

Perceptions of Teacher Candidates Regarding Democracy*

Article Type	Received Date	Accepted Date
Research	20.02.2019	3.05.2019

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Abstract

In this study it is aimed to investigate the perceptions of the teacher candidates regarding democracy. Within this research phenomenology pattern, which is one of the qualitative research patterns, was used. The study group of the research consists of 222 teacher candidates who attend Elementary Education, Mathematics Education, Science Education, Social Studies Education and Preschool Education, determined with criterion sampling method among junior and senior teacher candidates. The quantitative data was analysed with content analysis method. The metaphors regarding democracy were categorized “democracy as vital needs”, “democracy as material”, “democracy as nutritional source”, “democracy as the symbol of freedom”, “democracy as abstract thinking”, “democracy as balance”, and “democracy as negativity” considering the connection that the teacher candidates related with democracy. Teacher candidates, who participated in the research, from different departments explained democracy with metaphors regarding equality, respect, life source and freedom concepts. It is seen that the teacher candidates did not focus on especially cooperation and responsibility concepts. Also as a result of the research it is determined that more than half of the teacher candidates did not participate in a democratic activity in lessons at school all of their student- life.

Keywords: Democracy, metaphor, democracy perceptions.

* This article was presented at the 5th International Eurasian Educational Research Congress at Antalya, Turkey (EJER, 2-5 May 2018).

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Öğretmen Adaylarının Demokrasiye İlişkin Algıları *

Makale Türü	Başvuru Tarihi	Kabul Tarihi
Araştırma	20.02.2019	3.05.2019

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Öz

Bu araştırmanın amacı, öğretmen adaylarının demokrasiye ilişkin algılarının incelenmesidir. Bu çalışmada, öğretmen adaylarının demokrasiye ilişkin algılarının metaforlar yoluyla incelenmesine yönelik olarak nitel araştırma desenlerinden biri olan olgu bilim deseni kullanılmıştır. Ölçüt örnekleme yöntemi ile belirlenen örneklemi üçüncü ve dördüncü sınıfta öğrenim gören Sınıf, Matematik, Fen ve Teknoloji, Sosyal Bilgiler ve Okul Öncesi Öğretmenliği, öğretmen adaylarından 222 öğretmen adayı oluşturmaktadır. Elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. Demokrasiye yönelik metaforlar, “yaşamsal ihtiyaçlar olarak demokrasi”, “araç olarak demokrasi”, “besin kaynağı olarak demokrasi”, “özgürlük simgesi olarak demokrasi”, soyut düşünme olarak demokrasi”, “denge olarak demokrasi” ve “olumsuzluk olarak demokrasi” şeklinde öğretmen adaylarının demokrasi ile kurdukları bağlantı dikkate alınarak kategorilendirilmiştir. Araştırma sonucunda araştırma kapsamına alınan farklı bölümlerde öğrenim gören öğretmen adaylarının demokrasiye ilişkin metaforlarını eşitlik, güven, yaşam kaynağı ve özgürlük kavramlarıyla açıkladıkları belirlenmiştir. Öğretmen adaylarının özellikle işbirliği ve sorumluluk kavramlarına odaklanmadıkları belirlenmiştir. Ayrıca araştırma sonucunda öğretmen adaylarının yarısından fazlasının eğitimleri süresince demokratik bir etkinliğe katılmadıkları tespit edilmiştir.

Anahtar Sözcükler: Demokrasi, metafor, demokrasi algısı.

* Bu araştırma, 2-5 Mayıs 2018 tarihlerinde Antalya’da düzenlenen 5. Uluslararası Avrasya Eğitim Araştırmaları Kongresi’nde (EJER) sözlü bildiri olarak sunulmuştur.

