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AN INVESTIGATION ABOUT DEMOCRATIC PARTICIPATION OF SOCIAL STUDIES TEACHERS AND TEACHER CANDIDATES

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Abstract

The purpose of this study is to determine whether or not social studies teachers and teacher candidates use democratic participation mechanisms sufficiently. This research is a descriptive study which employs survey method which is one of the quantitative research methods. Participants of the study are 70 4th grade social studies teacher candidates in a state university in Southwestern Turkey and 28 in-service social studies teachers teaching schools of the same province. The data have been collected through a questionnaire developed by the researcher after an examination of the related literature. The results indicate that both social studies teacher and teacher candidates should participate more. However since participation levels of teacher candidates are especially poor, some corrective precautions are advised.

Keywords: Social Studies Education, Social Studies Teachers, Social Studies Teacher Candidates, Democratic Participation, Participation Mechanisms.

1. INTRODUCTION

The idea that one of the most important purposes of social studies education is citizenship education argued by many researchers (Barth, 1991; Dynneson& Gross, 1995; Engle, 1960; Hahn & Avery, 1985; Hanna, 1963; Kickbusch, 1987; Larrabee, 1991;Leming, 1986; Longstreet, 1991; Massialas, 1963; Metcalf, 1963). Engle ve Ochoa-Becker (2007) defines social studies as the part of general education which specializes at nurturing effective citizens. According to NCSS (2013a) social studies is “the integrated study of the social sciences and humanities to promote civic competence... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent World”..Barr, Barth and Shermis (1978) in their influential work at which they defined three traditions of the social studies argue that all traditions share the idea that purpose of social studies education is citizenship education.

If main purpose of social studies education is citizenship education what would be qualities of citizens? They are not only patriotic and law obeying people but also informed, thoughtful and can criticize public policies in a constructive manner. In addition, the most distinctive quality of citizens needed in a democracy is decision making and participation in political activities (Engle & Ochoa-Becker, 2007). Even citizens of Ancient Greece had been expected to participate in administration if they were going to be counted as good citizens (Kiriş-Yılmaz, 2012). NCSS (2013b) counts participation in politic activities among the qualities of effective citizens. Effective citizens “act politically. They have the skills, knowledge, and commitment needed to accomplish public purposes—for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting” (NCSS, 2013b). Importance of participatory citizenship has been pointed out by many researchers as well (Hoge, 2002; Hope, 2012; Leduc, 2013; Moore, 2012; Ross, 2012; Stewart, Cuddy & Silongan, 2013).

This study aims to investigate democratic participation mechanisms of social studies teachers and teacher candidates. Investigation of this topic is considered significant because democratic participation of young people they teach or going to teach is a great concern in the world. For example article 165 of Treaty on the Functioning of the European Union (2012) requires “encouraging the participation of young people in democratic life in Europe” (p.120).To this respect, according to a research conducted for the European commission (2013)with the participation young people aged 15 to 3056 % of the respondents voted in elections held in last three years. This percentage indicates a decrease because this rate was % 62 in 2011. The research also indicates that 79 % would not consider being candidate in a political election in their future life. Another research conducted by Education, AudiovisualandCultureExecutiveAgency (2013) beginswith a determinationthatpolitical participation in Europe has been declining for 40 years. Inter Parliamentary Assembly (2010) convened with delegations from 124 countriesexpresseditsgreat concern over young people’s diminishing interest in political participation and asserted that as real threat to the future of

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participatory democracy. In 2006 African Union passed a charter declaring that participating states agreed to facilitating participation of young people at every level of political decision making (African Union, 2006). United Nations Development Group (2010) released an action plan and called for providing participation of young people to relevant national policies, legislation and programs. As final note Pintor, Gratschew and Sullivan (2002) state that voter turnout which is the most effective way of individual participation in the political process is declining remarkably since 1945. Moreover, even the established democracies experience slow but steady decline at voter turnouts since 1970. These concerns over political participation, especially political participation of youth needs to be addressed. This study is built on the idea that one way to encourage youth to participate in political processes is proving them role-models. This idea leads us to social learning model developed by Bandura (1977, 1986).

Actually thoughts about learning by observing other people go back to ancient Greece. For example Plato (2010) stresses on importance of educating students by setting examples. Aristotle (2000) continues his ideas and suggests an education via observation of other especially younger students. In the recent times importance of role models at teaching brought into attention by Miller and Dollard (1941). Their ideas have been developed and conceptualized by Bandura (1977, 1986).

