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Patriotism as Perceived by Social Studies Teachers: An Outlook on the Individual, Society and Education*

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Abstract

Patriotism is a citizenship value involved in the affective objectives of social studies education. The present study aimed to investigate the social studies teachers' perceptions of patriotism. A total of 14 social studies teachers selected as per maximum variation method participated in the study, which was designed as a phenomenological research. The research data were collected using a semi-structured interview form. The data were analysed using content analysis method with the help of NVivo software program. The results of the research suggested that participating social studies teachers explain patriotism with concepts of love, commitment and responsibility, and perceived themselves closer to blind patriotism. It was recommended that teachers should become more aware of active and democratic citizenship, get training to become constructive citizens, and improve their practices in this direction.

Keywords: *Patriotism, Active citizen, Citizenship education, Social studies education.*

Introduction

Citizens who have gained the value of patriotism, i.e. patriots, are important for any society. This is mainly because patriotism features the feelings of belonging, love, pride, and caring for a country (Bar-Tal 1997) as a political concept, which implies loyalty to the country without emphasizing any ethical attributes (Caballero, 1999). Thus, while patriotism defines individuals' loyalty to their countries in the form of socio-psychological behaviour, it also constitutes a political referent for it at the same time.

The political and social reflections of patriotism bring about either a positive or negative tendency based on the approach to the citizenship education. Depending on its positive and negative nature, patriotism has been attributed different meanings (Bar-Tal, 1997, 1993; Schatz, Staub, and Lavine, 1999). Patriotism is classified negatively due to its blind, military, authoritarian, and obedient aspects, as well as positively due

to its democratic, constructive, critical, citizen, civilian, and disobedient aspects (Bar-Tal 1997; Nathanson, 1989; Schatz et al., 1999; Westheimer, 2006). Blind patriotism is associated with authoritarianism (Blank, 2003) and nationalism (Barnes, 2010; Nathanson, 1989). In the types of constructive patriotism it is believed that loyalty to the country is developed with a critical approach (Bar-Tal 1997; Schatz et al., 1999). The critical loyalty in constructive patriotism aims to improve and transform national policies. In this respect, it is categorized positively as a citizenship value citizenship value. Blind and constructive patriotism involves loyalty to and pride for one's country. However, blind patriotism is characterized with acquiescing the national policies even if they are against the human rights and detrimental to others. While blind patriotism ignores subgroups in the society, constructive patriotism considers all citizens. In this regard, blind patriotism is evaluated as nationalism, while constructive patriotism is regarded as a democratic citizenship value

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(Schatz et al., 1999). For blind patriotism, criticism, questioning, protests are considered as cultural pollution and detrimental to the country. Blind patriotism is a tendency to control inside with the fear of external enemies (Barnes, 2010). Constructive patriotism does not idealize the nation, on the contrary it criticizes the national policies, and supports them as long as they comply with the national goals and democratic values. Interpreting the nation's history from different aspects is a feature of constructive patriotism. This feature of it can be perceived as treachery by blind patriotism (Bar-Tal, 1993; 1997; Blank, Schimit & Westle, 1999; Schatz et al., 1999)

Although patriotism is not an innate value, it is learned in time within social contexts (Bar-Tal, 1993). Therefore, individuals' feeling of patriotism is generally affected by the social habits, policies, religion, and education in that country (Jordan, 1904). There are several factors used to define the types of patriotism. While some of them are very decisive for some countries, some are less decisive and important. The effect of political tendencies on the understanding of patriotism (Kosterman and Feshbach, 1989), attitudes towards minorities and foreigners (Blank & Schmidt, 2003), the atmosphere in times of wars or depressions (Kosterman & Feshbach, 1989) all affect the development types of patriotism. A democratic patriotism education requires patriotism to be involved in citizenship education. Within citizenship education, the characteristics of active, critical and participative citizenship coincides with the characteristics of constructive patriotism. It is apparent that some previous researches handle patriotism education and citizenship education together (Bakioğlu & Kurt, 2009; Ersoy & Öztürk, 2015; Parmenter, 1999; Westheimer, 2006; Yazıcı & Yazıcı 2010). It is more significant to teach patriotism as loyalty to one's country and its humanitarian ideals in a democratic rather than a strict manner. Loving a country does not mean acquiescing the mistakes of that country. On the contrary, criticising these mistakes constructively would help improving and transforming the country (Ravitch, 2006). An effective citizenship is functional only if it is combined with a constructive patriotism. Raijman et al. (2008) argue that political tendencies in

the education systems of most countries are affected by nationalistic values rather than constructive patriotism.

