



Full Length Research Article

**IMPROVING DEMOCRATIC PERCEPTION SCALE TOWARDS SOCIAL STUDIES TEACHER
CANDIDATES: VALIDITY AND RELIABILITY STUDY**

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ABSTRACT

Plato states that democracy and education appear as two sisters. According to him, the most basic feature of democratic managements is the importance they give to the education but the one based on questioning and discussing. Christopher Lasch as another philosopher also brings forward that democracy requires social discussion. It is possible to increase the number. It is not possible to mention neither democracy nor democratic life in the countries prohibiting or without having discussions. Current discussions in Turkey as the sole country being able to maintain democracy with Islam in the world complicate to assert that democracy is maintained thoroughly. It is possible to say that the studies themed democracy education in the country that the culture of democracy did not become widespread as much as Western countries also pale beside the researches in developed countries. It is expected that the democracy education would have firmly established roots in the country as the sole country being able to maintain democracy with the religion Islam. The researches to be done will ensure to provide democracy education in Turkey in a more powerful way. The purpose of this study is also to take a step for the sake of same purpose. The research was conducted over 544 Social Studies teacher candidates. Cronbach's Alpha reliability coefficient as the measuring scale developed was calculated as .847. As a result of explanatory factor analysis, a structure having 23 items consisting of 5 sub factors were acquired but final scale form with 22 items was acquired by excluding one item as a result of confirmatory factor analysis. The statistical transactions made presents that Democratic Perception Scale towards Social Studies Teacher Candidates is a valid and reliable measuring instrument.

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INTRODUCTION

Hibbing and Theiss-Morse (2002) researching the beliefs of Americans about how the government should work set forth that they believe the real reason behind the Americans undertaking political responsibilities at low levels (as detesting political conflicts) is hidden inside the significant difficulty to implement the solution (more debate in citizenship education) they suggested. In this respect, Benjamin Barber, an American politic theoretician asserts that talking is the heart of a powerful democracy. Talking also brings along discussions. Christopher Lasch, well-known American historian, ethicist and social critic presented the importance of discussions in democracy with these sentences: "Democracy requires social discussion, not knowledge... We cannot know what we require

to know unless we ask right questions and we can only ask right questions about our own world view to tests the subjects creating debates in public". When citizens put their opinions into word in a free environment and they do not feel any personal threat or danger, it means democracy runs healthfully in this country. The citizens defending their opinions in the platforms for dispute have the opportunity to change their point of view towards social aspects and shape their behaviours accordingly. By this way, instead of narrowing, they expand the way they see and act about social concerns. Therefore, discussing the issues creating disputes in public has vital importance for the formation of healthy democracy. Mansbridge (1991) stated her belief asserting debated social issues strengthen democracy. She phrased that such communities consist of the citizens having developed verbal intelligence and accordingly the ability of discussing: "Democracy not only includes counting votes, but also social debates on widespread problems. And when people talk, the debate sometimes leads participants see their shares in wider field of interest of public" (Mansbridge, 1991; 122).

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Moreover, there is also positive relation between the knowledge of the need for tolerance in the democracy and the development of attitude toward democracy through discussing complicated issues. Many researchers draw the attention to the need for tolerance in the democracy. Goldenson (1978) asserted through looking the aspect from the perspective of citizenship that the concerns as the freedom of speech, expected legal process and tolerance to variety are also essential components of the concept of "citizenship" in educational surveys. Parker (2003) defended that it is struggled with the situations which important democratic values are conflicting one another by expressing the culture of discussion spread over almost all parts of society in democratic countries; it is used effectively in the schools and covered a lot of ground in the way of training democratic and active citizens. He indicated that the conflict between the hate speech and being tolerant to the people and opinions with different ideas considering the freedom of speech represents an example for aforementioned situations. Gözütok (1995) and Tomul (2009) underlined being respectful to human rights is learnt in an environment respected to human rights; being tolerant is learnt in an environment existing tolerance.

Sağlam (1997) defined tolerance as one of the features required to be taught to students at primary school in democratic countries. Erdem (2006) also counted being tolerant as one of the qualifications for a teacher embracing the culture of democracy. In this respect, it is stated that democratic teacher model is tolerant teaching. Finally, Yeşil (2003) and Çankaya (2010) also underlined tolerance is one of the elements of democratic training environment. The features of democratic training environments and the teacher-student relations in these environments were subjected to many researches. Gözütok (1995) and Tomul (2009) pointed out that the democracy education is effective and significant when it is made in democratic environments and democracy cannot also be learned without having freedom of organisation and demonstration in the environment, social justice efforts and the understanding of freedom including pluralism and freedom of speech and media. Larson (1997) specified that education systems and environments in democratic societies play a crucial role in the development of children's discussion skills and the classes have an appropriate position in the development of democratic character as a component generating respective education systems.

Tüzen and Meder (2002) expressed that education-training programmes, democratisation, creating universal and national culture combination, ensuring the superiority of law, establishing the value of human freedom and knowledge gain importance for every community through defending one of the most important feature of democratic societies is the importance attached to knowledge. They draw attention that the future of societies became depending on the individuals raised in democratic training environments from now on. By mentioning the importance of discussion in democratic training environment, Parker (2003) referred that teachers and students have mutual duties about this issue. He draws attention that it would be possible for the students to put forth their thoughts only if the teacher creates a class environment ensuring these conditions and it is important to plan carefully

to teach a lesson in a democratic environment along with considering the content of lesson. Yeşil (2003) indicated that the most basic feature of democratic training environment is the respect for human rights and the democratic training environment finds meaning only with the individuals knowing and defending their own rights. Saracaloğlu *et al.* (2004) put forth that the individuals receiving training in democratic training environment will have necessary skills and attitudes to be citizens which will contribute the establishment of an equal and humane society. Duman (2006) wrote that people who have free thought, are able to set forth their thoughts explicitly and easily and to discuss them without worrying are democrats and the education system enables this environment is democracy. Güvenandışcan (2006) draw attention that the realization of the freedom of thought and participation are reduced to simple slogans in the cultures which the essence of training and the democratic environment are not ensured by teachers. Lane *et al.* (2006) emphasized the importance of planning both the lesson's content and the environment of classes according to democratic principles. It is pointed out that the environment of class should become reliable as much as possible before the students explain their own point of views. By approaching the aspect from personal development, Uste (2007) emphasized that the individuals in democratic environments can know themselves and make their behaviour patterns real through improving their potentials and accordingly be happy. By this way, while the democrat identity of individual develops, increasing number of such individuals will improve democracies. According to Kayabaşı (2011), democracy can only be learnt by doing in democratic environments and class is one of the most effective ones for this purpose.