Modeling is defined as teachers' demonstration of correct and proper behaviors so that students can observe, adopt, and implement according to Rodríguez-Campos and Bombly (2009) who discuss cooperative learning methods in four parts as coaching, mentoring, modelling, and training. According to Social Learning Model status of the observed model influences the impact on the observer. The influence rises when observed model is someone respectful with a higher status (Eyyam, Doğruer & Meneviş, 2012). Behaviors of teachers who occupy a higher and respectful place in students' eye will be effective on student behaviors (Senemoğlu, 2005). Consequently, teachers should try to be a good model for their students both in and out of classroom (Erden & Akman, 1997). This line of thought leads us to consider that political participation skills and frequency of social studies teacher might affect those of students.

The related literature indicates that observing models has an effect on behaviors of students from all education levels. For instance, Boyd, Lillig, and Lyon (2007) report that a special communication skill used by teachers has been adopted by their kindergarten students. Schelly, Cross, Franzen, Hall and Reeve (2012) specified that role modeling of teachers were affective on elementary students' saving energy next to some other factors. Higgs and McMillan (2006) found that setting example is affective on secondary school students in terms of both a long lasting learning and adoption of proper behaviors permanently. Warner and Esposito (2008) state that role modeling demonstrated by academicians in service learning classes is effective on participatory citizenship attitudes displayed both in and out of campus. Izadiana (2012) remarks that teacher candidates who receive education to teach English as a second language affected greatly by their teachers in the university in terms of beliefs and ideas regarding foreign language education. In their research involving university level students Shein and Chiou (2011) determined that learning styles of students are affected by teaching styles of teachers they regard as role models. These studies suggest that democratic participation mechanism of teachers may affect those of students as well. Thus, this study is based on the idea that in order to equip students with democratic participation skills teachers must demonstrate those skills themselves. In this framework the purpose of study is to determine how often social studies teachers and teacher candidates use democratic participation mechanisms. Although there are some studies about this matter in Turkey, none of them compares and contrasts social studies teachers and social studies teacher candidates. Çuhadar (2006) has studies political participation levels of university students and faculty members. Doğanay, Çuhadar and Sarı (2006) has studied political participations of teacher candidates from several teaching areas. Like study of Çakmak (2011) includes university students from several teaching areas. This study differs from aforementioned studies by focusing on social studies teacher candidates and teachers.

1.1. Mechanisms for Democratic Participation

Eroğul (1991) approaches participation styles in a democratic society in four categories. These categories are individual participation, group participation, mass participation, organizational participation. One more category which is added by the researcher is participation via social media.

Individual participation. According to Eroğul (1991) the most important ways of individual participation are voting, running for a position, taking place in the public administration, and filing a suit against the administration. In addition to these direct participation methods there are some indirect methods as well. These indirect methods include action like making a phone call, sending a telegram or a letter, or visiting the person in charge (Eroğul, 1991). It is possible to add emails to this list. Moreover participating to surveys conducted by some researchers, visiting and trying to convince people to support an idea or a person, hanging banners, distributing leaflets, writing letters to columnists to affect their ideas, putting and advertisement on newspapers or TVs, and fund raising activities can exemplify indirect individual

participation (Eroğul, 1991). Another powerful indirect participation that occurs in the present day is participating through social media platforms.

Participation as groups. People may choose to participate in order to increase their effects. Group participation activities may include sending a letter signed by several people, petitioning or filing a suit collectively, visiting people in charge as a group, conducting activities such as open forums, panel discussions, symposiums or conferences, and putting and advertisement on newspapers or TVs and signed by several people (Eroğul, 1991).

Participation as masses. Another method which is even more effective than group participation is mass participation. The most common ways of mass participation is rallies, demonstration marches, and massive passive resistance activities (Eroğul, 1991)

Participation as organizations. People who take place in an organization put their individuality aside and participate with an organizational identity. These organizations try to defend or maximize rights of the people they include by affecting or seizing the administration. Organizations, just like individual, participate in the administration either directly or indirectly. Political parties are examples of direct participation while unions, associations, professional organizations, and charitable foundations participate indirectly.

Participation via social media. Although participation through social media is basically a form of individual participation it is integrated into group, mass, and organizational participations as well. Organizations can both announce their ideas and get feedback to regulate their ideas through social media platforms such as Facebook and Twitter (Auger, 2013). Even though settling with just declaring ideas in the internet not a satisfactory method of participation, social media facilitates the expansion of the information hereby helps people to come together and exercise power on the administration (Grill, 2011). Some researchers studying the events took place in Egypt in the recent past point out how effective the social media was at the participation (Alqudsi-ghabra, 2012; Harlow, 2013; Lim, 2012; Nanabhay&Farmanfarmanian, 2011; Tobias, 2011).

2. METHODS

This research is a descriptive study which employs survey method which is one of the quantitative research methods. Surveys are researches that collect information by asking questions to a sample selected from a population in order to describe specific features of the population (Fraenkel, Wallen& Hyun, 2012).

