different Religious/Ethnic Structures", "Acceptance of Difference Appearances" and "Acceptance of Difference Thoughts/Values''. Cronbach's alpha reliability coefficient was determined as .77 in the whole of the scale; as .67, .63 and .56 for sub-dimensions, respectively. In this study, whole of the scale reliability was calculated as .851. There is one reverse item in the scale (2nd item).

Five-point rating was used in all scales. Score (point) averages were evaluated between range of 1 – 1.80 point as very low; of 1.81 – 2.60 point as low; of 2.61 – 3.40 point as medium; of 3.41 – 4.20 point as high; and of 4.21 – 5.00 point as very high.

Analysis of Data

SPSS statistical package program/software was used in analyzing data. Firstly, descriptive statistics on social studies prospective teachers' rural-urban and place of birth were produced. Later, mean (average) score, standard deviation, minimum and maximum values, obtained from scales, were calculated. Before data were analyzed, whether or not data were normally distributed were checked. In order to determine whether or not scores taken from scales were of normal distribution, analysis results of Shapiro-wilk, Histogram and Q-Q Plot and Kolmogorov-Smirnov test were benefitted from (p>.05). Kurtosis and Skewnessis values are assumed to be normal distribution/variance when they are between -1.5 and +1.5 (Tabachnick & Fidell, 2013). All tests were evaluated and it concluded that scores, obtained from tests which were performed in order to determine whether or not the applied three scales were of normal distribution, satisfied normality assumption. Kurtosis value was calculated as ,370 for active citizenship self-efficacy scale and Skewness value as -,531; Kurtosis value as .-,033 for empathy level scale; Skewness value as -,386; and Kurtosis value as 1,351 for scale for acceptance of differences and Skewness value as 1,277. Independent t-test for unrelated two samples (faculty and rural-urban origin) and one-way analysis of variance for the unrelated k-sample (class/grade) were carried out (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018).

Pearson Correlation Test was applied to determine relationship/correlation between scales which were used in the study. As a process of multi regression, operation of diagnosing collinerarity (diagnostic operation/transaction to collinearity) was carried out. Tolerance and VIF values were determined (Pallant, 2017). Finally, multi regression analysis was performed to reveal regression/predictive situation of level of active citizenship self-efficacy by that of acceptance of differences. In all analyses performed, meaningfulness/significance was tested at level of p<.05 and findings were presented in tables.

Results

61.40 percent of social studies prospective teachers, who attended into the study, are studying at Buca Faculty of Education and 38.60 of them are at Demirci Faculty of Education. 22.02 percent of social studies prospective teachers, who attended into to study, consist of first grade; 22.54% of second grade; 21.76% of third grade; and 33.68% of fourth grade.

Table 1. Information on Prospective teachers' place of birth

		İzmir	Aegean	Mediterranean	Southeastern Anatolia	Eastern Anatolia	Blacksea	Marmara	Central Anatolia	Total
									Place of Birth (Region)	Total
Urban	F	79	38	28	16	21	19	58	18	275
	Rural-Urban (%)	28,4	13.2	10,2	5,5	7,6	6,8	20,9	6,5	100,0
	Region (%)	94,0	68,4	70,0	53,3	36,2	59,4	93,5	78,3	72,0
	Total (%)	20,9	10,1	7,4	4,0	5,6	5,6	15,0	4,7	72,0
Rural	F	5	17	12	14	35	11	4	5	103
	Rural-Urban (%)	4,6	16,7	11,1	13,0	34,3	12,0	3,7	4,6	100,0
	Region (%)	6,0	31,6	30,0	46,7	63,8	40,6	6,5	21,7	28,0
	Total (%)	1,3	4,7	3,1	3,6	9,6	3,4	1,0	1,3	28,0
Total	F	84	55	40	29	56	30	61	23	378
	Rural-Urban (%)	21,8	14,8	10,4	7,8	15,0	8,3	16,1	6,0	100,0
	Region (%)	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
	Total (%)	21,8	14,8	10,4	7,8	15,0	8,3	16,1	6,0	100,0

As seen in table 1While 72% of prospective teachers were urban-born, 28% of them were born in villages and towns. When evaluating on city basis, rate/percentage of İzmir-born ones are 21.8% while that of cities (Balıkesir, Bilecik, Çanakkale, Edirne, İstanbul, Bursa, Kırklareli, Kocaeli, Tekirdağ) from Marmara Region is 16.1%. Later, those take a place/appear in order, who were born in cities from Eastern Anatolia Region (Ağrı, Bingöl, Bitlis, Elazığ, Malatya, Şırnak, Tunceli, Muş, Van, Ardahan, Erzincan, Erzurum, Kars); Aegean Region (Aydın, Manisa, Muğla, Denizli); Mediterranean Region (Mersin, Adana, Hatay, Osmaniye, Antalya, Kahramanmaraş); Blacksea Region (Zonguldak, Karabük, Bolu, Giresun, Trabzon, Rize, Samsun, Sinop, Gümüşhane); and Southeastern Anatolia Region (Diyarbakır, Gaziantep, Şanlıurfa, Mardin).