The role of schools in democracy education and accordingly raising democratic citizen were widely handled by the researchers. Blankenship (1990) mentioned the importance of schools in training students as humane, wise and participant citizens of democratic societies in the world which dependency is gradually and mutually increasing. Gutmann (1999) referred that the schools have higher capacities than families and nongovernmental organisations about teaching the logic of speaking loudly related to the disputes emerged in democratic policies. The resource of respective capacity is the opportunity hoped by individuals to find more ideological variety in the schools compared to the family, church, synagogue, mosque or club. Hess (2002, 38; 2004, 257; 2005, 47) draw attention that the most appropriate environment which debated political issues will be discussed as one of indispensable elements of health democracies is the schools. Kincal and Uygun (2006) emphasized that the schools should be places not only teaching democracy but also applying democracy education through referring the difficulty to handle democracy as a life style. Uygun (2009) mentioned that what teacher candidates understand about democratic values in the school atmosphere and the way which they comprehend these value will contribute improving democracy applications. Kaygun (2008) and Uygun (2009) stated that the teachers have very significant role on the democratic attitude and behaviours emerging in the schools, and it functions as a model for the students. Both of researchers emphasized that the teachers should firstly aware of the requirements of democracy. Likewise, Rainer and Guyton, (1999), Özmen (2000),

Karakütük (2001), Yeşil (2002), Kınca and Işık (2003); Emir and Kaya (2004), Gürşimşek and Görengeli (2004), Bulut (2006), Kınca and Uygun (2006), Sarı (2007), Yeşil and Aydın (2007), Kaygun (2008), Akın and Özdemir (2009), Yılmaz and Yıldırım (2009), Akbaşlı *et al.* (2010), Aydemir and Aksoy (2010), Şişman *et al.* (2010), Bektas and Kilic (2011) and Dündar (2013b) underlined that the schools are significant places for democracy education. In the researches, it is indicated that democratic education is crucial in bringing and realizing democratic culture and it would be possible through providing democracy education in the schools. It is elaborated that the schools are the most important factor in bringing democratic attitude together with the families, the existence of decision making process determines whether the school is democratic, the establishment of democratic environments bears great importance in terms of the future of democracy, progress and development of community. It is indicated that common features of such schools are the existence of equalitarianism, respect to different opinions, having common decision taking mechanism by the students and teachers. Another prominent aspect is that schools are not only places providing democracy education, but also the places in which democracy survives.

Many researchers draw attention to the importance of debate culture as one of indispensable elements of healthy democracy. Another point focused in these studies is that the most appropriate environment in which the culture of tolerance and debate can coexist is the social studies lesson providing citizenship education effectively. For example, according to Goldenson (1978), in case the students receiving social studies lesson providing citizenship education effectively study on debated issues in an effective learning environment ascertained "to resolve problem", it may create some changes in "democratic values" among social studies students. Kelly (1986) referred that the students to be an effective citizen require discussing about social problems by taking rational decisions with lively discussions. It is also stated that teachers are required to include social discussions into social studies lessons with the purpose of achieving these democratic objectives. Mitchell *et al.* (1997) asserted that basic duty of social studies lesson is to prepare students for citizenship; social studies teachers can only fulfil their duties ideally when they and their students have the freedom of critical thinking and questioning. Ersoy (2010) expressed two main purpose of citizenship education as to develop student's ability to participate in democratic processes effectively through analysing social and political aspects. According to Ersoy, the duty of social studies teachers is to help students to attain democratic attitudes and skills and become effective citizen. The road passes through bringing the teacher candidates in effective citizenship skills that will provide discussing the issues with high cultural sensitivity in a democratic class environment (Ersoy, 2010). Genç and Güner (2012) pointed out that the purpose of social studies lesson is to raise responsible and effective citizens having the ability for discussing.

Taş (2004) explained the basic purpose of social studies is to help teenagers become a good citizen taking rational decisions, being aware of cultural differences in a democratic society and an independent world. Wilson *et al.* (2009) and Misco and

Patterson (2007) emphasized that teaching debated issues is prerequisite for democracy. They envisaged that these issues are required including into social studies curriculum; by this way the students will learn democratic societies are strong enough to include deep differences. Sarı (2007) also wrote that social studies lesson is primary lesson having the responsibility to bring in democratic values. Koçoğlu (2013) expressed social studies lesson as one of basic lessons that will contribute to democracy education. In this respect, it is defended that social studies teacher candidates should know the relation between social studies lessons and democracy education by heart and social studies lesson should bring the students in the knowledge, skills and attitudes about the democratic qualifications, rights and responsibilities and how these democratic rights should be used.

The aspect emphasized about the skills aimed to bring to the students in democracy education (Gömlüksiz *et al.*, 2010) as one the most important duties of education system is to ensure students become democratic citizens by means of developing the skills required by democratic education environment. However, it is not an easy task. Because in the countries ruled by democracy, raising citizens as having vital importance for the continuation of systems is not so easy. Likewise, according to Schoeman (2006), education encourages students about the solutions based on cooperation and critical thinking, celebrates the variety of thought, struggles against statuesque and supports much wider sense of citizenship. As the difficulty to raise democratic citizen is apparent, mentioning students about democracy and democratic values bear great importance in terms of living peacefully in today's world (Tezci, 2003); it is tried to provide same rights for every citizen as complying with the provisions of law without giving place to discrimination in democratic education (Kepenekçi, 2003) and democratic society approach in education covers to prepare students having different life styles for democratic participation (Furman and Shields, 2005).

Başaran (1987) and Serin (2006) draw attention that at the end of a democratic education, the student may become capable of expressing their opinions freely, cooperating with others, being productive and disposed to learn and research. According to Gülmez (1994), democracy education aims to make individuals know, embrace, respect and defend human rights and freedom as effective citizens. In the countries embraced democracy as ruling regime, the state is liable to teach, introduce and take necessary precautions about human rights and fundamental freedoms to citizens as being liable to respect and make everyone benefit from them. Johnson *et al.* (2000), Hotaman (2010) and Dündar (2013a) determined researching a subject, structuring an intellectual debate, presenting the opinions of a person in a convincing manner, making critical analysis of attitudes, conceptualising contrary attitudes well, comprehending a subject from different point of view, making free selections and taking independent decisions as fundamental citizenship skills. The skills determined in this long list were separately handled by many researchers. In the study of Yeşil (2002), Akın and Özdemir (2009), Gömlüksiz and Çetintaş (2011), Satı and Sadık (2011) being defended the requirement of democracy education to raise responsible and effective individuals having universal values, while they expressed a process with the purpose of actualising the

principles towards democratic knowledge, skills and values, Demircioğlu *et al.* (2011) gave the development of deciding and self-assessment as example by emphasizing that democratic knowledge, skills and attitudes are in the lead for the elements which can be improved by today's education institutions and teachers in students. Based on the main objective of education in terms of democracy is to raise effective individuals, effective citizens, Doğanay *et al.* (2007) set forth that only way to refer democracy in real terms for individuals having real democratic knowledge, skills and attitudes is to present it through participation in behavioural means. Taçman (2006) defended that the teacher should be able to provide opportunity for the teachers to criticise and think objectively by emphasizing that directing students to think and research is the essence of democracy education. Larson (1997) and Erdem (2006) ordered the skills aimed by democracy education to develop in students as listening others' opinion, respecting their opinions, expressing their own ideas without hesitating.