2.1. Participants

In order to investigate democratic participation methods teacher candidates all 4th grade social studies teacher candidates in a state university in Southwestern Turkey are invited to take part in the study yet 70 of them volunteered. Additionally all social studies teachers in the province have been contacted for their participation and 28 of them accepted to share their experiences.

2.2. Data Collection

The data have been collected through a questionnaire developed by the researcher after an examination of the related literature. In order to establish validity of the instrument opinions of 5 experts from the areas of social studies and educational sciences have been requested. Experts were asked to rate validity of each item in the instrument over a scale ranging from 1 to 5. An average score of 4 determined as threshold for acceptance of each item. Thus, each item in the instrument rated with a score of 4 or over by the field specialists. Reliability level of the instrument applied to teacher candidates is calculated as Cronbach's Alpha=.77.

2.3. Data Analysis

The data have been analyzed through SPSS 21 software. Frequencies and mean scores for each item have been calculated. In order to find out if any difference exists between scores of the teachers and 4th grade social studies students Kruskal -Wallis H test and Whitney-Mann U tests have been conducted.

3. RESULTS

The results will be presented under the sections of individual participation, participation as groups, participation as masses and participation as organizations.

3.1. Individual Participation

Results regarding direct individual participation and indirect individual participation will be introduced in this part.

3.1.1. Direct Individual Participation

Findings regarding, voting, running for an office, and filing a suit against administration is presented at Table 1.

Table 1: Frequency and percentage of teachers and teacher candidates with regard to certain direct individual participation methods

	Teacher		Teacher Candidate		Teacher		Teacher Candidate		
I have voted in all parliamentary elections					I have voted in all local elections				
	f	%	f	%	f	%	f	%	
Yes	26	92,9	32	45,7	Yes	27	96,4	31	44,3
No	2	7,1	38	54,3	No	1	3,6	39	55,7
Total	28	100,0	70	100,0	Total	28	100	70	100
Total	28	100	70	100	Total	0	0	2	2,9
I have run in parliamentary elections					I have run in local elections				
	f	%	f	%	f	%	f	%	
Yes	0	0	0	0	Yes	0	0	0	0
No	28	100	70	100	No	28	100	70	100
Total	28	100	70	100	Total	28	100	70	100
I may run in parliamentary elections in the future					I may run in local elections in the future				
	f	%	f	%	f	%	f	%	
Yes	5	17,9	19	27,1	Yes	6	21,4	16	22,9
No	23	82,1	51	72,9	No	22	78,6	54	77,1
Total	28	100	70	100	Total	28	100	70	100
I have filed a suit against administration					I may file a suit against administration in the future				
	f	%	f	%	f	%	f	%	
Yes	6	21,4	4	5,7	Yes	22	81,5	32	47,7
No	22	78,6	66	94,3	No	5	18,5	38	54,3
Total	28	100	70	100	Total	27	100	70	100

The results demonstrate that 92,9 % of teachers vote in all parliamentary elections while only 45,7 % of teacher candidates do so. Teachers vote more in local elections as well than teacher candidates do with percentages of 96,4 % to 44,3 %. None of the participants from both groups became a candidate for an office while 17,9 % of teachers stated that they may run in parliamentary elections the future versus 27,1 % of teacher candidates. Regarding with local elections 21,4 % of teachers stated that may run for an office while 22,9 % of teacher candidates stated planning to do so.

3.1.2. Indirect Individual Participation

Findings regarding indirect individual participation will be reported at two categories. First, informative participations, which are related to informing administrators and expressing one's personal views to them will be reported (Table 2) followed intervenor participation that are related to activities to support or oppose actively a political view of person (Table 3).

Table 2: Frequency and percentage of teachers and teacher candidates with regard to informative participation

	Teacher		Teacher Candidate		Teacher		Teacher Candidate		
I have filed petitions					I have informed people in charge via various mediums				
	f	%	f	%	f	%	f	%	
Yes	14	50	30	42,9	Yes	19	67,9	38	54,1
No	14	50	40	57,1	No	9	32,1	32	45,7
Total	28	100	70	100	Total	28	100	70	100
I have visited people in charge personally					I answer surveys regarding local/national issues				
	f	%	f	%	f	%	f	%	
Yes	11	39,3	12	17,1	Yes	19	67,9	39	55,7
No	17	60,7	58	82,9	No	9	32,1	31	44,3
Total	28	100	70	100	Total	28	100	70	100
I have participated in other forms of informing authorities									
	f	%	f	%					
Yes	0	0	2	2,9					
No	28	100	68	97,1					
Total	28	100	70	100					