Families, schools and the environment play an important role for the individuals to be grown as patriots. The value of patriotism is given to the students both directly and indirectly by many activities in the educational programs and nonscheduled programs carried out in schools. Patriotism which is in many courses like social sciences, Turkish, and the courses related to citizenship and democracy education should be given to the students. Patriotism is given to the students by these courses directly as well as by the activities carried out in the national festivals indirectly.

Social studies education has an important role in providing students with the awareness of citizenship and patriotism. Citizenship skills and values constitute the basis of social studies course, which aims to raise individuals who are able to make informed and rational decisions as the citizens of a democratic society with cultural differences in an interdependent global world (NCSS, 1992). In democratic societies, social studies education is based on active citizenship education. For active citizenship it is important to have a global perspective, to take responsibility, to accept diversities, to think critically, not to use violence in conflict resolution, to adapt and protect the environment, to defend human rights, and to participate into the politics (Hicks, 2001). In order to raise active citizens, critical thinking and creativity skills of children should developed from the early ages. To this end, it should be ensured that children generate ideas about issues affecting the environment, society and themselves, share these ideas verbally or in written formats, look for alternative solutions, and make research on these issues (Ersoy, 2007). Children should take part in extracurricular activities that will enable them develop global awareness and perceive the social, economic and environmental issues as a whole, and discuss their effects on the world (Hicks, 2001). Moreover, participating into democratic organizations, school-based cooperative activities, social-responsibility projects (Kahne & Middaugh, 2008; Kahne, Chi & Middaugh, 2006 Patrick, 1999) and discussing controversial social and political

issues during the class (Hess, 2002; Collins, 2015) might be effective ways of enhancing participative citizenship skills among children. These activities are supposed to enhance constructive patriotism skills among children.

The competencies students acquired during citizenship education are affected by their teachers' knowledge, beliefs, attitudes and behaviours, and perceptions about citizenship. Ersoy (2014) found that teachers' passive and duty-based citizenship perceptions pose a challenge in active citizenship education. International studies also revealed that both preservice and in-service teachers have not developed active citizenship perceptions at favourable levels (Anderson et al., 1997; Barchuk & Harkins, 2010; Castro, 2013; Gallavan, 2008; Martin, 2008, 2010; O'Brien & Smith, 2011; Patterson, Doppen & Misco, 2012; Westheimer & Kahne, 2004). Teachers who have rather passive and duty-based citizenship perceptions make it difficult to conduct active citizenship education practices and thus a constructive patriotism education. Therefore, it is important to know about the teachers' perceptions, beliefs, values and attitudes about patriotism. In this study, the perceptions of social studies teachers about patriotism were investigated. Although there are previous research in the relevant literature about the teachers' perceptions on patriotism and its education (Hand & Pearce, 2011; Waghid, 2009), limited number of studies were found in Turkey. In their study which involved teachers from different subject fields Bakioğlu and Kurt (2009) found that teachers had a passive citizenship perceptions avoiding from political participation. Yazıcı and Yazıcı (2010), on the other hand, found that social studies teachers have rather constructive patriotism attitudes, and social studies teachers with relatively higher constructive patriotism attitudes are more likely to use democratic teaching methods like class discussions. This study attempted to analyse in depth the social studies teachers' perceptions on patriotism. It is believed that the findings of this study can contribute to the improvement of citizenship and patriotism education in social studies course, as well as the improvement of social studies teacher training programs.

Method

Research design

This study, which aimed to investigate the perceptions of social studies teachers about patriotism, was designed as a phenomenological research (Cresswell, 2007). Patriotism is directly associated with social studies lesson as it is involved in the social studies curriculum, as well as because it is one of the major citizenship values. Considering that developing favourable perceptions about patriotism among students is a key objective of patriotism education, teachers' perceptions about patriotism in the first hand and the concepts they attribute to that phenomenon becomes an important issue. Therefore, a phenomenological design was preferred. Phenomenological research typically investigates the reflections, meanings, or briefly the implications of a certain concept in individuals (Cresswell, 2007).