According to Dull (2004) and Genç and Kalafat (2007), one of basic features of individuals living in democratic societies is to be open-minded and there is a strong relation between the teachers' understanding of democracy and giving the ability of problem solving in the schools accurately. Despite all these positive expectations, Yeşiland Aydın (2007) pointed out that the method of "lecturing" based on teacher-oriented approach without providing opportunity for students to improve their democratic skills as thinking, expressing, discussing and participating is generally used in our schools. The proficiency that teachers and teacher candidates should possess was also subject to the researches together with the students' skills required improving in democracy education. Larson (1997) examined the effect of class discussion of social studies teachers and defended that it should be taken into consideration due to teaching the method of discussion between teacher lecturers and school managers, being learnt by the students and the potential for improving democratic citizenship. By expressing the students can learn how they discuss with their classmates having different social level, gender, race and being considered as in the process of becoming citizen, it is emphasized that teaching future teachers to use the discussion as an education-training method is an important step in democratic citizenship education.

Dividing teachers into two groups as democratic and autocratic, Öztürk (2000) indicated that while democratic teachers give much importance on the student communication and act towards them in a warmer way, autocratic teachers consider themselves as the sole master in the class and are of the opinion that basic duty of the students is to receive the information presented by the teacher completely and obey the rules in the class. Through assessing the qualifications of democratic teacher model and the competence of these teachers, Erdem (2006) and Demircioğlu, *et al.* (2011) asserted that the teacher should be capable in terms of professional competence of especially knowing students' psychology, having the ability to communicate and improved in class management to fulfil his/her duty in the democratic education environment. According to Erdem (2006), to create democratic environments and teach students the virtues of democracy in these environments primarily emerge the need for teachers

trained about this issue. Hence, it is the teachers who will educate new generation embracing democratic attitudes and behaviours. In this respect, the teachers who will actualise this should also embrace democratic attitudes and behaviour and show this through their behaviours. Moreover, the teachers in democratic education environment should be a model to the students about having qualifications as entrepreneurship, assertiveness, self-confidence and perseverance and for this purpose; they should create an environment in which the students can express themselves by means of generating a democratic atmosphere in the class. Doğanay *et al.* (2007) indicated that creating a democratic culture in the school is closely related to what extend all individuals at the school- especially teachers- have these values and attitudes individually. Demircioğlu, *et al.* (2011) expressed that being democrat and forwarding democratic values to the students are ranked among the characteristics of qualified teachers. Within that framework, the teachers possessing the democratic qualifications and features should play role in the development of democratic conscious and understanding of the students.

Sarı (2007) questioned graduate students and strongly expressed her doubts towards desired type of human cannot still be raised in the education system despite the graduate students passed their 16,200 hours from primary school to higher education. By drawing attention to teacher education institution, Akın and Özdemir, 2009; Gömleksiz and Çetintaş, (2011); Sarı and Sadık, (2011) mentioned that a democracy education starting from these institutions is required to actualise. In respective researches, it was pointed out that it is hard to create environments living democracy after beginning to work when teacher candidates cannot interiorise democracy in higher education. Without making discrimination among branch, educational level to be assigned and the institution, raising all teacher candidates as the individuals having democratic values is important in terms of being able to create democracy culture at the schools. Bulut (2006) also referred that the road for bringing democratic values to the students is passing through the teachers having democratic behaviours and to ensure that, the teacher candidates should be raised as individuals possessing democratic values.

Demircioğlu *et al.* (2011) especially emphasized the importance to raise individuals who converted democratic values into life style within the school environment and suggested to raise teachers embracing respective values as the most effective solution to this problem. Kaya *et al.* (2012) ordered the purposes of today's teacher education system as follows; to raise well-qualified teacher candidates, embraced democratic attitudes and behaviours, who are being able to think freely, undertake learning responsibilities and permanent role in learning environments, to make criticisms and open to critics, establish cause effect relationship among what was learnt and to question them, use the information in a creative manner, to reflect what was learnt, solve problems by means of using what was learnt. Although it is accepted that the qualifications required possessing by the teachers and students are the most important purpose of democracy education in a democratic training environment, it is also considered as vital importance beyond any doubt to turn these qualifications into behaviour through adapting in real life. Hence, many researches agreed by handling this aspect that democratic

qualification without turning into behaviours will be meaningless. As an example, Büyükkaragöz and Kesici (1996) are of the opinion that to be able to apply and most importantly, to survive democracy at educational institutions with all principles and rules depend on teachers behaviours turning out democracy into life styles and teachers' ability to maintain the understanding of democracy at the educational institutions by means of connecting one another was determined the indispensable criteria. According to Karakütük (2001) analysing the duties of schools and the definition of democratic education, the schools are liable to raise individuals possessing democratic values and democratic education is defined as to teach the principles and rules of democracy to these individuals in terms of human rights and through real lives. Erdem (2006) underlined that democratic principles can only be developed in a modern education system, democracy education in modern education system does not consist of being memorised democratic principles, in contract it is to teach democracy by doing, reflecting democratic principles and behaviours into real life, apply and embrace them as normal behaviours.

Kıral and Kıral (2009) concluded that unless the students turn democracy and human rights into life style, they will remain as it was learnt at school. Bektaş and Kilic (2011) also defended by referring same aspect that a person who believes in democracy and know its rules will also live through and an instructor who will provide democracy education should be trained about this aspect first and apply in his/her life what was learnt previously. Gömleksiz and Çetintaş (2011) expressed that one of the most important functions of education system is to raise democratic citizens and democracy can only survive and develop in the societies consisting of people managed to live the principles of democracy and embraced it as a pattern of behaviour. It was also indicated that keeping democracy alive can only be possible through raising people embraced democratic values. Zencirci (2003) and Sadık and Sarı (2012), wrote down that democracy gains strength and maintains its existence with education after defining democracy as both a political concept and a life style.

Kaygun (2008), Üstün and Yılmaz (2008) and Aydemir and Aksoy (2010) presenting the relation between democracy-education-life style determined family as an important actor of this relation by extending the scope of analysis. In the respective analysis, it was emphasized that settling democracy into a society depends on general education level of citizens. In a society consisting of citizens qualified with information, attitude and behaviour required by democratic life, comprehended the essence of democracy and understood its value and accepted democracy as a life style, it is defended that it would be rather easy to make democracy as a life style. By defending education as the most effective method known, Kaygun (2008) and Aydemir and Aksoy (2010) included family as another actor of democracy education process through expressing the seeds of democracy is planted within the family. Üstün and Yılmaz (2008) emphasized that the values earned within the family may affect the world views of children and teenagers and their beliefs on democracy, the family's habit on democracy will make the social life become democratic.

The purpose of study

A significant duty falls to the teacher candidates to diffuse democracy as the highest management level developed by humankind throughout the history of civilization into the social life with all its parts in a more effective manner. Because the teacher candidates are persons who will educate new generations that will establish the society's future. While a very important and fundamental purpose of social studies as teaching democratic traditions to young generations is apparent, it is defended that the discipline should be an active teaching process in which the students comprehend the social life and involve in as a citizen (Sunaland Haas, 2005). Hence, the most important purpose of social studies is to ensure preparing students as the shapers of society in the future through bringing them citizenship competences (NCSS, 1993). Undoubtedly, from our point of view as the academicians taking charge in the teacher educating institutions, it is very important for social studies teacher candidates to possess the capability of teaching the requirements of being democratic citizens generating an important element of a democratic society to their children. Within that scope, to monitor and assess teacher candidates both in the lessons and out-of-school activities has a functional importance. Moreover, assessing the perceptions and attitudes of teacher candidates towards democracy and democratic education after determining them is also one of the requirement of educating teachers. In the light of all these assessment, the purpose of this study is to develop a measuring instrument that will measure the perceptions of social studies teacher candidates towards democracy.