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Introduction

Raising qualified individuals is the most important tasks and goals of the societies to benefit from the developing and changing world. Within these objectives, it is necessary to develop policies for reaching social, economic and technological goals. The quality of the education programs developed with these policies is the most important factor for raising qualified individuals. Within the process of raising qualified individuals the content of the education needs integration with a democratic education in which the individual can develop freely (Sağlam & Ural, 2011). The education, in which the principles and rules of democracy are converted into goals and acquired by the individuals through learning experiences, is defined as democratic education. Democratic education aims to raise interrogator, independent citizens who have analytical point of view and who developed the skills of stating their ideas freely and respecting others' views (Davis, 2003). Through teaching values, which increase the quality of life, such as teacher-student relations, appreciating personality, cooperation, tolerance and mutual respect, the most important institution that will strengthen the democracy in a society is school (Özdaş, Ekinçi & Bindak, 2014; Print, Ornstrom & Nielsen, 2002). In order to apply democracy in school effectively firstly it is important for teachers to consider democracy as a lifestyle. Democracy can only be achievable with democratic education practices and democratic administration. So, the management style of administrators in schools plays a crucial role (Alshurman, 2015).

Therefore, in order to make democracy a lifestyle, it must be acquired to the individuals beginning from young ages and the democratic education must be given at schools. Preschool and primary school curriculums not only contribute to the preparation of the children being a member of the democratic society but also help individuals perform democracy. Thus the children as members of a democratic society realize that their own interests correspond to the others' interests and their peace is concentric with other people's peace (Boyle-Baise, 2003) so they learn to balance between common interests and their own individual needs (Seefeldt, Castle & Falconer, 2015). In this respect the democracy education must be given beginning from the preschool by the teachers who not only know the basic principles, value and thinking ways of democracy but internalized them as a lifestyle. When the education programs are examined, democracy education is included in the courses such as life science, social studies, human rights and citizenship education (Güven, Çam & Sever, 2013). In addition, it can be indicated that democracy education is the main gain of the hidden curriculum. Yüksel (2002) stated that hidden curriculum plays a role in ideas, learning the knowledge, practices and determining qualifications of the students. Indeed, the observed program can reveal different results from the education program. Because hidden curriculum has unplanned and hidden values, affect teachers and children and also continues in school culture (McKernan, 2008).

The teacher's taking control within the classroom, dealing with the students individually and with their interactions among the students and also being role model within this process gives the students a strong message concerning the values of democracy (Seefeldt, Castle & Falconer, 2015). In addition it is very important to give these values in a school environment which has democracy culture and in which the basic qualifications of democracy are absorbed through life oriented applications in terms of settling a democracy consciousness in children (Hotaman, 2009). For this reason, the way the teachers perceive democracy in their own lives affect their being role models significantly. It is thought that the way the teachers perceive democracy within the process of their teaching education does not change when they become teachers. Within this context, it is important to understand the meaning that the teacher candidates assign to democracy and how much they encounter democratic activities all their lives. When the literature is examined it is seen that there are many researches that investigate attitudes and values of the teacher candidates regarding democracy and citizenship (Kartal, Öksüz, Öztürk & Demir, 2018; Osler, 2011). Considering the former researches there are few researches carried out with teacher candidates from preschool (Güder & Yıldırım, 2014) and social studies departments (Gömleksiz, Kan & Öner, 2012) regarding the metaphors concerning democracy. In addition to these studies the views of the teachers and teacher candidates in various branches regarding democratic perceptions were investigated through metaphors (İbret, Reçepoğlu, Karasu Avcı & Reçepoğlu, 2018; Nasırcı & Sadık, 2018; Sarı & Sadık, 2011). Within this study it is aimed to investigate the perceptions of the teacher candidates from the departments of Elementary Education, Science, Mathematics and Social Studies Education departments regarding democracy because it is thought that from preschool to

secondary education these lessons take a more important part in students' lives and an interdisciplinary relation is observed intensely within these subjects. It is thought that this study will emphasize the importance of democracy education in teacher training programs and emphasize the issue of democracy education and democratic activities in the programs. Osler and Starkey (2006), state that training teachers has an important role in the development of democratic citizenship. No matter the branch is, the teacher candidates, who have not considered democracy as a life-style, are not expected to create a democratic environment in their classrooms after becoming a teacher. Therefore it is important to determine the perceptions of the teacher candidates regarding democracy in order to train their students as individuals who adopted democracy as a life-style and become a role model who considered democracy as a life-style. In addition it is thought that the determination of the democracy perceptions that the teacher candidates developed within the education steps depend on what kind of experiences, is important in terms of developing democracy education. Every research to be carried out regarding developing the democracy understanding of the teacher candidates and providing the teacher candidates adopt democracy as a life-style will contribute to the development and application of the teacher training programs.