Participants

Patriotism is a value that people experience, pursue, and make sense through observation in their daily lives. Therefore, it is affected from the daily life. In the present study, the participants were selected using maximum variety sampling method (Patton, 2002). In phenomenological researches, researchers use maximum diversity sampling in order to understand how individuals with a variety of different features make sense of the phenomenon. A total of 14 social studies teachers participated into this study, who were different in terms of gender, department of graduation, level of education (undergraduate, master of art or PhD), professional seniority, place of birth, age, socio-economic level and type of the school they work. Out of them 5 were male and 9 were female, with ages ranging between 26 and 53. The most experiences teacher had professional seniority of 26 years, while the least experienced one had been working for 2 years as a teacher. While 12 teachers worked at state schools, only 2 worked at private schools. As for the department they graduation, 7 had undergraduate degree in social studies education, while 6 teachers graduated from history department and 1 graduated from geography. Basic criteria

while selecting the participants was how ideas with regard to patriotism were diversified and how differences were intersected in certain concepts. Maximum diversification sampling method enables a spectrum of ideas on certain topics. Patton (2002) stresses that although different ideas seem to be restrictive in terms of integrity, actually finding the common points out from a variety of ideas strengthens the findings of the research.

Data collection and analysis

The research data were collected using semi-structured interview technique. Semi-structured interviews, unlike the structured ones, provides the interviewees with some flexibility while structuring their ideas about the issue under question. Semi-structured interview form was developed after having expert opinions and a pilot application. During the interviews participating social studies teachers were asked questions about the meaning of patriotism, characteristics of a patriotic person, their viewpoints to patriotism in their daily lives, how other people in the society regard patriotism, and social studies lesson with regard to patriotism. The interviews lasted about 30-40 minutes on average. The interviews were recorded using a voice recorder. Next, records were transcribed verbatim and exposed to content analysis inductively using NVivo qualitative data analysis software program. Data were coded line by line, which revealed 23 sub-themes and three main themes. In order to increase the credibility of the analysis (Glesne, 2015), one fifth of the data were coded by two researchers independently and compared for agreement. While presenting the findings statements from the participants were quoted directly using the nicknames assigned for them for ethical reasons.

Findings

The findings of the research were collected under three main themes: meaning of patriotism, patriotism in the society, and patriotism in education. Social studies teachers explained patriotism within the context of lesson, students, individuals and society. In other words, while defining the concept of patriotism teachers referred to the social studies lesson, students, patriotic and not patriotic individuals, and codes of conduct

compatible and incompatible with patriotism. Teachers stressed that everybody should develop awareness regarding individual and social codes of conduct, which is more careful, attentive, and considering and enhancing the social consciousness. Table 1 presents the teachers' patriotism perception in this study.

The meaning of patriotism

In order to understand in a holistic way the teachers' perceptions of patriotism, participants were asked what the term patriot remind them, what humanitarian properties are equivalent to patriotism, and how patriotism can be enhanced in people. The analysis revealed that for teachers patriotism means the same as love for the country. On the other hand, teachers also explained love for the country with the concepts of loyalty and sense of responsibility.

Loyalty

Some teachers explained patriotism as being loyal to the country. These teachers interpreted such a loyalty from three aspects: awareness about one's culture, awareness about one's history, and independence and territorial integrity. Some teachers believed that first of all national and historical awareness should be developed in order to enhance the value of patriotism and patriotic behaviours among individuals.

Some teachers also used the term national awareness to imply national unity and solidarity in joy and sorrow without making any racial or ethnical stresses. They generally mentioned about "sharing a common culture". For example, social studies teacher said that "We share joy and sorrow altogether, I mean they tie people together and make love stronger." Likewise, Seda said, "We can feel sorry altogether, we are sensitive... I like this. I mean since I can notice the difference between America and Turkey, I can make such a judgement. We can easily share someone's sorrow, and help him/her, never saying 'it's every man for himself'". Also teacher Nesrin emphasized sharing a common culture and history saying "Language ties people together, sharing a common culture or history tie people together... these are the keystones and values that make us a nation".