MATERIALS AND METHODS

Sample

The sample of research conducted in the Fall Semester of Academic Year in 2013-2014 consists of 544 teacher candidates studying Social Studies Teaching at the Faculty of Education in Niğde University and Social Studies Teaching Programme at the Faculty of Education in Kilis7 Aralık University. The participants consist of 250 female and 244 male students.

Treatment

Scale Development Stage

According to the scanning method (Cohen *et al.*, 2011) as an ideal research method that can be used for the researches requiring broad participation and conducted with the purpose of determining attitudes or perceptions of individuals towards an aspect, the process of developing items of the scale to be used for determining the democracy perceptions of Social Studies Teacher Candidates in this study consists of five steps (Balçı 1995; Demir and Akengin, 2010; Karasar, 1995; Tavşancıl, 2005):

Forming material pool: While forming material pool, it was also benefitted from academic resources (Gözütok, 1995; Büyükkaragöz and Kesici, 1996; Saracaloğlu *et al.*, 2004; Bulut, 2006; Serin, 2006; Taçman, 2006; Genç and Kalafat, 2007; Akbaşlı, *et al.*, 2010; Bektaş and Kılıç, 2011; Gömleksiz and Çetintaş, 2011; Dündar, 2013) along with printed and

visual media organs and social media. In conclusion, a preliminary test form consisting of totally 50 items as four of them are negative was prepared.

Receiving expert opinion: 50-item preliminary test form was submitted to the opinions of six experts (two lecturers from Social Studies Teaching, two lecturer from Assessment-Evaluation and two from Turkish Teaching) for the scope (content) validity based on the expert judgment made with the purpose of being sure that the survey includes the sufficient number of questions that will represent the feature requested measuring. The experts analysed whether the scale items measure the perceptions of teacher candidates towards democracy and the intelligibility in terms of grammar. The items requested correcting in accordance with the suggestions were corrected and no item was excluded from the scale.

Making preliminary test application: Democracy Perception Scale towards Social Studies Teacher Candidates consisted of 50 items in total only if correcting in accordance with the suggestions. By means of preliminary test application, it was tried to determine whether the items are understood by the students before they are applied in draft scale working group and its compliance to the level of student. As a result of preliminary test application, in line with the feedbacks received from 15 students, it was considered that draft scale has an adjustable feature to the working group after making necessary corrections which the sentence structure was not clear. The items were sorted randomly in 5 point Likert scale. In this respect, the participation degrees of participants were classified as "Strongly agree" 1; "Agree" 2; "Neutral" 3; "Disagree" 4 and "Strongly Disagree" for the items 7, 14, 34 and 41. Reverse scoring cycle was applied to the remaining items. Test-retest application of prepared scale draft was conducted on 69 teacher candidates studying in the programme of Social Studies Teaching at the Faculty of Education in Kilis 7 Aralık University every two weeks. The students participating in test-retest application of the scale was not included into the working group.

Factor Analysis and Reliability Calculation Phase Applying Preliminary Test Form to Working Group: After expert opinions and preliminary test application, draft scale consisting of 50 items was applied on 544 teacher candidates studying Social Studies Teaching at the Faculty of Education in Kilis 7 Aralık University, the Faculty of Education in Niğde University and the Faculty of Education in Gaziantep University. Factor analysis was made according to application results and the validity of structure was tried to be ensured according to the results of analysis.

Data Collection Instruments

Three instruments were used in the research to collect data: Democratic Perception Scale Draft form towards Social Studies Teacher Candidates and Democratic Tendencies Scale and Teacher Candidate Democratic Tendency Scale. Democratic Tendencies Scale and Teacher Candidate Democratic Tendency Scale used within the scope of parallel scale analysis were identified below.

Democratic Tendencies Scale: This scale was developed to distinguish the participants having democratic and autocratic tendency one another. The draft scale was submitted to an expert group consisting of 12 persons. 45 items found in the scale of "Democratic Tendencies" were submitted to the expert opinion. By considering the opinions of experts, necessary transactions for correction were also made in terms of language and expression along with the content. As a result of analysis made, 21 items found in the scale were taken out of the test application by totally excluding from the draft scale however some items were also corrected and it was decided to initiate the test application. The scale was regulated as Likert type scale form and pilot scheme was tried on 197 managers and teachers in total and at 10 primary schools selected randomly among the primary schools located at the central districts of Ankara province. To determine factor structure of the scale, factor analysis was applied. At the end of first factor analysis, it is realized that the eigenvalue of items is higher than 1.00 and collected over 7 components in total.

At the end of analysis made, it is realized that the factor loads of totally 7 items are higher at other components and some of them shared on an equal base (2, 3, 5, 14, 16, 18, 24, items). Afterwards, a second factor analysis was made by excluding the items having this feature. The varimax transaction was also made in this analysis at the same time. At the end of analysis, it is realized that the factor loads of items were gathered on two dimensions in total at higher values. At the following stage of the analysis, the reliabilities of items were analysed. The item reliabilities have been tested with two different methods. First of all, item-scale correlations were analysed, afterwards the strength of items which were found in the scale depending on the lower and upper group management with the rate of 27 % as being able to distinguish the ones having the feature requested to measure or not has been calculated. At the end of test application, the alpha coefficient of "Democratic Tendencies" scale was calculated as .7274 in the analysis made. The transactions made were indicated that the scale can be used for real application (Zencirci, 2003).

Teacher Candidate Democratic Tendency Scale: To analyse the factor structure of scale, basic components factor analysis and varimax rotation were made. To analyse whether the data is applicable for making factor analysis, Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity values were controlled (KMO value is .82 and Bartlett value is .00) and it is realized that both of values are sufficient. Item total test correlations related to the items found in the scale was found by calculating Pearson Product-Moment Correlation Coefficient. Internal consistency coefficient of testing scale was found as 0,69. As a result of the analysis, it was understood that the scale has four-factor structure. 18 items remained as a result of item exclusion process. Cronbach Alpha internal consistency coefficients calculated depending on the item analysis for the reliability of scale is .83 for the first factor, .76 for second factor, .61 for third factor and .74 for whole scale (Akbaşlı *et al.*, 2010).

Data Analysis

While assessing the findings acquired in the study, Statistic package programme (SPSS 20) was used for statistical

analysis; descriptive statistical methods (Average, Standard Deviation) was used while assessing study data. While Explanatory Factor Analysis was used to present structure validity, the dimensions acquired in this analysis were reassessed with Confirmatory Factor Analysis. Cronbach's Alpha was used for the reliability of lower dimensions and general reliability. The values of Alpha coefficient were taken into consideration as >0.90 (the scale is a highly reliable scale); $0.80-0.90$ (the scale is rather reliable); $0.70-0.79$ (the scale has low reliability); $0.60-0.69$ (the scale is not reliable) (DeVillis, 2011). KMO and Bartlett tests showing the sufficiency of sample for factor analysis are applied. It is expected to have KMO value as close to 1, and the significance level of Bartlett test is $p < 0,05$ as a result of tests (Scott and Morrison, 2005). After this stage, the factor analysis is conducted to determine sub dimensions of the scale and the reliability of factors acquired are tested separately. Moreover, variant explanation rates of the factors are also

analysed. To examine the similarity of measures with parallel 3 scale, Pearson Correlation Analysis was used. The results were considered within the confidence interval with the rate of 95 %, at the significance level of $p < 0,05$ and at advanced significance level of $p < 0,001$.