According to results in Table 2, 50 % teachers and 42,9 % of teacher candidates filled petitions against the administration. 67,9 % of teachers and 54,1 % of teacher candidates informed the administrators about their personal views via various mediums such as letter, telegram, phone or emails. 39,3 % of teachers and 17,1 % of teacher candidates visited personally the administrators. Finally 67,9 % percent of teachers and 55,7 % of teacher candidates stated that they answer surveys regarding political issues when they are

asked. 2 teacher candidates expressed they use other forms of informing the administration about their personal opinions

Tablo 3: Frequency and percentage of teachers and teacher candidates with regard to intervenor participation

Teacher		Teacher Candidate		Teacher		Teacher Candidate			
I have talked to people face to face to convince them				I have put up a poster					
	f	%	f	%	f	%	f	%	
Yes	9	32,1	29	41,4	Yes	1	3,6	11	15,7
No	19	67,9	41	58,6	No	27	96,4	59	84,3
Total	28	100	70	100	Total	28	100	70	100
I have distributed leaflets				I have donated for a political cause					
	f	%	f	%	F	%	f	%	
Yes	4	14,3	9	12,9	Yes	2	7,1	12	17,1
No	24	85,7	61	87,1	No	26	92,9	58	82,9
Total	28	100	70	100	Total	28	100	70	100
I have collected donations				I have tried to reach media members and affect their views					
	f	%	f	%	F	%	f	%	
Yes	1	3,6	5	7,1	Yes	3	10,7	12	17,1
No	27	96,4	65	92,9	No	25	89,3	58	82,9
Total	28	100	70	100	Total	28	100	70	100
I have placed an advertisement on the media				I have expressed my views on the social media					
	f	%	f	%	F	%	f	%	
Yes	0	0	8	11,4	Yes	12	42,9	45	64,3
No	28	100	62	88,6	No	16	57,1	25	35,7
Total	28	100	70	100	Total	28	100	70	100

According to Table 3 32,1 % and of teachers 41,4 % of teachers candidates talk face to face to other people to convince them in favor of or against a policy or political view. 3,6 % of teachers said they put up a poster while 15,7 % of teacher candidates said doing so. The act of distributing leaflets has been conducted by 14,3 % of teachers and 12,9 % of teachers candidates. 7,1 % of teachers and 17,1 percent of teacher candidates said they donate for a political causes while 3,6 % percent of teachers and 7,1 % of teacher candidates have collected donations . 10,7 % of the teachers and 17,1 % of the teacher candidates have tried to reach media members to affect their opinions. While none of the teachers put an advertisement on media 11,4 % of the students have declared doing so.

3.2. Participation as a Group

A second level for the participation is participating as groups. Findings about this form of participation are presented at Table 4.

Table 4: Findings regarding participation as groups

Teacher		Teacher Candidate		Teacher		Teacher Candidate			
I have joined in group that reach to people in charge via various medium				I have signed collective petitions					
	f	%	f	%	f	%	f	%	
Yes	17	60,7	21	30	Yes	13	46,4	18	25,7
No	11	39,3	49	70	No	15	53,6	52	74,3
Total	28	100	70	100	Total	28	100	70	100
I have taken part in groups that file a suit				I have participated in groups that visit of people in charge					
	f	%	f	%	f	%	f	%	
Yes	2	7,1	6	8,6	Yes	3	10,7	13	18,6
No	26	92,9	64	91,4	No	25	89,3	57	81,4
Total	28	100	70	100	Total	28	100	70	100
I have attended meetings such as panel discussions, symposiums or conferences				I have partaken in groups that put an advertisement on the media in to support or object to a view					
	f	%	f	%	f	%	f	%	
Yes	14	50	45	64,3	Yes	2	7,1	12	17,1
No	14	50	25	35,7	No	26	92,9	58	82,9
Total	28	100	70	100	Total	28	100	70	100
I have had other group participation methods									

	f	%	f	%
Yes	0	0	5	7,1
No	28	100	65	92,9
Total	28	100	70	100

Table 4 demonstrates that 60,7 % of the teachers tried to reach the administrators collectively through various mediums such as letters, telegrams or e mails however only 30 % of teacher candidates have done so. 46,4 % of teachers have signed collective petitions while 25,7 % of teacher candidates signed collective petitions. Percentages regarding filing a suit collectively are 7,1 % and 8,6 % for teachers and teacher candidates respectively. 10,7 percent of teachers point out that they visited an administrator as a group while percentage of teacher candidates participated in a group visit is 18,8. Regarding with attending meetings such as panel and conferences are 50 % for teachers and 64,3 % for teacher candidates. While percentage of teachers who put an advertisement collectively is 7,1 same percentage for teacher candidates is 17,1. Additionally 7,1 % of teacher candidates expressed using other ways of group participation.