Table 1. Teachers' Patriotism Perception

Themes	Teachers' perspectives
Patriotism	Love of country Loyalty Cultural unity Historical awareness Independence Territorial integrity Sense of responsibility Being honest Servicing to the country and society
Patriotism in the society	Patriotic people Doing the best in his work Having the awareness of 'we' Being honest Fulfilling the responsibilities of being a citizen Acting according to moral principles Not being selfish Considering the good of humanity Patriotic society Individualization and personal interest Prejudice and marginalization Making patriotism as a slogan Decreasing national awareness
Patriotism in the education	Social studies and patriotism Lessons and patriotism Social studies course is important It should not be limited with social studies course Content of patriotism education Critical thinking Scientific thinking Respect and tolerance Methods of patriotism education Field and study trip Book reading Works of service to the society Patriotism and students Weakness of national awareness The role of family

Some teachers emphasized that sense of history enhances patriotism. They believe that having a long common history is something that make people proud of and increase the solidarity. Historical events and conditions have a special meaning for them. Teacher Kerim refers this point saying "I love my history.

It dates back more than a thousand years and I think it seems to continue." Likewise teacher Sedef emphasized the importance of history saying "Patriotism reminds me of the Turkish war of independence, all those endeavour, efforts, martyrs, women... All for the sake of independence. I remember

them... it is important to appreciate them." Teachers perceived the values of Republic and Atatürk as a founder component rather than a dimension of history awareness. Some teachers stated that values of Republic and Atatürk are the leading factors bonding the individuals to the society, and what Atatürk did in the past for the country are a source of pride for them. They emphasized the importance of values of patriotism, Atatürk and Republic in their love for Turkey and in their daily affairs. For example, teacher Mihri stated that "... the presence of intellectual people in my country who believe in science, obey the laws, and can be distinguished with their clothes and thoughts is one of the rare things that I can be proud of. Democracy is the enlightenment established by Atatürk". Likewise teacher Çağla said that "Mustafa Kemal is the greatest pride of us and the teachers from Village Institutes. I am granddaughter of one of those teachers. She was the mother of my grandma, and she has just passed away [...] I feel proud of the early graduates of Republic."

Unlike the other teachers, some stated that there is no need for a reason for patriotism. These teachers believed that loving and being loyal to the country does not need to be explained with any awareness or historical events, but even having been born in this country, unity of the family, being happy in this culture alone increases the loyalty of the country. In addition to the feeling of happiness, independence was another feeling mentioned distinctly. Teachers Oktay and Elif indicated that living in a country independently is important for patriotism. These teachers defined patriotism as protecting the territorial integrity of a country. Teacher Oktay expressed this saying "In my opinion it [patriotism] is one's protection of his/her homeland, being able to live there independently." Likewise teacher Elif said that "It [patriotism] implies being up to their values, flag, country, and territorial integrity." Teacher Neslihan also emphasized territorial integrity saying "Territorial integrity ties people together. Flag ties together... well I mean... pursuing after the same goals ties people together."

Sense of responsibility

Some of the teachers explained patriotism with responsibility, referring to trustworthiness.

They emphasized that patriotism means a patriot's being trustworthy to the country and the society while fulfilling his/her responsibilities. Teacher Çağla stated that "[Patriotism] reminds me trustworthiness... It reminds me to be nationalistic truly. Not like being so-called nationalistic to show off, but to be so in essence." Teacher Hasan said "One need to care about the people, I mean, the society while doing his/her job... if one thinks the good of the people and society this is patriotism. If someone does not do his/her job, no matter how much you sermonise it is all in vein... Some people work while some others just sermonise." To these teachers a patriotic individual should be aware of his/her responsibilities and fulfil them. In this regard, participants believe that any feeling, thought, or behaviour not performed in practice is not compatible with the sense of responsibility and thus with patriotism. When considered in this regard, for the individuals to know about their social responsibilities, and to plan and execute their social actions taking into account these responsibilities is a major component of patriotism.