Reliability analysis

The reliability analysis of Democratic Perception Scale towards Social Studies Teacher Candidates was made with test-retest and item analysis method (Table 1).

"3. Criticising and being criticised perpetuate learning."; "13. I believe that my thoughts are directive in the activities performed at the class.;" 17. Discussion provides realizing different point of views.;" "26. Memorising always drives persons to embrace solution patterns to be prepared by others.;" 32.

Table 1. Test- Retest Findings Based on Item (n=69)

	Test		Retest		t	p
	Mean	Sd	Mean	Sd		
1. Democracy is based on the public; it is not taking government for granted.	4,460	0,815	4,510	0,779	-0,382	0,704
2. In our class, everyone respects each other's ideas.	3,160	1,093	3,320	1,157	-1,525	0,132
3. Criticizing and being criticized perpetuate learning.	4,430	0,675	4,280	0,684	2,092	0,040
4. The best and the most effective learning environment is the environments that different point of views can exist at the same place.	4,460	0,531	4,380	0,597	1,229	0,223
5. Asking question is half of science.	4,140	0,912	4,250	0,864	-1,625	0,109
6. I defense my thought to the end although most of people oppose to it.	3,880	1,022	3,800	1,037	0,864	0,390
7. I want to be center of the discussion while I discuss with my friends.	2,830	0,969	2,960	1,021	-1,292	0,201
8. Being criticized perpetuates my thoughts.	4,140	0,713	4,140	0,692	0,000	0,999
9. I like to state my idea clearly about any one issue to other people.	4,060	0,725	3,940	0,765	1,239	0,220
10. It doesn't bother me what others think about me.	3,170	1,175	3,330	0,995	-1,469	0,146
11. I like sharing my views with my classmates.	4,320	0,675	4,220	0,683	1,355	0,180
12. I get along quite well with my classmates.	4,140	0,753	4,130	0,726	0,178	0,859
13. I believe that my thoughts are directive in the activities performed at the class.	3,380	0,941	3,550	0,900	-2,046	0,045
14. My family doesn't accept education understanding defending that I have to think differently from them.	2,520	1,158	2,580	1,035	-0,386	0,701
15. The actual purpose of discussion demonstrates that different points of views exist all together without any problem.	4,160	0,816	4,220	0,591	-0,587	0,559
16. I am so glad to direct discussion.	3,750	0,976	3,650	0,997	1,123	0,265
17. Discussion provides realizing different point of views.	4,420	0,628	4,260	0,721	2,019	0,047
18. Discussion can obstruct teaching of teacher.	3,060	1,211	3,120	1,170	-0,406	0,686
19. Students learning with discussion develop effective communication abilities about common interest.	4,300	0,551	4,280	0,511	0,445	0,658
20. Discussion is a valuable and effective teaching method.	3,990	0,757	4,070	0,810	-0,815	0,418
21. If different point of views can coexist without any problem, this means that discussion reached the goal.	4,390	0,771	4,350	0,590	0,490	0,625
22. Discussion is the litmus paper of democracy.	3,840	0,868	3,960	0,812	-1,304	0,197
23. If we just sit at the chair, we only learn how to seat at the chair and to learn something about seating.	3,120	1,356	3,290	1,486	-1,062	0,292
24. We just receive an answer the question about how to seat at the chair while seating at the chair.	3,120	1,334	3,290	1,405	-1,029	0,307
25. Memorizing destroy the ability of thinking and creativity of people.	4,460	0,719	4,330	0,869	1,584	0,118
26. Memorizing always drives persons to embrace solution patterns to be prepared by others.	4,490	0,699	4,290	0,806	2,280	0,026
27. Memorizing reduces problem solving capacity.	4,360	0,923	4,330	0,780	0,307	0,760
28. Memorizing is a method that it accepts what is being learned as absolute and only truth.	4,480	0,740	4,350	0,783	1,536	0,129
29. Memorizing is the cause of squeezing the lecturer whose mission is to solve problem into stereotype solutions without questioning the reasons of problems.	4,390	0,712	4,320	0,737	0,799	0,427
30. Memorizing is an mental genocide.	4,280	0,906	4,170	0,857	1,123	0,265
31. I would rather discuss an issue with lecturer and classmates at the classroom than at home or a friend group.	3,140	1,088	3,220	1,110	-0,460	0,647
32. Discussion plays an important role in making students research an aspect with different perspectives.	4,430	0,499	4,120	0,654	3,803	0,000
33. To be able to show up of discussion, people must be dissenting when they are interpreting the truths or they are starting to be interested in to them.	3,750	0,898	3,720	0,765	0,307	0,760
34. When discussing a controversial issue, I am impressed from lecturer even if he/she is neutral.	2,870	0,969	3,100	1,059	-1,819	0,073
35. A teacher who did not interiorize democracy cannot teach democratic values to the students.	4,170	0,985	3,940	1,069	2,502	0,015
36. A student increases the rate of contribution to democracy if he/she takes decisions as earlier as possible.	3,680	1,036	3,770	0,972	-0,705	0,484
37. Teachers exposing their political opinion to students don't have to affect students' attitudes in a similar way.	4,000	0,907	3,910	0,853	0,616	0,540
38. Teachers exposing their political opinion to students can express very different ideas nicely.	3,140	1,102	3,390	1,046	-1,926	0,058

.....Continue

39. As from my childhood, lack of being recognized among my elders prevents me participating discussions.	3,250	1,230	2,900	1,296	2,436	0,017
40. Not being able to express my opinions explicitly arise from that I was not allowed talking during my childhood years.	3,430	1,242	3,070	1,298	2,113	0,038
41. Only rule to pass the lesson is just to listen without talking.	1,590	0,773	1,830	1,057	-2,156	0,035
42. One of the best qualifications of candidate teacher must approach to knowledge suspiciously.	4,090	0,903	3,940	0,820	1,740	0,086
43. A candidate teacher doesn't need and have no right to lose time via learning unchanging and constant knowledge.	3,090	1,257	3,360	1,260	-1,669	0,100
44. I care about being consistent with thoughts I defend.	4,410	0,671	4,300	0,551	1,154	0,253
45. Science doesn't progress where there is no freedom of expression.	4,640	0,484	4,420	0,695	2,643	0,010
46. People can express their thoughts freely.	4,610	0,623	4,520	0,633	1,062	0,292
47. It is the ideas making people different.	4,680	0,469	4,510	0,585	2,436	0,017
48. I question the decisions taken.	4,260	0,634	4,070	0,714	2,718	0,008
49. If we don't embarrass for thinking, then we don't embarrass for speaking either.	4,290	0,824	4,130	0,803	1,469	0,146
50. Freedom is how close democracy to people.	4,380	0,788	4,200	0,815	1,425	0,159