Method

Research Design

This research was patterned with phenomenological approach, which is one of the qualitative research methods. Phenomenology is used for releasing the perceptions and tendencies that we are aware of but do not possess a deep and detailed understanding (Yıldırım and Şimşek, 2008). Accordingly, the phenomenon focused on within the process of the research was determined as how the teacher candidates, who attended Education Faculty, conceptualized their ideas regarding democracy with the help of the metaphors. Metaphors are the studies that explain the perceptions and the emotions of the people regarding their experiences that they recognize but cannot explain exactly (Miles & Huberman, 1994; Patton, 1990).

Research Sample

The study group of the research consists of 222 teacher candidates determined with criterion sampling method among third and fourth grade teacher candidates who attend Elementary Education (N=42), Mathematics Education (N=45), Science Education (N=43), Social Studies Education (N=49) and Preschool Education (N=43). Criterion sampling is used to study all cases of predetermined criterion (Patton, 1990). Criterion sampling includes studying the situations that correspond the criterion determined (Yıldırım & Şimşek, 2008). Within this research the fact that the teacher candidates' received the whole teaching education lessons will affect their views on the education of democracy was determined as a criterion.

Research Instruments and Procedures

Within the research in order to determine the views of teacher candidates regarding democracy phenomenon an interview form, which consisted of open ended questions, was prepared. Three experts were consulted whether the questions within the interview form were comprehensible or not and whether the open ended questions were appropriate for the purpose. After taking the views of the experts the questionnaire form was applied to two teacher candidates who were out of the sample. As a result of the application the answers given to the questionnaire were as expected.

Within the survey questions regarding the determination of the departments of the teacher candidates, the factors that affect their views regarding democracy, their state of whether they participated in a democratic activity and if they did at which stage of the education and what kind of activities they were in, were asked. Also the question "Democracy is like, because" is asked to teacher candidates.

Data Analysis

The quantitative data was analysed with content analysis method. Within the content analysis the main purpose is to reach the relations and concepts that can explain the data obtained. In addition, content analysis is used in order to determine the existence of the concepts, themes and words and it is

also used in order to turn them into numeric data (Seggie & Bayyurt, 2015). The analysis of the data was carried out in four steps.

Encoding data.

Within the first step the metaphors that the teacher candidates stated regarding democracy were determined. Each participant were coded as Elementary Education (ELE), Mathematics Education (MAT), Science Education (SCI), Social Studies Education (SOC) and Preschool Education (PRE) according to their department. The responds given to the question “Democracy is like, because” are presented with the explanations within the metaphor and the text. After that the meaningful parts among the data were coded by conceptualizing and the concept that could be stated best was determined in that part.

Creating the categories.

Within this step the concepts obtained within the content analysis were classified with each other under a certain category. The metaphor perceptions that the teacher candidates produced were investigated in terms of the common features they had regarding the democracy phenomenon.

The regulation of the data according to codes and categories.

Within this step the data obtained were regulated according to the codes and the categories. The researchers performed the data regulation process after the detailed encoding and categorising carried out subsequently. The metaphors the teacher candidates gave regarding democracy were given in themes assembling them after encoding separately by two researchers considering the content and the meaning of the responds given.

Validity and reliability.

Within this study the validity was determined based on the criterions determined by Miles and Huberman (1994). According to this, in order to provide internal validity the perceptions of the teacher candidates regarding democracy were firstly presented with direct quotations and interpreted after that. Within the scope of the reliability study the metaphor that teacher candidates stated was analysed two different researchers separately and it was evaluated with Miles and Huberman’s (1994) Reliability=Consensus/Consensus + Dissensus Formula and it was determined as .90. As a result of the analysis carried out 222 teacher candidates’ metaphors were accepted since 10 data among 232 did not write a related reason. Some of the metaphors determined were stated by one teacher candidate, some of them were stated by more than one teacher candidates and those that stated by more than one teacher candidates, took place in the same category. In this context a total of 87 metaphors were determined. The metaphors determined were given in a separate table through frequency method and considering the relation between subject and resource 7 categories were obtained. Giving codes to the teacher candidates, direct quotations were taken and they were commented.