3.3. Participation as Masses

Participation as masses constitutes a third level of participation. Finding about how social studies teachers and teacher candidates participate as groups is introduced at Table 5.

Table 5: Findings regarding participation as masses

	Teacher		Teacher Candidate			Teacher		Teacher Candidate	
	I have participated in rallies				I have participated in demonstration marches				
	f	%	f	%	f	%	f	%	
Yes	14	50	45	64,3	Yes	15	53,6	37	52,9
No	14	50	25	35,7	No	13	46,4	33	47,1
Total	28	100	70	100	Total	28	100	70	100
	I have participated in sit in acts				I have participated in civil disobedience acts				
	f	%	f	%	f	%	f	%	
Yes	6	21,4	19	27,1	Yes	11	39,3	8	11,4
No	22	78,6	51	72,9	No	17	60,17	62	88,6
Total	28	100	70	100	Total	28	100	70	100
	I have participated in other mass participation acts								
	f	%	f	%					
Yes	1	3,6	2	2,9					
No	27	96,4	68	97,1					
Total	28	100	70	100					

Table 5 demonstrates that percentages of participating rallies are 50 % and 64,3 % for teachers and teacher candidates respectively. Regarding with demonstration rallies 53,6 % of teachers and 52,9 % of teacher candidates expressed participating such activities. 21,4 % of teachers and 27,1 % of teacher candidates stated they joined in sit in acts. While 39,3 % of teacher participated in civil disobedience acts only 11,4 % of teacher candidates reported doing so. 6 % of teachers and 2,9 % of teacher candidates reported using other mass participation methods.

3.4. Participation as Organizations

One of the ways people can participate in administration is participation as organizations. Organizational participation of social studies teachers and teacher candidates is presented at Table 6.

Table6: Findings about Participation as Organizations

	Teacher		Teacher Candidate			Teacher		Teacher Candidate	
	I am a member of nongovernmental organizations that are not related to my profession directly				I am a member of organizations that are related to my profession (teacher unions and alike)				
	f	%	f	%	f	%	f	%	
Yes	10	35,7	9	12,9	Yes	23	82,1	Not applicable	
No	18	64,3	61	87,1	No	5	17,9		
Total	28	100	70	100	Total	28	100		

As seen in Table 6, 35,7 % of teachers are members of nongovernmental organizations that are not related to teaching profession directly while 82,1 % of them members of teacher unions. 12,9 % of teacher candidates on the other hand are members of nongovernmental organizations. They are not asked for membership for professional organizations since they are not in service yet.

3.5. Effect of Gender on Teachers' Participation Methods

A Mann-Whitney has been run to understand whether or not democratic participation behaviors of social studies teachers and teacher candidates are affected by gender. An statistically significant difference has been found regarding the teacher candidates about only one participation method. The results are introduced at Table 7.

Table7: Findings about effects of gender on Social studies Teacher Candidates' participation methods

		N	Mean Rank	U	P
I may file a suit against the administration in the future	Female	22	27,64	355	,010
	Male	48	39,10		

According to the test results difference between teachers and principals [$U=355$; $p=,010 < 0.05$] is statistically significant. This indicates that male teacher candidates are less inclined to file a suit in the future.

3.6. Effect of Position on Teachers' Participation Methods

According to results of Kruskal Wallis H test positions of teachers are effective on their participation behaviors regarding three matters. The results are presented at Table 8.

Table8: Findings about Effect of Position On Teachers Participation Methods

		N	Mean Rank	df	X ²	P	Meaningful Difference
Filing a suit against the administration	a) Teacher	22	14,95	2	8,25	,016	a-b
	b) Principal	2	3,50				b-c
	c) Vice Principal	4	17,50				
Filing collective suits	a) Teacher	22	15,50	2	8,82	,012	a-b
	b) Principal	2	8,50				a-c
	c) Vice Principal	4	12,00				
Group visit to people in charge	a) Teacher	22	15,36	2	7,29	,026	a-c
	b) Principal	2	16,00				
	c) Vice Principal	4	9,00				