Table 2. Democracy Education Scale Factor Structure

Dimension	Item	Factor Load	Explained Variance	Cronbach's Alpha	
Memorizing (Eigenvalue=5.518)		26	0,821	16,650	0,883
		25	0,820		
		30	0,785		
		28	0,781		
		27	0,758		
		29	0,741		
Freedom of thought (Eigenvalue =2.949)		46	0,819	12,069	0,797
		45	0,814		
		47	0,720		
		44	0,618		
Discussion (Eigenvalue =1.724)		20	0,776	9,992	0,679
		19	0,721		
		32	0,545		
		17	0,526		
		15	0,412		
		22	0,405		
Criticism and point of view (Eigenvalue=1.171)		18	0,715	8,653	0,585
		13	0,701		
		14	0,554		
		15	0,507		
Freedom of questioning and speaking (Eigenvalue=1.028)		49	0,768	6,503	0,523
		50	0,646		
		48	0,443		
Total Variance %53.867					

Discussion plays an important role in making students research an aspect with different perspectives.”; “35. A teacher who did not interiorise democracy cannot teach democratic values to the students.”; “39. As from my childhood, lack of being recognised among my elders prevents me participating discussions.”; “40. Not being able to express my opinions explicitly arise from that I was not allowed talking during my childhood years.”; “41. Only rule to pass the lesson is just to listen without talking.”; “47. It is the ideas making people different.”; “48. I question the decisions taken.” There are significant differences realized among the test retest responses of question.

Item Analysis

Cronbach's Alpha reliability coefficient was found as .783 in the first reliability analysis made over 50 items. Before the second analysis, the items 2, 7, 10, 14, 18, 38, 39, 40 and 43 excluded from the study since they do not provide significant contribution to the scale. By this way, it is realized that Cronbach's Alpha value is .830 as a result of second reliability

analysis made with remaining 41 items. This transaction was repeated six times and the analysis was repeated by excluding the items at every turn. Despite it is seen that the Cronbach's Alpha value is fixed at .843 after excluding the items 23, 24, 31, 34, in the third reliability analysis made over 37 items, the coefficient is fixed at .845 after excluding the items 13, 21 and 33 in the fourth analysis made, the coefficient is fixed at .846 after excluding the items 12, 36, 41 and 42 in the fifth analysis made over 30 items; it is fixed at .846 after excluding the items 1, 16, 35 and 37 in the fifth analysis made over 26 items and after excluding the item 6 in the sixth analysis made over 25 items, in the seventh and last reliability analysis made over 23 items by excluding the items 9 and 11 considered as not providing significant contribution to the scale the Cronbach's Alpha reliability coefficient was found as .847 and this value was accepted as the final.

Explanatory Factor Analysis

To calculate the reliability of 23 items in democracy education scale, “Cronbach Alpha” was calculated as an internal

consistency coefficient. The general reliability of scale $\alpha = 0.847$ was found as relatively high. To present structure validity of the scale, explanatory (exploratory) factor analysis was applied. As a result of Barlett test made ($p=0.000 < 0.05$), it was detected that there is a relation between the variables taken to factor analysis. As a result of KMO test ($KMO=0.873 > 0.60$), it was detected that the sample size is sufficient for applying factor analysis. The structure of relation between the factors are ensured stable in the factor analysis application by means of selecting varimax method. As a result of factor analysis, variables total explained variant was collected under 5 factors as 53.867 %. According to the value of alpha found related to reliability and the value of variant explained, Democracy Education scale is a valid and reliable instrument. Factor structure emerged related to the scale is given Table 2.

In the assessment of Democracy Education scale factor analysis, when dealing with the factors having eigenvalue higher than one, it was paid attention to have high factor loads showing the weight of variables within the factor and not to have close factor loads each other within same variable. Having higher reliability coefficients and explained variant rates of the factors forming the scale indicates that the scale has a strong factor structure (DeVillis, 2011; Groves, Fowler Jr, Couper, Lepkowski, Singer, and Tourangeau, 2013). The reliability of 6 items dealt under the title of “Memorising” and included in the first factor was detected as $\alpha = 0.883$, explained variant value was detected as 16.650 %.

The reliability of 4 items dealt under the title of “Freedom of thought” and included in the second factor was detected as $\alpha = 0.797$, explained variant value was detected as 12.069 %. The reliability of 6 items dealt under the title of “Discussion” and included in the third factor was detected as $\alpha = 0.679$, explained variant value was detected as 9.992 %. The reliability of 4 items dealt under the title of “Criticism and point of view” was detected as $\alpha = 0.585$, explained variant value was detected as 8.653 %. Items in the fifth factor was dealt under the title of “Freedom of questioning and speaking”. The reliability of 3 items consisting of this factor was detected as $\alpha = 0.523$ and explained variant value was detected as 6.503 %. While calculating the scores of factors in the scale, the factor scores are acquired by summing up the values of items in the factor and afterwards dividing to the number of item (arithmetic average).

Democracy Education Scale Confirmatory Factor Analysis (CFA)

The model was primarily tested in general means. It was realised that the factor load of question 45 is 0,14 and without changing any other aspects in the model, confirmatory factor analysis was repeated after excluding the item numbered 45 from the scope of study since it was considered insignificant in the confirmatory factor analysis (Figure 1). The findings related to the reliability studies of Democracy Education scale were tested with CFA as the model related to 5-factor structure consisting of 22 items generated in academic basics.