Findings

Within this part according to the departments, regarding democracy, information is given about which education step the teacher candidates encountered democratic activities, what kind of activities they performed, from whom and from what they were affected by regarding democracy and the metaphors they produced regarding the democracy perception.

When Table 1 is examined, whereas 429% (f=93) of the teacher candidates stated that they never attended a democratic activity in all of their student life; 46 % (f=102) of them stated that they participated in democratic activities in every stage of their student life. It is seen that the ratio of teacher candidates who participate any activity towards democracy is high.

Table 1

The Frequency and Percentage Table Regarding the Teaching Levels Carried Out Regarding Democracy

Teaching Level	Elementary Education		Social Studies Education		Mathematics Education		Science Education		Preschool Education		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
None	9	21	22	45	19	42	25	58	18	42	93	42
Primary School	1	2	1	2	1	2	1	2	2	5	6	3
Secondary School	0	0	3	6	1	2	1	2	2	5	7	3
High school	1	2	3	6	0	0	1	2	5	12	10	5
University	0	0	1	2	1	2	2	5	0	0	4	2
All	31	74	19	39	23	51	13	30	16	37	102	46
Total	42	19	49	22	45	20	43	19	43	19	222	100

The opinions of the teacher candidates who stated that they performed democratic activities at any time during their education are given in Table 2.

Table 2

The Activities Regarding Democracy

The Activities	Elementary Education		Social Studies Education		Mathematics Education		Science Education		Preschool Education	
	f	%	f	%	f	%	f	%	f	%
President and representative elections	34	79	13	62	40	83	33	89	25	74
Determining rules	5	12	1	5	4	8	2	5.4	1	3
Issues about the teaching of the lessons	1	2	2	10	3	6	-	-	4	12
Going to the blackboard to solve questions.	-	-	-	-	1	2	-	-	-	-
Telling opinion freely	1	2	1	5	-	-	1	3	2	6
Deciding who will sit in which desk	1	2	-	-	-	-	1	3	-	-
Going to the Theatre, show	1	2	3	14	-	-	-	-	1	4
School club studies	-	-	1	4.8	-	-	-	-	1	4
Total	43	100	21	100	48	100	37	100	34	100

When Table 2 is examined it is seen that when the teacher candidates, who stated that they performed democratic activities during the lessons at school, were asked the question what their activities were, teacher candidates from Elementary Education at the rate of 79%; the teacher candidates from Social Studies at the rate of 62%; the teacher candidates from Mathematics Education at the rate of 83.3%; the teacher candidates from Science Education at the rate of 89.2%; and the teacher candidates from Preschool Education at the rate of 74% stated that, class prefect and representative elections were performed.

Table 3*The Factors That Affect the Views Regarding Democracy*

Factors	Elementary Education		Social Studies Education		Mathematics Education		Science Education		Preschool Education	
	f	%	f	%	f	%	f	%	f	%
Family	41	25	33	24	44	23	39	23	39	23
Teacher	32	20	33	24	39	21	30	18	38	22
Television news programs	23	14	16	12	23	12	23	14	19	11
Friends	23	14	20	15	19	10	21	13	21	12
Newspapers	16	10	9	7	11	6	11	7	9	5
Head of School	13	8	6	4	17	9	11	7	8	5
Activities out of class	7	4	8	6	9	5	7	4	10	6
In-class activities at school	6	3	8	6	16	8	11	7	16	9
Relatives	3	2	4	29	10	5	9	5	8	5
Television series	1	1	-	-	5	2	6	4	3	2
Books	-	-	1	1	-	-	-	-	-	-
Total	165	100	138	100	193	100	168	100	171	100

When the answers given by the teacher candidates to the question regarding the factors that affect the views about democracy is examined; it was determined that 25% (f=41) of the Elementary Education teacher candidates; 24% (f=33) of the Social Studies Education teacher candidates; 23% (f=44) of the Mathematics Education teacher candidates; 23% (f=39) of the Science Education teacher candidates; and 22% (f=39) of the Preschool Education teacher candidates stated that they affected from the family.