Result of the analysis demonstrate that position is a significant factor regarding filing a suit against the state [$X^2_{(2)}= 8,25$; $p=,016 < 0.05$] and filing collective suits [$X^2_{(2)}= 8,82$; $p=,012 < 0.05$]. Additionally the difference between teachers with regard to holding a group visit to people in charge seems to be statistically significant [$X^2_{(2)}= 7,29$; $p=,026 < 0.05$]. In order to find out source of the difference Mann-Whitney U tests has been conducted. According to the test results difference between teachers and principals [$U=4$; $p=,012 < 0.05$] and difference between principals and vice principals [$U=,000$; $p=,025 < 0.05$] regarding "filing a suit against the state" are statistically significant. Additionally, with regard to "filing collective suits" the difference between teachers and principals [$U=11$; $p=,001 < 0.05$] and the difference between teachers and vice principals [$U=33$; $p=,019 < 0.05$] are statistically significant. Furthermore the test results reveal that the difference between teachers and vice principals about "group visit to people in charge" [$U=24$; $p=,010 < 0.05$] is statistically different. These results indicate that principals are less prone to file a suit against the administrators in compare to teachers and vice principals; teachers have more tendency to file collective suits in compare to principals and vice principals; and vice principals are less inclined to make group visits to administrators than teachers do.

3.7. Effect of Being Teacher or Teacher Candidate on Participation Methods

In order to find out whet or not there are statistically significant differences participation methods of teachers and teacher candidates a Whitney-Mann U test has been conducted and the results has been presented at Table 9.

Table9: Effect of being In-service or Candidate teacher on Participation Methods

		N	Mean Rank	U	p
I have voted in all parliamentary elections	Teacher	28	33	518	,000
	Teacher candidate	70	56,10		
I have filed a suit against the state	Teacher	28	44	826	,021
	Teacher candidate	70	51,70		
I may have file a suit against the state	Teacher	28	36,48	607	,002
	Teacher candidate	70	53,83		
I have visited people in charge as a group	Teacher	28	41,75	763	,020
	Teacher candidate	70	52,60		

I have petitioned collectively	Teacher	28	42,25	777	,047
	Teacher candidate	70	52,40		
I have taken part in civil disobedience acts	Teacher	28	39,75	707	,002
	Teacher candidate	70	53,40		
I am a member of NGO's that are not related to my profession	Teacher	28	41,50	756	,010
	Teacher candidate	70	52,70		

According to Table 9 there are statistically significant differences between teachers and teacher candidates in terms of 8 participation methods, three of which are about individual participation, two of which are participation as groups, one of which is about participation as masses, and one of which is about participation as organizations. Teachers tend to significantly more vote [U=518; p=,000<0.05], more file a suit against the administration [U=826; p=,021<0.05], more file suit against the administration if the need arises [U=607; p=,0102<0.05], more conduct collective visits to people in charge [U=763; p=,020<0.05], more file collective petitions [U=777; p=,047<0.05], more take part in civil disobedience acts [U=4707; p=,002<0.05], and more take part in activities of nongovernmental organizations that are not directly related to teaching profession [U=756; p=,010<0.05].

4. DISCUSSION

4.1. Individual participation

As discussed above individual participation can be examined in two categories: direct individual participation and indirect individual participation. The most obvious examples of direct individual participation are voting and becoming a candidate, and filing a suit against the administration.

4.1.1. Direct Individual Participation

The findings indicate that a great majority of social studies teachers vote both parliamentary and local elections (92,9 % and 96,4 % respectively). Voting rates of social studies teacher candidates on the other hand relatively lower than those of in service teachers (45,7 % and 44,3 % respectively). Because there is no earlier study about participation of social studies teachers, it is not possible to make comparisons. Yet, there are some studies about participation degrees of teacher candidates or university students in general. One such study is that of Study of Çakmak (2011), which state that 44,1 % of teacher candidates voted at the last local election, is in parallel with findings of this study. The results also share similarities with that of Çuhadar (2006) who found that 64,5 % of university students from several areas stated every or most of the time they vote. Doğanay et al. (2007) had found that voting is the highest one of political participation method employed by teacher candidates. This study partly confirms their findings. Voting is not the most preferred one by social studies teacher candidates but, it is one of the most favored. Why teacher candidates participate in elections less than teachers do is not clear. But it is possible to interpret that since teacher candidates are registered at their homelands they vote at lower rates than teachers do.

None of the participants, neither teacher nor teacher candidate, has become candidate in an election. For teacher candidates this is understandable because of their relatively young age. However one must remember that age of candidacy in Turkey is 18. The fact that none of the teachers has run for an office is another issue on the hand. This can be interpreted as their reluctance to participate or their lack of financial opportunities as well. However it is promising that, although far from being satisfactory, 17,9 % of teachers and 27,1 % of teacher candidates plan to run in parliamentary elections and this percentages are 21,4 and 22,9 respectively for local elections. Since no study has been found by the researcher about this matter, no comparisons have been made.

Although only 21,4 % of teachers filed a suit against the administration, 81,5 % of them stated that they may file a suit if the need arises. The results regarding this matter are quite different for teacher candidates on the other hand. Only 5,7 % of teacher candidates filed a suit against the administration and 47,7 % of them expressed that they may file a suit in the future. One study about this matter has been detected, thus no comparisons will be made. It is possible to argue that since teacher candidates do not participate fully in public life, they have not faced with real problems requiring them file a suit against the administration.