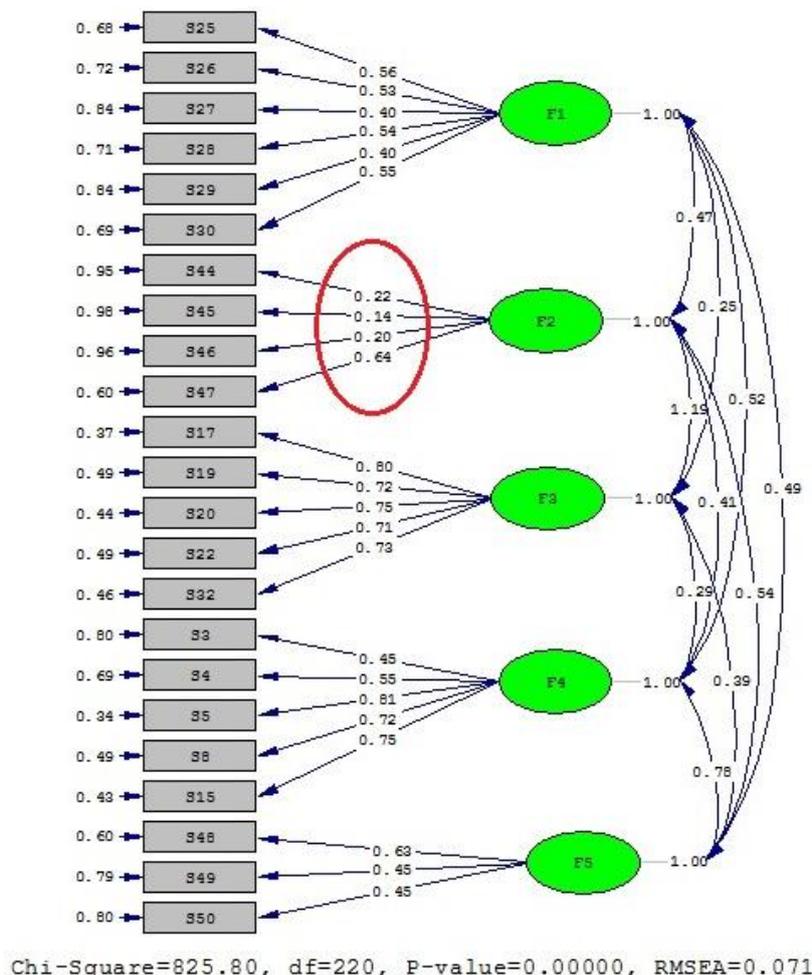


Figure 1. Confirmatory Factor Analysis (CFA) Diagram

Positive factor load was provided for all items in CFA carried out over 22 items. By this was, fit indexes [Goodness of Fit Index= GFI), adjusted goodness of fit index=AGFI), Comparative Fit Index =CFI), Normed Fit Index =NFI), Non-normed Fit Index=NNFI), Root-Mean-Square Error of Approximation=RMSEA) and Standardised Root Mean Square Residual=S-RMR)] acquired as a result of CFA applied for testing the model having five latent variables consisting of 22 items was analysed and it is seen that chi square value ($\chi^2=636,79$; $N=544$, $sd=196$, $\chi^2/df=3,24$, $p=0,000$) is significant. Fit Index values are found as $RMSEA=0,064$; $GFI=0,95$; $CFI=0,96$; $AGFI=0,97$; $NFI=0,92$; $NNFI=0,94$; $SRMR=0,078$.

When reviewing literature, Joreskog and Sörbom (2001) and Meydan and Şeşen (2011) expressed that the value of χ^2/df lower than five is an acceptable value with the fit indexes acquired as a result of CFA test. Browne and Cudeck (1993) and Berberoğlu and Uygun (2012) indicated that having the value of RMSEA between .05 and .08; Hu and Bentler (1999) having the value of CFI higher than the value of .90; Şimşek (2007) having the values of GFI and AGFI as higher than the value of .90; Garver and Mentzer (1999) having the value of NFI and NNFI as higher than the value of .90 and finally, Uygun, Şahin and Okur (2010) having the value of SRMR as lower than 0,08 show the indicator for the best fit. All values show that general fit of the model suggested is good. Saturated model was acquired by using Modification Indexes within CFA.

The errors of items S17-S19; S8-S15; S25-S28 were correlated within model structure (Let the Errors of S17 and S19 Correlate. Let the Errors of S8 and S15 Correlate. Let the Errors of S25 and S28 Correlate). It is seen that these question matching are the questions close to one another (Kanten, 2012). It is seen that CFA Standardized Solution values vary between the values of 0,34 and 0,78 and t tests are significant (Figure 2-3).

Democracy Education Scale Parallel Test Analysis

To detect concordance validity of scale, relevant literature scanning was made and two measuring scale with similar qualifications were found: Democratic Tendencies Scale and Teacher Candidate Democratic Tendency Scale. Statistical information related to correlation analysis made among three measuring scale are given below (Table 3). There is no significant correlation found social studies teacher candidate democratic perception scale total score and sub dimensions with parallel scales ($p>0,05$).

RESULTS AND DISCUSSION

One of the most important functions of education institutions is to raise generations embracing, protecting and improving democracy (Şimşek *et al.*, 2006). It was over told at every period that democracy education is pre-eminently provided at universities as being the highest level of these institutions, as

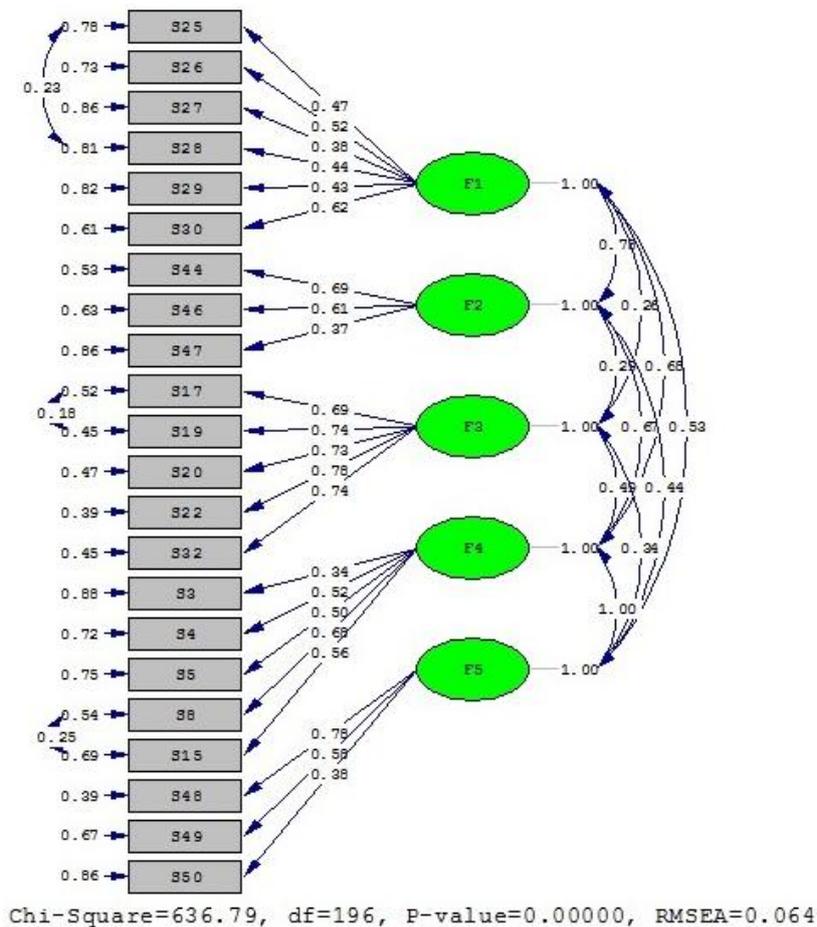


Figure 2. Democracy Education Scale Confirmatory Factor Analysis (CFA) Factor loads