Patriotism in the society

Some of the teachers explained a patriotic society by associating it with the characteristics of a patriotic person and the society's look at patriotism. In this context, teachers mentioned about the characteristics that a patriotic person should have and the degree of the compatibility of the public attitudes with the value of patriotism.

Patriotic people

Those teachers who mentioned about the characteristics of patriotic people defined them as individuals who "do their job the best" and "have the sense of 'us'". These teachers think that for a person to have concerns about doing his/her job the best is decisive in patriotism and it is an indicator of how "frankly and faithfully" one does his/her job. In this regard, teachers implied that a sense of patriotism depending on words or feelings alone is not true patriotism. Teacher Oktay explained this in the following sentence: "Above all, a patriotic person should do more than his/her best, whatever his/her job is, i.e. no matter it is a garbage man or carpenter, a

teacher or a doctor, that is, regardless of the sector or field he/she is working or serving in." Teacher Zeynep said that "My opinion on this issue is not actually very different, I mean one should care about his/her job, take it for serious, no matter what." Teacher Nurcan emphasized professional ethics saying "In my opinion patriotism means the person who performs his/her profession well and faithfully. I do not agree with people who believe patriotism is participating a war, or killing enemies, however I believe patriots are those people who pay their taxes as much as possible, avoid from corruption, and are able to fulfil the ethical principles of his/her profession no matter whether it is a shop keeper or a doctor." Some teachers stated that articulating patriotism or publicizing patriotism with slogans will give harm to the value of patriotism. For example teacher Mihri emphasized patriotism in action over patriotism in words "They pay lip service only, but they use illegal electricity. For example they talk through their hat, but they happen to spit on the road and walk away. This is not patriotism anyway."

Some teachers on the other hand stressed that a patriot should set the balance between individual responsibilities and public interests very well, that he/she should always take into consideration the benefit and future of the society, and behave in this direction. These teachers believed that excessive selfishness is not compatible with patriotism. What is expected from patriotic people is not to ignore their interest at all, but to attempt to enhance social awareness and fulfil their responsibilities. Teacher Kerim expressed his thought saying "There are people who always prioritize their interests, their ideological points, however it must be common interests... whatever political views people have, everybody should work to take our country to a favourable condition without making compromises from independence." Teacher Ali indicated that the benefit of the society should be prioritized before individual interests saying "Well, actually today it is difficult to do so... Everybody claims to be patriot, however people can easily defend their interests. I believe very exceptional people can achieve it. I mean it is difficult achieve to value one's country and virtues above personal interests."

Patriotic society

Some teachers pointed that certain behaviours they observed in society do not match with patriotism. They include individualization, prejudices and marginalization, depreciating patriotism by using in slogans. Teachers indicated by giving examples from their daily lives that behaviours involving marginalization and prejudices are observed in the society very commonly, which does not math with the value of patriotism, or even affect patriotism adversely. Teachers believe that lack of tolerance underlies the marginalization and prejudices in the society, and people do not tolerate different values, events, or people. They think that lack of knowledge about different cultures hinder tolerance, which consequently causes marginalization and prejudices. For example, teacher Nurcan explained her opinion as follows: "Because there are many different people in the society. This is true for every country. If they think so, there will be a conflict between two cultures in the future. There will be conflicts between the rich and the poor, men and women. I mean it should be prevented this way. However, sometimes children sadden me very much... voices are raised severely." Teacher Hasan on the other hand said: "Well, people have different beliefs quite naturally. People in Africa are different... Natives are even more different. There needs to be respect. If the Alevi people or citizens of us are disturbed from this, it means we need to educate people." Teacher Sercan also explained his views as follows:

The culture in the family involves alienation. I have tested this very well. I sometimes ask to the children: 'You love all people, you know and care about the universal values, don't you?' They say 'Yes!' Then I say: 'If there were a Jewish girl or Armenian boy sitting next to you in the class, would you look at him or her as friendly as you did for your close friends?' They just hesitate to give an answer.