Table 4*The Metaphors the Teacher Candidates Developed Regarding the Concept of Democracy According to Their Departments*

Departments	Metaphor	f	Metaphor Number
Elementary Education	Freedom (10), Life (6), Tree (4), Bird (4), Family (2), Equality (2), Bread (2), Breath (2), Scales (1), Child (1), Mother (1), My father (1), Flag (1), Flower (1), Sea (1), Sun (1), People' Court (1), Music (1), River bed (1), Election (1) Class (1), Turkey (1), Meal (1), Impossible (1)	48	24
Social Studies Education	Human (3), Respect (3), Freedom (2), Air (2), Life (2), Water (2), Selective course (2), Tree (2), Bird (2), Child (2), Justice (1), Scales (1), Fundamental Need (1), Equality (1), Bread (1), Pain Killer (1), Plant (1), Line (1), Lighthouse (1), Youth (1), Two halves of an apple (1), Rainbow (1), Trust (1), Dream (1), Heart (1), Capitalism (1), Cabbage (1), Lemon (1), Oxygen (1), Game (1), A strong mast (1), Flowerpot (1), Socialism (1), Poem (1), Pickle (1), Meal (1), Impossible (1)	49	37
Mathematics Education	Freedom (2), Tolerance (1), Justice (3), Water (6), Tree (4), Seed (3), Scales (2), Pencil (2), Equality (2), Bird (1), Forest (1), Bread (1), Domino stone (1), Dress (1), Eye glasses (1), Sun (1), Dough (1), Jenga (1), Ladder (1), Forest (1), Game (1), Trust (1), Cake (1), Love (1), Saw (1), Meal (1), Impossible (1)	43	27
Science Education	Life (5), Freedom (3), Justice (2), Water (2), Scales (2), Music (2), Equality (2), Bread (2), Respect (2), Tree (1), Bird (1), Child (1), Be hungry (1), Sea (1), Nature (1), A Book Worth Reading (1), Communication (1), A mixed cake (1) Locked Chain (1), Blue colour (1), Hair and nail (1), Health (1), Class (1), Turkish coffee (1), Rain (1), Impossible (1)	39	26
Preschool Education	Freedom (8), Fundamental need (4), Scales (4), Fundamental right (2), Equality (2), Life (2), Justice (1), Tolerance (1), Tree (1), Bird (1), Respect (1), Child (1), Fundamental law (1), Peace (1), Become one (1), Cam (1), Living (1), Flower (1), Chocolate (1), Heart (1), Breath (1), Oxygen (1), Dangerous (1)	39	23

When Table 4 is examined it is seen that Elementary Education teacher candidates created 24 (f=48), Social Studies Education teacher candidates created 37 (f=49), Mathematics Education teacher candidates created 27 (f=43), Science Education teacher candidates 26 (f=39), and Preschool Education teacher candidates created 23 (f=39) metaphors. It was determined that most of the metaphors were created by the Social Studies teacher candidates and the least of the metaphors were created by Preschool Education teacher candidates.

Table 5

The Categories Created by the Metaphors Developed by the Teacher Candidates Regarding Democracy Concept