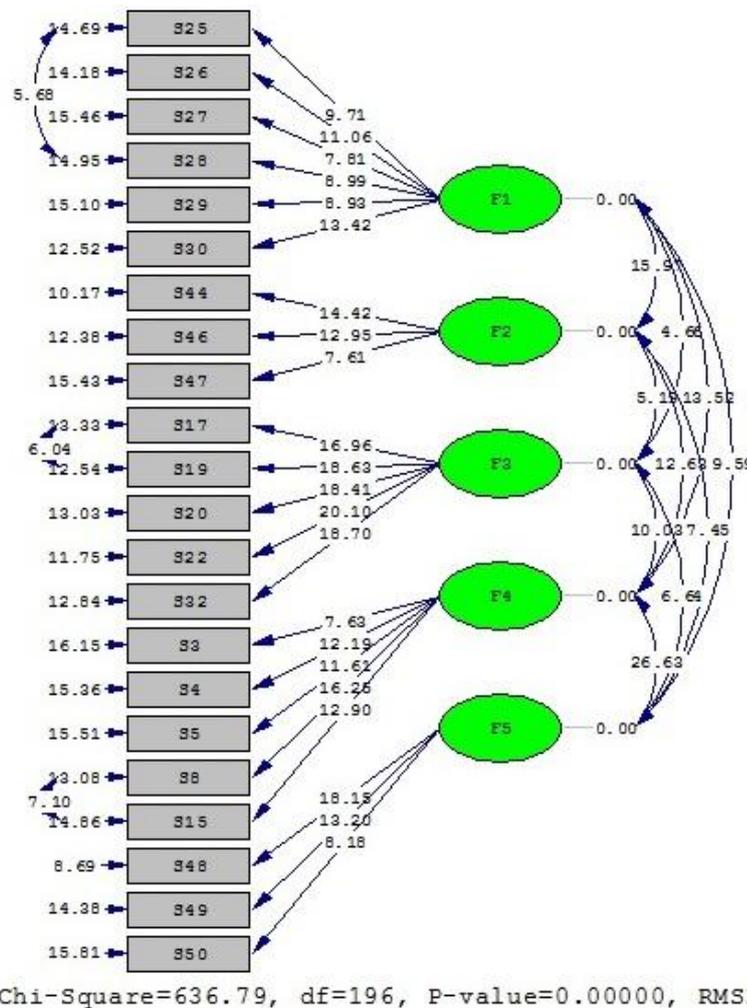


Figure 3. Democracy Education Factors Scale Confirmatory Factor Analysis (CFA) t tests

Table 3. Correlation Analysis (n=125)

	r	-0,029	0,046	0,045	0,047	-0,026	0,020
Total Democratic Tendencies Scale Score	p	0,750	0,608	0,619	0,606	0,776	0,829
Democratic Tendency	r	-0,125	-0,112	0,000	0,000	-0,187	-0,119
	p	0,163	0,215	0,998	0,999	0,037	0,186
Autocratic Tendency	r	0,069	0,161	0,062	0,064	0,127	0,130
	p	0,444	0,073	0,493	0,475	0,160	0,148
Teacher candidate democratic tendency scale total score	r	-0,084	-0,105	,063	0,060	-0,106	-0,048
	p	0,354	0,243	0,482	0,503	0,239	0,592
Democratic teacher	r	-0,109	-0,171	0,055	0,070	-0,130	-0,081
	p	0,226	0,056	0,543	0,439	0,148	0,367
Democracy for student	r	-0,025	-0,057	0,124	0,117	0,017	0,046
	p	0,786	0,528	0,169	0,193	0,853	0,609
Classroom Management	r	-0,132	-0,055	0,011	-0,118	-0,152	-0,128
	p	0,141	0,542	0,902	0,190	0,090	0,153
Freedom of Expression	r	-0,002	0,006	-0,024	0,029	-0,074	-0,013
	p	0,979	0,951	0,787	0,751	0,413	0,886

per the rule of “democracy is not learnt but lived” they should be the leading and model institutions for democracy beyond being the institutions in which democracy survives and being survived. To be able to comprehend the reasons why democracy cannot exist in a place without having scientific thought and also scientific thought cannot exist in a place without having democracy requires being enlightened on the characteristics of both principles. The freedom of university means the freedom of mind. Having a free mind refers to democracy. In the education systems without having scientific

freedom at universities, more clearly without having free mind, education is generally based on memorising. Learning by memorising does not depend of researching, questioning or discussing. Persons who raised in the education system based on memorising are open to conditioning. Individuals consisting of the society are open to all wrong guidance since they did not research the reasons of information presented to them. Again, these individuals cannot connect events and ideas, create cause-effect relation and do believe in dogmas. Creative thinking ability of respective individuals did not

develop since they are deprived of thinking freely and imagining (Arslan, 2005). The most effective cure against the understanding of memorising education as one of the most serious obstacles before individuals living democracy and preventing to research, question and discuss as leading basic requirements to be human is to discuss current issues freely. Discussing current issues freely is the heart of democratic process and therefore, citizenship education should emphasize and teach the competences required for working on debated issues and discussing. The essence of healthy democracy is open dialogue about social concern aspects. Therefore, the inseparable part of educating young citizens is to include discussing debated social, politic and economic policies.

In social studies classes, there are many reasons to support the usage of discussions on debated issues. Most widespread reasons are as follows; **(1)** to prepare students for their own roles as the citizens in pluralist democracy. The students should be prepared to struggle with many social problems. Main duty of democratic country citizen is to interview the nature of public welfare and how it is going to be happened. By this reason, social studies classes should function as a laboratory in which the students can gain experience about democratic processes. **(2)** to develop critical thinking skills, **(3)** to develop interpersonal skills.

However, there are a set of risks included in the nature of discussion culture. One of them for the teachers directing discussion and lecturers at the universities is to reveal the stand. The greatest risk of that the students refrain from presenting their own opinions by considering the danger to fail from the course and act in compliance with the opinions of teacher. On the contrary, the teacher proclaiming his/her stand while discussing a debated subject should be volunteer to present evidences consisting of foundation for his/her decision and show that the thoughts she/he believes are only ideas. Moreover, the teacher should also be volunteer to provide opportunity for students to struggle with him/her and reveal his/her stand since all opinions emphasized in discussing debated issues depend on the question and detailed examination. It is the right of any citizen in democratic societies to take a side about an issue; however teachers should be careful if they do not want to affect adversely their ability to analyse current issues by doing this.

Having risks does not reduce the importance of discussion culture in healthy democracies for democracy education. It is almost impossible to say that there is no risk in the environments which persons can express their opinions freely. What matters is the competence of lecturers to create healthy discussion environment. It is required to maintain discussion culture in higher education institutions in the widest sense. Nevertheless, it is rather hard and debated to defend the existence of discussion culture especially in higher education in Turkey. The reality to have graduate studies with the subject of democracy education mainly at graduate level and second grade of primary school may be considered as an evidence of this (Baysal, 2009). On the other hand, when analysing scales developed in Turkey related to democratic attitudes, it is seen that the scales developed are related to the general democratic attitudes of students or teachers (Bilgen, 1994; Büyükkaragöz, Kesici and Yılmaz, 1995; Gözütok, 1995; Büyükkaragöz and

Kesici, 1997a; Büyükkaragöz and Kesici, 1997b; Gömleksiz, 1988). Therefore, a deficiency was realized about a measuring instrument assessing the perceptions of especially university students towards democracy and democracy education on the basis of having discussion culture. It is hoped that Democratic Perception Scale consisting of five sub dimensions and 22 items which the validity and reliability was prepared and proven after necessary statistical transactions will be a practical instrument for the academicians especially for social studies teacher candidates who want to analyse and assess the point of views of all university students towards democracy. It is considered that sparing much time for democracy education provided by especially social studies instructors believing the requirement to increase the number of citizens embracing democratic life style and having functional democratic management with its all elements in Turkey as the sole country living democracy and the religion Islam together in the world will be useful. Therefore, it is suggested that the instructors remembering the warning of Platoon constantly about the societies which cannot receive good democracy education can be passed to autocracy easily as considering the democracy and education as two sisters should concern with democracy education more. And finally, this study is a small step for the sake of Turkey to be more democratic country.

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