Some teachers believed that individuals who act in the society mostly in favour of their personal interests are not patriots. These teachers commented that it had not been so until recently, "new generation" predominantly prioritize individual and personal interests

in society-individual confrontations. Some teachers associated individualization with globalization and some others associated it with the decrease of national awareness. Teacher Neslihan explained this as follows: "... their lack of awareness about what is going around them... I mean, they are all after material things, after wealth... New generation's ambition is to become a rich person. They don't even question themselves 'How can the state serve me as a citizen, if I don't give to the state?'" Teacher Sercan also explained that "Because as the time passes, the new problems emerge. People have more concerns. As the concerns increase, especially the financial problems increase. This of course bring egocentrism into the forefront."

Some teachers do not find it fair to turn patriotism into pure slogans. These teachers believe that it is not appropriate to advocate patriotism with some degree of enthusiasm but without adequate knowledge about its essence. For example, teacher Zeynep explained her views as follows: "I don't think it is wrong to show up and shout, and then go back to their business... if there is such an awareness, it should be sustained with determination. This is never a reason for fight, it is to defend the country. Well, I think this is like people are not fully aware of what they are shouting for. There is a crowd. And they say 'Let me go there!' Not all of them, but most of them think so."

Patriotism in education

Some teachers defined patriotism in relation with education. These teachers handled patriotism in education from the dimensions of social studies and patriotism education, students and patriotism.

Social studies and patriotism

Participating teachers believed that social studies course is the most appropriate, yet not the only, context to teach the value of patriotism. For example, teacher Aylin said "I think there should be a larger spectrum... I believe there should be instruction of awareness of patriotism in lessons from literacy to numeracy". Teachers' views about patriotism education is varied including the education of critical thinking, scientific

thinking, and the value of tolerance. Teacher Sefa explained how patriotism can be taught in social studies lessons as follows: "Also a person is to get a position, make a career, study, learn the truth in order to work for the benefit of the country and nation... in order to learn the truth you should not believe in the rumours, you should search for the first hand evidence." Teacher Sedef emphasized what to do in teaching patriotism as follows: "For instance, to teach that everybody is different, someone who is believed to think differently can be brought into class for an interview. For example people from Somali have arrived... They may be invited, or a disabled citizen can be. The students should learn to respect them. Also, as I said before, for example I would like to perform a brain storming activity. What can be done, let's say, to make it better."

Some teachers believed that the issues about patriotism should be handled in an applied manner in action. These teachers admitted the difficulty of lecturing about the value of patriotism by the teachers and the difficulty of students' comprehending it. Therefore, teachers emphasized that patriotism education should involve field trips and observations. Teacher Sercan, for example, mentioned about the importance of field trips saying "You can show on the book. I think also those computers are not enough... you upload from the memory sticks, but it isn't enough. You have to take the students to somewhere actually." Teacher Elif gave the following example about this issue: "We talk about this with our group of subject teachers: the need for governmental support for the trips which will enable the students to know about their country. As a matter of fact, students cannot see them... For example, we went to Afyon Kocatepe, Dumlupınar on 29th October. Students were impressed so much. The tour guide also narrated the events very well. I also told them, they were impressed very much. We travelled by one bus only with 45 people." Additionally, teacher Sercan said that "Practically, we would like to take the students somewhere. It is a necessary to show something. How does someone love the country? We can go out and organize a campaign to keep the neighbourhood clean.

We can sort out the trash, which is a good example of patriotism, because patriotism also means keeping the environment clean. It is to do something in practice. It includes taking the students and showing certain places."

Students and patriotism

Some of the teachers stressed that today students are not interested in patriotism, and students do not have the sense of patriotism as they used to have when they were students. Teachers think that students' sense of patriotism is not enough, which have different reasons. Some teachers stated that the understanding of respect and tolerance in the society adversely affect children's sense of patriotism, while some refer to the effect of technological developments in decreasing the children' awareness of nationality. For example, teacher Elif said "Today children have a very different world. No matter how hard we try to teach affective behaviours to students, when they go out they face so many options and distracting factors that they immediately forget what they have learned at school. They can be affected so easily, which in turn can go down shortly after." Teachers stated that parents' approach to patriotism is of importance in terms of students' attitudes and behaviours regarding the value of patriotism. Teacher Nurcan for example said "I think it is the parents that matters. These children do not read or investigate. They are not aware of many things at this age... I believe they act excitedly like what they see or hear in their family." Similarly, teacher Sercan said "Ha, well, actually there are there components of it as you know: environment, family and school. As a matter of fact, family should be responsible of the child's education first of all. Parents should be given something for a long time." Some of the participating teachers admitted that they cannot communicate effectively with the parents about patriotism education. Teacher Ali referred to the parents' role saying "However, it is quite difficult to change things if the children have been raised this way in the family. The children in our class are too old change their minds. In the primary school you can change their wrong beliefs, but the parents are so critic that they immediately stand against you saying 'Why did you say so?' even if you say the slightest thing."