Categories	Metaphor	f	Metaphor Number
Democracy as Vital Needs	Oxygen (2), Fundamental human need (5), Heart (1), Sun (1), Water (10), Meal (3), Communication (1), Life (15), Health (1), Family (2), Be hungry (1), Breath (3), Air (2), Heart (2)	49	14
Democracy as Material	Pencil (2), A Book Worth Reading (1), Glass (1), Jenga (1), Eyeglasses (1), Dress (1), Ladder (1), Saw (1), Strong mast (1), Locked chain (1), Flowerpot (1)	12	11
Democracy as Nutritional Source	Dough (1), Pickle (1), Chocolate (1), Bread (6), A mixed cake (1), Turkish coffee (1), Cake (1), Cabbage (1), Lemon (1), Seed (3),	17	10
Democracy as the Symbol of Freedom	Tree (12), Human Right (2), Forest (1), Bird (9), Freedom (25), Rainbow (1), Sea (2), Nature (1), Rain (1), Child (5), Blue colour (1), Sun (2), Flag (1), Peace (1), Turkey (1), Line (1), Lighthouse (1)	67	17
Democracy as Abstract Thinking	Dream (2), Game (2), Class (2), Hair and nail (1), Music (3), Living (1), River bed (1), Youth (1), Selective course? (2), Pain killer? (1), Human (3), Plant (1), Poem (1), Become one (1), Self-confidence (1), Respect (6), Love (1), Tolerance (2), Flower (2), My father (1), Trust (2), Happiness (1),	38	22
Democracy as Balance	Justice (7), Scales (10), Equality (9), Domino stone (1), Socialism (1), Capitalism (1), People's court (1), Fundamental law (1), Election (1), Two halves of an apple (1), Mother (1)	34	11
Democracy as Negativity	Dangerous (1), Impossible (4)	5	2

As it is seen in Table 5, the metaphors regarding democracy were categorized “democracy as vital needs”, “democracy as material”, “democracy as nutritional source”, “democracy as the symbol of freedom”, “democracy as abstract thinking”, “democracy as balance”, and “democracy as negativity” considering the connection that the teacher candidates related with democracy.

In the category of democracy as vital needs category teacher candidates defined democracy as a need in every period of life, when it is absent there will be problems or inadequacies, the life will be restraint and it is a source of happiness. The views of the teacher candidates are like;

Democracy is like breathing, because when we don't breathe, our life ends. In a place where there is not democracy, people lose their personality, they become slaves. There is no difference between a dead and a person who lost his or her personality (ELE 161).

In the category of democracy as material teacher candidates defined democracy as it has a fragile structure, for it to keep standing association, moving together and developing are important. The views of the teacher candidates are like;

Democracy is like Jenga game. Because balance is very important and the stronger the base is the longer it stands (MAT 145).

In the category of democracy as a nutritional source, democracy was defined as majority, equality, happiness, realizing its importance and taste in time. The views of the teacher candidates are like;

Democracy is like Turkish coffee. Because most people like it but it is difficult to do and everyone cannot make it (SCI 69).

The category of democracy as the symbol of freedom, teacher candidates define and perceive democracy as respect, tolerance, a guide and eternity.

Democracy is like a lighthouse. Because no matter how guiding it is, most of the time you cannot get close to it (SOC 226).

The category of democracy as abstract thinking teacher candidates defined democracy equality, respect, differences, as including rules and as being continuous. The views of the teacher candidates are like;

Democracy is like flower. Because every flower is special. Their needs, smells and types are different. However, when they all come together it becomes a visual feast (PRE 5).

The category of democracy as balance democracy was defined as equality, being just, giving opportunity to everyone to express their views. The views of the teacher candidates are like;

Democracy is like a mother. Because she is always equal towards her children. She does not love one of them more or less than any other (ELE 204).

The category of democracy as negativity teacher candidates explained democracy as a concept which is difficult to access. The views of the teacher candidates are like;

Democracy is like danger. Because in a country in which the people are ignorant, democracy is kingdom that comes with election (PRE 1).

Discussion, Conclusion and Recommendations

Democracy is a management, at the same time as a way of life and it is occurred multidimensional in the state structure, social life and human relations. The fact that democracy is a way of life depends on individuals adopting the principles and values of democracy, knowing what it means to live in a democratic society, and understanding their responsibilities. In this research the perception of teacher candidates regarding democracy was investigated. It was attempted to determine the factors that affect the views of teacher candidates regarding democracy, their state of participating in a democratic activity and if they did at which stage of their training and what kind of democratic activity, they participated in. As a result of the research it is determined that more than half of the teacher candidates did not participate in a democratic activity in lessons at school all of their student- life, almost half of them participated in democratic activities in every stage of their student life. Teacher candidates stated that they participated in democratic activities mostly during their high school education and at least during their university education. Similarly, Sarı and Sadık (2011) determined that teacher candidates participate in democratic activities at university stage at least and these activities were generally information transfer regarding democracy. Based on these findings it can be said that at university stage there are not activities in which teacher candidates participate actively. In their study Demoulin and Kolstad (2000) determined that the teacher candidates' democratic attitude increase as long as their class grade increases. Whereas the fundamental condition of democracy to become a lifestyle in a society is the application of democracy at schools (Mathé, 2016; Print, Ornstrom & Nielsen, 2002). In the study of Fives and Buehl (2008), it is stated that especially the experiences that the teachers acquired are important considering their vocational development and applications. Therefore it is thought that experiencing the applications by the teacher candidates regarding democracy throughout their teacher training process will contribute to them performing these applications when they start their career.