4.1.2. Indirect Individual Participation

Indirect individual participation can be classified in two groups as well as discussed above: Informative and intervenor participations

The most common informative indirect individual participation method for teachers are answering surveys (67,9 %), and writing letters, calling phones sending emails etc. to the administrators (67,9 %) followed by filing petitions (50%) and visiting administrators (39 %). Since author of this paper was unable

to found a study focusing on participation of social studies teachers no comparison will be made. However one would have expected even higher percentages of teachers to use these methods.

Teacher candidates follow the same sequence as well but with lower percentages 55,7 %, 54,1 %, 42,9 % and 17,1 % respectively. These percentages indicate a poor participation level. Yet even poorer participation levels reported by Doğanay et al. (2007) who report that degree of answering online surveys among teacher candidates is 1,79 over a five point scale. Çuhadar (2006) who reports 12,1 % of university students join in online surveys. Similarly Doğanay et al. found that degree of writing letters to the administrators is 1,32 over 5. Çuhadar too report a low level of participation of 13,7 %. Since studies about filing petitions and visiting administrators could not be located no comparisons will be made. Regarding with reaching the media workers the related literature reports lower participation degrees too. Çakmak (2011) found that only 5 % (in average) of teacher candidates try to reach media workers in order to affect their views. In an earlier work, Doğanay et al. (2007) had found that degree of reaching media workers was 1,32 over 5.

In terms of intervenor indirect individual participation the most common methods for the both groups is expressing views in social media. 42,9 % of the teachers and 64,3 % of teacher candidates use social media for this purpose. Higher percentage of teacher candidates can be attributed to their higher degree of using online platforms. However higher percentages for both groups could have been expected. Second common method is talking people face to face. 32, 1 % of the teachers and 41, 4 % of the teacher candidates talk face to face with people to convince them. This finding contradicts with Doğanay et al. (2007) who found that rate of teacher candidates' talking to other people to convince them is 1,66 over a five point scale. According to Çuhadar (2006) 9 % of university students use this participation method. Çakmak (2011) too, report a relatively lower level of 29,3 % regarding this matter.

The least used intervenor indirect individual participation methods for the teachers are collecting donations (3,6 %) putting up a poster (3,6 %) and donating for a cause (7,1 %). Due to lack of studies about this matter no comparisons will be made. Similarly, the least used method by the teacher candidates is collecting donations (7,1 %) followed by distributing leaflets (12,9 %). These findings reinforce findings of Doğanay et al. (2007) who found that donation degree of teacher candidates is 1,28 over a five point scale. According to Çuhadar (2006) 3,2 % of university students donate for a political cause.

Doğanay et al. also find that rate of distributing leaflets, newspapers or journals etc. among the teacher candidates is quite low (1,13 over 5) which is supported by the finding of this study as well. Çuhadar (2006) reports similar findings regarding university students as well which is only 1,7 % of university students reported distributing leaflets. These findings suggest that both teachers and teacher candidates prefer methods that are easy and convenient to use and refrain from costly ones.

4.2. Group participation

The most common group participation methods for the teachers and teacher candidates are reaching administrators via collective letters, emails etc. (60,7 % for teachers and 30 % for teacher candidates). According to Çuhadar (2006) and Doğanay et al. (2007) this participation method is not a common way of participation conducted by teacher candidates and university students in general. Their findings contradict with findings of this study.

Although it is not satisfactory, second common participation method is attending symposiums, panels etc. (50 % for teachers and 64,3 % for teacher candidates). These findings partly comply with findings of Doğanay et al. (2007) who found that rates of attending symposiums, panels etc. among the teacher candidates is 2,82 over a five point scale. The results also support Çuhadar (2006) as well who states that 81,8 % of university students join in such activities.

Finally third common participation method is signing collective petitions (46,4 % for teachers and 25,7 % for teacher candidates). These findings partly comply with findings of Doğanay et al. (2007) who found that rates of joining collective petitions is 2,09 over a five point scale. But, finding of this study does not comply with that of Çuhadar (2006) who found that only 16,3 % of university students take part in collective petitions.

The least used group participation methods are filing suits collectively (7,1 % for teachers and 8,6 % for teacher candidates) and putting advertisements collectively (7,1 % for teachers and 17,1 % for teacher candidates). These findings point that both groups refrain from costly and confronting. They prefer less confessional and east to use methods. The findings indicate that the both groups participate via more acceptable methods satisfactorily.