Table 2. Descriptive statistics for scales

	Number	Mean/Average	Standard Deviation	Minimum	Maximum
Active Citizenship Self-Efficacy	378	4,1449	,48363	2,33	5,00
Empathy Level	378	4,1435	,46675	2,23	5,00
Acceptance of Differences	378	4,3257	,70133	1,67	5,00

Values of arithmetic mean, standard deviation, minimum-maximum for scales were given in Table 2. According to this, score average, which prospective teachers got/obtained from active citizenship self-efficacy scale, is at high level by 4.14; that of which they got from empathy level scale is at high level by 4.14; and that of which they got from the scale for acceptance of differences is at very high level by 4.32

Table 3. T-test results of scales by prospective teachers' faculties

Faculty		N	Average/Mean	St. Deviation	t	P
Active Citizenship Self-Efficacy	BEF	234	4,0897	,48658		
	DEF	144	4,2346	46669	-2,854	.005*
Empathy Level	BEF	234	4,1039	,47288		
	DEF	144	4,2078	,45084	-2,136	.03*
Acceptance of Differences	BEF	234	4,4003	61766		
	DEF	144	4,2045	,80700	2,657	,01*

As a result of Independent sample t-test, performed to determine Social Studies prospective teachers' active citizenship self-efficacies, their empathy levels and acceptances of differences, active citizenship self-efficacy, empathy level and level/that of acceptance of difference show a meaningful difference by faculty at which they are studying. As see in Table 3 prospective teachers' score average of active citizenship, self-efficacy and empathy level, who are studying at Demirci Faculty of Education (DEF), is higher than those who are studying at Buca Faculty of Education (BEF). Prospective teachers' score average of scale for acceptance of differences, who are studying at Buca Faculty of Education, is higher than those who are studying at Demirci Faculty of Education.

Table 4. Anova test results of scales by prospective teachers' grade levels

	Grade	N	Mean	St.Deviation	F	P
Active Citizenship Self Efficacy	1	83	4,1954	.45461		
	2	87	4,0600	,48722		
	3	82	4,2547	,46456	3.036	,771
	4	126	4,0988	,49992		
Empathy Level	1	83	4,1520	,44998		
	2	87	4,1645	,49854		
	3	24	4,1632	.45715	.325	,808
	4	126	4,1105	.46486		
Acceptance of Level	1	83	4,3802	,71191		
	2	87	4,2912	,74752		
	3	82	4,3564	,71044	.375	,029*
	4	126	4,2937	,65959		

* p<.05

As a result of Anova test, performed to determine situations of active citizenship self-efficacies, empathy level and acceptance of differences, by social studies prospective teachers' grade/class level in which they are studying, active citizenship self efficacy and empathy level show no significance difference, by grade/class level. A meaningful relationship was determined between acceptance of differences and grade level. In addition to these, first grade students' score averages of acceptance of differences were found to be higher than those of other grade levels.

Table 5. Scheffé test results according to the grade level of the acceptance of the differences.

Grade	1	2	3	4
1				
2			the difference is important	
3		the difference is important		
4				

Table 5 was created as a result of the analysis made to reveal the reason for the difference according to the acceptance of the differences. Accordingly, it was revealed that there is a significant difference between second grade students and third grade students.

Table 6. T – Test Results by prospective teachers' rural-urban origins

Scales	Origin	N	Mean	St.Deviation	T	P
Active Citizenship Self-Efficacy	Urban	275	4,1337	0,45948	3,127	0,496
	Ural	103	4,1748	0,54419		
Empathy Level	Urban	275	4,1731	0,46335	2,028	0,045*
	Rural	103	4,0642	0,46878		
Acceptance of Differences	Urban	275	4,3939	0,64223	3,127	,002*
	Rural	103	4,1435	0,81481		

* $p < .05$

Result of Independent t-test, performed to determine active citizenship self-efficacies, empathy level and acceptance of differences, by social studies prospective students' rural-urban origins, are shown in Table 6. According to this, while there is no meaningful difference between active citizenship self-efficacy and rural-urban origin; empathy level and acceptance of differences show meaningful difference by rural-urban origins ($p < .05$). according to mean rank, urban-born ones' score averages of empathy level and acceptance of differences are high.