Conclusion, Discussion and Suggestions

Participating social studies teachers explained patriotism using the concepts like love, loyalty, responsibility. These teachers emphasized love for and loyalty to the country as the most significant indicator of patriotism. They explained this within the context of awareness of history, sharing a common culture, independence, and territorial integrity. In this respect, teachers defined patriots as those who "do their job the best" and "have the sense of 'us. Likewise, doing a job "frankly and faithfully" it is an indicator of patriotism. These results indicated that some of the participating social studies teachers can fall into the category of blind patriotism. Blind patriotism is characterized with loyalty, defence, respect, and national symbols. Therefore, those teachers, who defined patriotism without mentioning about such concepts as criticism or questioning emphasized that "true patriotism" is related with love, defence, and loyalty. However, in constructive patriotism loyalty to and love for a country is associated with criticism, questioning and active citizenship in a democratic political and social construct.

Several previous research in the relevant literature revealed that preservice and inservice teachers possess traditional characteristics in terms of active citizenship, loyalty to country, and political participation (Anderson et al., 1997; Barchuk & Harkins, 2010; Castro, 2013; Martin, 2010; O'Brien & Smith, 2011; Patterson, Doppen & Misco, 2012; Westheimer & Kahne, 2004). Moreover, Straughn and Andriot (2011) concluded in their research that civil patriotism is related with active citizenship in their distinction of civil patriotism and traditional patriotism. Likewise, Schatz, Staub and Lavine (1999) pointed to the association between constructive patriotism and active citizenship. Castro (2013) found that prospective teachers defined being respectful, honest, and moral and proud of one's country are the indicators of good citizenship. These findings concur with those of some research done in Turkey. For example, Bakioğlu and Kurt (2009) found that teachers' definitions of patriot individuals such as "fulfilling the citizenship duties, good citizen" were focused on duty and responsibility. Ersoy (2007) and Çelik (2009) also reported that teachers

associated patriotism with citizenship, and stated that a good citizen should also be a patriot. They described good citizen as those who are responsible, dutiful, patriot, and loyal and respectful to their country. In a research by Memişoğlu (2014), teachers emphasized patriotism, being respectful and fulfilling the responsibilities (paying the taxes, voting) with respect to citizenship value. Therefore, the "portrait of a patriot" depicted in the present study are in agreement with the findings of the previous research. Thus it can be interpreted that teachers' sense of "good citizen" and perceptions of patriotism are featured with rather traditional traits. In a research about challenges of active citizenship education in social studies course, Ersoy (2014) found that teachers' traditional citizenship perceptions hinder raising active citizens. All these results make the teachers rather fall into the category of traditional citizens and blind patriots. In other words, results indicate that teachers with traditional duty-oriented citizenship perceptions also possess the perception of blind patriotism. The reasons for this may include teachers' own educational background characterized with traditional republican and duty-oriented citizenship education and lack of a sense of active citizenship in the society yet. For the teachers to have such traditional perceptions can be regarded negative in terms of patriotism and citizenship education. Therefore, it is recommended that in social studies lessons patriotism should be taught as a citizenship value to support the democratic values (Kahne & Middaugh, 2007; Waghid, 2009; Westheimer, 2006). Thus, training programs should be developed for preservice and inservice teachers. Especially activity-based studies should be provided starting from the undergraduate education. Moreover, there are research findings suggesting that teachers possess more than one patriotism tendencies and citizenship tendencies (Anderson et al., 1997; Kahne & Middaugh, 2006; Straughn & Andrciot, 2011; Westheimer, 2004; Waghid, 2009). Therefore, there is a need for more detailed studies to investigate the patriotism and citizenship tendencies of teachers in Turkey including the social studies teachers.