4.3. Mass participation

As Table 5 indicates the most used mass participation methods are participating rallies (50 % for teachers and 64,3 % for teacher candidates) and demonstration marches (53,6 % for teachers and 52,9 % for teacher candidates). These findings contradict deeply with findings of Çuhadar (2006) who found that only 5

% of teacher candidates join in rallies and demonstration marches, and Doğanay et al. (2007) who found that rates for participating in such activities among teacher candidates are 1,44 and 1,36 respectively over a five point scale. On the other hand, study of Çakmak (2011) partly in line with the results of this study. Çakmak (2011) reports that 63,8 % of teacher candidates reports that they may participate in demonstration marches if the need arises. Since there is no study focusing on social studies teacher candidates it is not possible to make comparisons. Sit in acts and civil disobedience acts are less preferred by the both groups. It is possible to speculate that rallies and demonstration marches are preferred more because of their higher acceptability in the society.

4.4. Organizational participation

According to the results participation via professional organizations by the teachers are quite high (82,1 %) but their participation through organizations that are not related to teaching profession is quite low (35,7 %) Same thing is true for the teacher candidates as well. Only 12,9% of teacher candidates participate in through nongovernmental organizations. This finding reinforces the study of Çakmak (2011) who found that 9,7 % of teacher candidates from several teaching areas are members of a nongovernmental organization.

4.5. Effect of Gender, Position and Group on Participation Methods

According to the results gender has no effect on social studies teachers' participation behaviors. Participation behaviors of social studies teacher candidates, on the other hand, are affected regarding filing a suit against the administration if the need arises. Female students are more inclined to file suits in compare to male students, as seen at Table 7. Why this difference exists is unknown and requires further research.

Positions of social studies teachers seem to be creating statistically significant behaviors regarding three participation methods (Table 8). Principals seem reluctant to file suits either individually or collectively. Perhaps the reason for this reluctance is their effort to be in good terms with the authorities to keep their positions. But finding out the real reason requires more research. Vice principals, on the other hand, seems to tend to make more group visits to the administrators. Although reason for this not clear and requires further research, one may speculate that they want to be in good relationships with the authorities due to promotion expectations.

In-service and candidate social studies teachers differs significantly regarding 7 participation methods as demonstrated at Table 9. Participation of teachers to parliamentary elections is significantly higher than that of teacher candidates. Although the reason for that is not clear voter registration place might be one of the causes. Participation of teacher through filing suits against the administration is significantly higher than that of teacher candidates as well. As discussed above, a probable the reason for this is that teachers may face more challenges in the life in compare to teacher candidates. So they file more suits against the administration. Same thing can be argued for filing collective petitions and taking part in civil disobedience acts as well. Finally teachers participate through nongovernmental organizations significantly more than teacher candidates do. Probably being student and not blending into adult life fully keep teacher candidates from taking an interest to various aspects of public life.

CONCLUSION

As a conclusion this study revealed that levels of participation through elections of social studies teachers are quite satisfactory. Teacher candidates, on the other hand, participate at lower levels. The reasons for that must be investigated carefully and if it is an indicator of a persistent problem, solutions should be developed. Another point that raises concern is those teacher candidates do not tend to participate through filing suits. The reason for that is not clear as well. If the reason their distrust at the justice system then the problem should be addressed seriously.

With regard to informative indirect participation, levels of teacher candidates are distressing as well. Although levels of teacher too, need improvement, teacher candidates should be encouraged to participate more. Same thing is true for intervenor indirect individual participation as well. Only participation method that is used more than 50 % of teacher candidates is expressing views in social media platforms. Regarding this category participation levels of teachers are even lower. This is a problem and needs to be addressed with proper means.

Group participation levels of teacher candidates cause worry as well. Only participation method that is used by more than 50% of teacher candidates is attending panels or conferences. I believe that both teachers and teacher candidates should be encouraged for more participation but, teacher candidates need a special attention.

In terms of mass participation, both groups participate in rallies and mass demonstrations at a good level. However there is still some room for improvement. For example considering that 50 % of teachers never attended to a rally or a demonstration march is disturbing. Less participation at civil disobedience and sit in acts, on the other hand, is understandable since they represent a little bit extreme versions of mass participation.

Finally, organizational participation levels of teachers are satisfactory, but it is unfortunate that their participation is generally limited with their professional organizations. They can be encouraged to participate through other organizations as well.

Lastly, I would like to assess effects of gender, position of teachers, and being in-service or candidate teacher on the findings. It seems that gender is not an important determinant of the participation behaviors. Positions of teachers, on the other hand, have some limited effect. Vice principals and principals tend not to disunite with the administrator in compare to teachers. Being in-service or candidate teacher has more effect on the results, but it is disappointing that teacher candidates are always behind the in-service teachers.

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