Table 7. Correlation coefficients by variables of the study

Variables	Active Citizenship Self-Efficacy	Empathy Level	Acceptance of Differences
Active Citizenship Self-Efficacy	-	,498**	0,094*
Empathy Level	,498**	-	,218**
Acceptance of Differences	,094*	0,22**	-

When correlation coefficients of the study have been examined, it is seen that no relationship at high level was determined between variables. As a matter of fact, as is seen in Table 7, correlation values are below 70.

Table 8. Multi-collinearity values of predictor variables for dependent variable

Variables	VIF Values	Tolerance Values
Empathy Level	1,050	.952
Acceptance of Differences	1,050	.952

In Table 8, VIF values of active citizenship self-efficacy level (dependent variable) of predictor variables, determined as empathy level acceptance of differences, are seen to be below 3. Tolerance value is above .10. These results indicate that data are linearly distributed**.**

Table 9. Multi-regression analysis results of predictive role of empathy levels and acceptance states of differences for active citizenship self-efficacies

Variables	B	Standard Error	B	T	p	binary r	partial r
Stable	2,038	0,215		9,478	0,000**		
Empathy Level	0,520	0,048	0,502**	10,933	0,000**	.498	.489
Acceptance of Differences	-0,011	0,032	-0,015	-0,337	0,737	0,017	0,015

n=378, R= .498, R2= .244, F=61,962, Sig=.00,
*p<.05, **p<.01

Multi-regression analysis results, of whether or not social studies prospective teachers' empathy levels and states of acceptance of differences predicted their active citizenship self-efficacies, were presented in Table 9. The model is statistically meaningful/significant (Sig=.00). Empathy and acceptance of differences predict level of active citizenship self-efficacy by the rate of .24. In other words, these two variables, together, explain 24% of change in belief of active citizenship self-efficacy. According to the standardized regression coefficients, order of importance is in empathy level (β=-0, 502) and acceptance of differences (β=0,032). When significance/meaningfulness tests of regression coefficients have been considered, variable of empathy level (p<0,01) is seen to be a meaningful predictor over active citizenship self-efficacy.

Discussion, Conclusion and Recommendations

The term ''active citizenship'' is defined as participation into a society and political life that is characterized by mutual respect, in compatible with human rights and democracy in the context of Europe (Hoskins and Mascherini, 2009). In this study, we examined social studies prospective teachers' active citizenship self-efficacies, who have important responsibilities for raising future citizens, within the scope of levels of empathy and acceptance of differences. Social studies prospective teachers' active citizenship self-efficacies were found to be high/as high. Ersoy (2014,b), in his study which he carried out with prospective teachers, revealed that non-governmental organizations have made contribution to active citizenship education in dimension of social and ethical responsibility and social involvement (community participation). In the literature, we encounter studies which indicate prospective teachers have positive attitudes to multiculturalism/polyculture (Ünlü and Örten, 2013) and cultural difference (Çoban, Karaman and Doğan, 2010). In addition to these, Utku (2015) indicates that social studies prospective teachers have high perception of citizenship. Active citizenship self-efficacy is at higher level on social studies prospective teachers who are studying at Demirci Faculty of Education. It can be said that Demirci's being a small settlement/dwelling unit has an effect on this. It is possible to say prospective teachers'

being able to reach easily to various insitutions, organizations and authorities in Demirci also has an impact on occurring this situation. It is remarkable that active citizenship self-efficacy did not differ/vary by both grade level and state of rural-urban origin. This can be interpreted as widespreading the use of means of communications and partially raising level of consciousness, have an effect on emerging this situation. Also in study by Doğanay, Çuhadar & Sarı (2007), prospective teachers' levels of political participation do not vary/differ meaningfully by place where the family lives. It is seen that effective/active citizenship efficacies showed no differences by settlement unit where families were residing, in Sağlam (2011)'s study. Ersoy (2014b), in his studies, states that students with low socio-economic structure have passive, nationalist, obedient, religious and ethic perception/sense of citizenship while those with higher socio-economic sub-structure have active, democratic and critical sense/perception of citizenship. Place, where prospective teachers have spent a considerable part of their lives, do not effect their active citizenship self-efficacies. This situation can be interpreted as means of communications could increase level of knowledge on active citizenship.