The teachers participated in the present study criticize such behaviours and attitudes they face

in their daily lives including individualization, prejudices and marginalization, and turning patriotism into pure slogans. Teachers also stated that behaviours like marginalizing others and prejudices against others are very common around them. Teachers also emphasized that intolerance towards differences is incompatible with patriotism. This, however, disaccords with teachers blind patriotism tendencies because while constructive patriotism favours more positive attitudes towards respect to differences, blind patriotism includes more nationalistic attitudes. While the teachers have views closer to blind patriotism in terms of loyalty and serving to the country, their views are more like constructive patriotism in terms of tolerance to differences. This can be interpreted in two ways. Firstly, there is no stress on race or roots in Atatürk's definition of Turkish nationality, and secondly teachers are affected from the political incidents and atmosphere. Atatürk's nationalism is one of the values aimed to be taught among other general objectives of Turkish education system. In this respect, the efforts to become a nation in the early times of the establishment of the Turkish Republic did not depend on any ethnical belonging. Thus, the concept of citizenship regarded within the context of Atatürk's nationalism is one of the important constituents of Turkish education system and it is aimed to be taught to the new generations. Secondly, the social and political incidents in Turkey might have reinforced teachers' belief that all differences in the society can coexist and their perceptions that people should be more understanding to each other.

Participating teachers thought that individuals' value of patriotism and behaviours are nourished more by national and historical awareness. Teachers evaluated the loyalty of an individual to the society in three aspects: national and historical awareness, Atatürk and republican values, and to be born and to be happy here. For example, one of the teachers emphasized the independence war and the circumstances saying "Turkish war of independence, all those endeavour, efforts, martyrs, women... All for the sake of independence" and associated it with patriotism. Another teacher associated the founder of the republic and the most

important education project of republic with patriotism by saying “Mustafa Kemal is the greatest pride of us and the teachers from Village Institutes”. Another teacher linked Atatürk with democracy with the words “... the presence of intellectual people in my country who believe in science, obey the laws, and can be distinguished with their clothes and thoughts is one of the rare things that I can be proud of. Democracy is the enlightenment established by Atatürk.” During the interviews national awareness was not explained from a racial or ethnical perspective. On the contrary, it is used as a synonym for common joy and sorrows, unity and solidarity. Teachers’ definition of national awareness without any ethnical emphasis can be regarded as a feature of constructive patriotism. However, when considered alone, the discourse of awareness of history, land, language and nation can sometimes represent a feature of blind patriotism. On the other hand, critical judgement and active participation are important features of constructive patriotism. Feeling proud of the founding will of the republic and the representative values seem to be the participants’ major motives for patriotism. In another research, it was found that patriotism was considered an important value and source of motivation together with awareness of history and historical heritage by prospective teachers (Öztürk-Demirbaş & Çelikkaya, 2012).

Most of the participating teachers think that social studies course is the most appropriate context to teach patriotism. Several other research also found that social studies course is important in terms of teaching students

the value of patriotism and it is a priority for social studies teachers (Bakioğlu & Kurt, 2009; Öztürk-Demirbaş & Çelikkaya, 2012; Yazıcı & Yazıcı, 2010). Teachers think that the social studies curriculum teaches the value of patriotism value in an abstract way, however, patriotism should be taught through field trips and observations, and out-of-class activities. In addition to this, teachers also underlined that teaching patriotism should not be confined to social studies lessons only, but all lessons should involve objectives and contents about patriotism. This finding is parallel with those found by Bakioğlu and Kurt (2009), and Yazıcı and Yazıcı (2010). Teachers also thought that it necessary for the school and the family to act in cooperation.

Based on these results, it seems that participating teachers’ perceptions of patriotism is closer to blind patriotism, but not compatible with active and democratic citizenship. Thus, it can be said that both preservice and inservice teachers should be provided active and democratic citizenship education in order to be able to give their students a favourable active and democratic citizenship education and the required constructive patriotism education in the social studies lessons. In this context, current teacher training programs should be revised in terms of the quality of active and democratic citizenship education provided, and it would be useful to develop inservice training programs for teachers. Also more detailed research can be conducted about the active citizenship and patriotism perceptions of teachers, prospective teachers, and teacher trainers.

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