To the question what the activities were, the teacher candidates, who state that they made activities regarding democracy in lessons at school, answered that they generally elect president and representative. In some researches, it was determined that teacher candidates were mostly affected by family environment, teachers and relationships, news on media organs and group of friends (Dadvand,

2015; Thornberg & Elvstrand, 2012). Based on this result it can be said that in the lessons the activities to acquire democratic information, skill and values are not planned.

In conclusion the teacher candidates, who participated in the research, from different departments explained democracy with metaphors regarding equality, respect, life source and freedom concepts. Accordingly the teacher candidates discussed democracy as a lifestyle that must be in the continuity of life and within the frame of human rights in which humane features are included such as respect, love and tolerance. Some researches carried out with teacher candidates from different branches determined that democracy was related to themes like equality and freedom (İbret et al. 2018; Sarı & Sadık, 2011). On the other hand Güder and Yıldırım (2014) concluded that the teacher candidates from preschool education department firstly perceived democracy as a regime. In this research it is seen that teacher candidates relate democracy to concepts such as freedom, equality, being just, trust, love, tolerance, election and differences. However it is seen that the teacher candidates did not focus on especially cooperation and responsibility concepts. It is known that these two concepts are inseparable pieces from the definition of democracy (Özdaş, Ekinçi & Bindak, 2014). Considering the results of this research, it can be asserted that the teacher candidates would not include the responsibility and cooperation factors of democracy concept within their in class activities at the beginning of their career. Democracy can be internalised in democratic environments and through democracy education. Fischman and Haas (2012) state that for training the world citizen going beyond the traditional democratic education, the acquisition of the democratic livings in which experiences are prioritized is more important. It is also seen that the effect of the teachers is remarkable within the acquisition of democracy perception and the democratic experiences in every education step as an indispensable part of the life. The fact that the teacher candidates' did not encounter democratic activities adequately in all education steps indicate that this education was not given at the intended level. In a period that we have entered the twenty first century it is thought that democracy education must be given at schools in a qualified way in order to make the students individuals who can think analytically, feel empathy and discuss with due regard.

Teacher candidates reported that they did not have too much activities about democracy during their education. However, when the metaphors for democracy were examined; teacher candidates relate democracy to concepts such as freedom, equality, being just, trust, love, tolerance, tolerance and differences. This finding can be interpreted that even though the teacher candidates didn't take part the concept of democracy sufficiently in their lessons, they have knowledge about the concept of democracy in the hidden curriculum. The hidden curriculum is a program of real life experiences and certain social norms, unlike what is read in the textbook or discussed in class (Sarı & Sadık, 2011). In the light of all these results it can be said that in Education Faculties activities must be included in the programs regarding the development of information, skill and understanding of the teacher candidates regarding democracy. For this purpose, it can be advised that the activities that provide participation opportunities for the teacher candidates such as student councils, elections and clubs must be performed in a way that will support the information given. Also the activities regarding democracy can be evaluated in a longitudinal way in different teaching stages of the teacher candidates. Thus as long as the teaching stage proceeds the change in the information, skill and understanding of the teacher candidates regarding democracy can be determined. In order to develop teachers candidates' different perspectives on democracy, theoretical and applied democracy education courses can be given in teacher education programs. Studies can be done to determine teachers' perceptions about democracy. Also through in-service training, teachers can be encouraged to include democracy practices in their classrooms.

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