Social sciences prospective teachers' empathy levels were found to be/as high. Akbulut & Sağlam (2010) found class (elementary school) teachers' empathy level to be/as high whereas Ata (2010) found that of preschool teachers. While Arslanoğlu (2012) found students' empathy level, from department of physical education and sports, as high, Öncü, Kılıç & Korus (2016) found it at medium level. Elikesik &Alım (2013) determined social studies teachers' empathy level as ''indecisive/neutral''. Empathy level is at higher level on social studies prospective teachers at Demirci Faculty of Education. That empathy level is high on social studies prospective teachers at Buca Faculty of Education where islocated in the metropole is an expected result. As is known, empathy level is associated with interpersonal relationships. Based on this, it is quite normal/natural for prospective teachers to have opportunities of being able to get to know eachother well in Demirci that is a small settlement unit. But, in the literature, there are studies in which 4th grade prospective teachers' empathy level was found to be/as high (Canbulat, Küçükkaragöz, Erdoğan & Yeşiloğlu, 2015; Karataş, 2012). Empathy skills may differ depending on variables such as family, upbringing and living environment, which have different dynamics of their own. Thus, empathy level shows a meaningful difference by variable of prospective teachers' being rural-urban born. Empathy level is higher on urban-born ones than rural-born ones. In the literature, there are studies where district-born students' empathy skills are higher than those of students who are born in villages (Akgün & Çetin, 2018). Another study, where students' cognitive empathic level, who are living in town/village, is significantly/meaningfully less than students' scores, who are living in other settlement places, belongs to Cangür et al. (2020). These findings in the literature match up with our study.

Social studies prospective teachers' level of acceptance of differences is very high. dolapcı (2002) states one of the most important factors in success of schools with high academic achievement

is that ethnical differences should be added into curriculum (Atasoy, 2012). Ateş (2017) found students' perceptions of multi-culturalism to be/as high. Ünlü & Örten (2013) point out social studies prospective teachers' positive attitudes to multi-culturalism. Self-efficacy for understanding differences is high in study by Dolapçı & Kavgacı (2020), as well. Acceptance level of differences shows a meaningful difference by faculty at which education is received/students are studying. According to this, prospective teachers who are studying at Buca Faculty of Education have high level of acceptance of differences. This situation can be considered as a result of living in metropole. Acceptance level of differences showed a meaningful difference by the grade/class variable. First and third grade students' acceptance level of differences was found to be higher. However, Baştürk & Yiğit (2019) state that students' respect level to differences, who are from Basic Education Department, shows no differences by grade/class. On the other hand, urban-born prospective teachers' acceptance level of differences is higher than that of rural-born ones. Cities are places where social change is experienced more rapidly than rural environment and different cultures exist together (Altay, 2009). It can be thought that urban-born ones' acceptance level of differences in comparison with rural-born ones depends on their state of urbanizing.

In the study, it revealed that social studies prospective teachers' empathy level and state of acceptance of differences are a meaningful predictor of active citizenship self-efficacy. It can be said that, with high empathy and acceptance level of differences, individuals have strong skills to establish communication. In this respect, teachers and prospective teachers, with high effective communication skill, can be more successful in establishing empathy, as well. Through methods and techniques which they would employ, they arrange/regulate learning environments by individual differences, and for this reason, bringing in skills of empathy and acceptance of differences should be among priorities of education (Çatlak & Yiğit, 2017). As a matter of fact, Sever & Bayır (2020) revealed that empathy predicted respectfulness. That intercultural sensitivity is a meaningful predictor of empathy was stated by Abaslı (2018), too. Empathy and acceptance of differences are a skill that should be possessed in multi-cultural implementations of education. Teachers and prospective teachers, having these skills, can be more successful in raising citizen, one of the most important targets of social studies course. On the other hand, also in the study which was carried out upon global curriculum, increase was observed in values of empathy and tolerance belonging to students who were subjected to global curriculum. Again, in this study, it was determined that increase in students' levels of attitudes and values through a global curriculum had a wide influence potential from social justice to tolerance, identity building as global citizenship (DeNobile, Kleeman & Zarkos, 2014). It reached the conclusion that prospective teacher. Again, prospective teachers regarded tolerance to differences in society, concerning active citizenship as necessary, but, they found state of becoming member of political party less important. This case/situation matches up with findings, reached by Ontaş and Koç (2020).

Active citizenship is a skill that in general prospective teachers and in particular social studies prospective teachers should have. Active citizenship should not be perceived as individual's having knowledge of political subjects and as individual's active participation into decision-making processes on politics. That individual's being respectful to individuals who have belief, view, culture and life style contrary to individual oneself or the society-wide, is an important situation in terms of functioning of democratic life. Again, high empathic skill provides individuals having different cultural background with establishing good relationships as well as being useful in terms of individual's moral development and psychological health (Aydın,2017). Acceptance of differences and empathy skill in a social life in which cultural diversity increased is a quite important issue in social studies education. For this reason, skills such as empathy and acceptance of differences, predicting democratic life and active cizitensip, should be taught. It is thought that teachers, whose the said skills have developed, would raise more successful individuals in practice.

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