

Research Article**Character and Values for World Citizenship: The Case of Social Studies Prospective Teachers***Salih USLU¹  Mehmet ÇETİN² **Abstract**

The aim of the study was to reveal the characteristics and values of social studies prospective teachers for world citizenship. In line with this purpose, the study group of the research consists of 129 (82 Female, 47 Male) prospective teachers who were studying at the Department of Social Studies Education at the Faculty of Education of a state university in the 2019-2020 academic year. The data were collected through a "Personal Information Form" prepared by the researchers and the "Character and Values for World Citizenship Scale" developed by Lee, Yoo, Choi, Kim, Krajcik, Herman, and Zeidler (2013) and adapted into Turkish by Karişan and Yılmaz-Tüzün (2017). The study was conducted using descriptive survey model as a quantitative research method. The data obtained from the data collection tool were analyzed using IBM SPSS 24.0 package program. The results of the research revealed that the Citizenship Knowledge Course taken by the social studies prospective teachers was found sufficient in terms of gender and world citizenship. It was concluded that there was no statistically significant difference in thinking variable while a significant difference existed in the whole scale and some sub-factors in terms of class variable and the sufficiency of science technology and social change lesson in the context of world citizenship.

Keywords: Social studies, teacher candidates, value, world citizenship

1. INTRODUCTION

Every individual is of great importance for the survival and well-being of society. Schools as social institutions transfer individuals the basic values in rising new generations and ensuring social order (Quinn, 2004). Individuals are expected to be equipped with basic moral values and to have the qualifications required by the necessities of the time. Educational institutions carry out value transfer with various techniques so that such expectations are met. The most important of these techniques is realized with character education. Value transfer has a versatile character education. The values of a society should be transferred through education so that individuals with good and strong characters can be raised (Lickona & Davidson, 2013). In general, it is stated that the values that an individual should have in society are shaped by character education (Kohn, 1997). The transfer of values is extremely important in terms of the continuity of society's value judgements and in the character formation of individuals in line with the society's expectations. In this context, states consider character education and value transfer important in ensuring social order, raising individuals beneficial to society and developing with the understanding of individual welfare and social welfare (Puyo, 2021). Democratic societies expect their citizens to obey social rules, fulfill their responsibilities, know and apply their values, and have good characteristics (Ay, 2014). Values are the guides to be a well-educated person in society and to know what to do, why to do that and how to do that (Yazıcı,

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2016). Without values, it is not possible to talk about the existence of individuals who have grown up with good character.

The character characteristics of the individual begin from birth and develop through life. The character covers the person's desire and moral opinion to try to do best for the good of others, their behaviors such as being honest and responsible, personal and emotional characteristics and social-social commitment that provide effective approaches under various conditions (Acat & Aslan, 2011). In the most general sense, character can be expressed as a whole of basic values that lead to spiritual commitment and activity of the individual (Quliyeva-Kabaoğlu, 2021). Family, school social life and natural factors are influential in the process of shaping the character, and the character develops as individuals adopt values and every value adopted becomes part of the personality (Quliyeva-Kabaoğlu, 2021). The character consists of three parts associated with one another: "moral knowledge", "moral emotion" and "moral behavior" (Avci, 2012). Information about these items is contained in Figure 1.

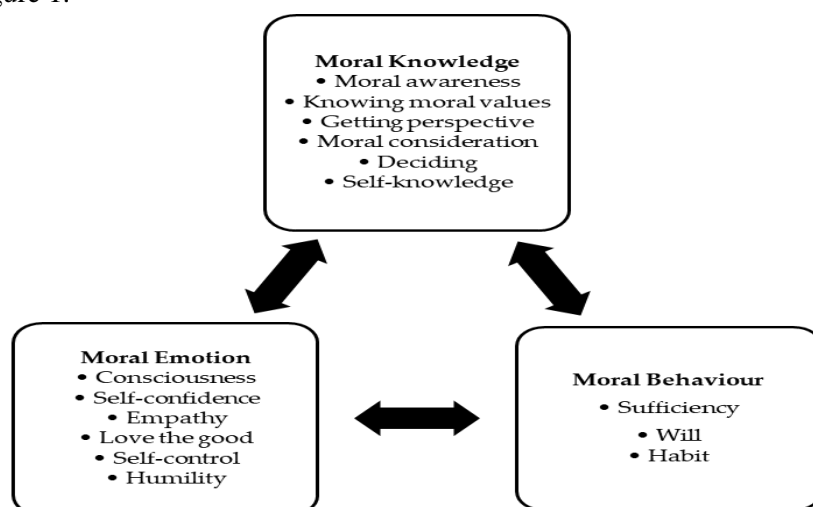


Figure 1. Features of the character

According to Aktepe (2019), the character reveals the psychological and social side of the individual. In addition to the effect of the individual's lives, it can be said that the psychological side is formed by the innate characteristics of the individual at a certain rate, although it is not expressed from a scientific point of view. The sociological side is the knowledge, skills, values, behaviors and attitudes that the individual acquires later through education. There are widely shared core ethical values that schools must explicitly encourage (Hoge, 2002).

The concept of value has developed since the existence of society and has come to the present day as a concept attributed to individuals. According to Kuçuradi, values are concepts that are shaped according to the good (Kuçuradi, 2013). Values in a society consist of the current attitude, behavior, emotion and moral belief (Anar, 1983). In the historical process, values have been affected by social change. Developments in science and technology shape values in line with the progress in the perception of society and the change in culture. Today, with the situation societies have come to, their understanding of cultural life and value has changed. Every society has a value that will shape its own life and many values that are universally accepted. Along with the scientific and technological development experienced, values have also become standardized with the world order, and this situation has revealed the value of world citizenship.

It contains basic values such as global citizenship, globalization, justice, equality, sensitivity to environmental problems, empathy and respect. Kronfli (2011) states that these values can be effective in solving worldwide problems. The issue of world citizenship shows the importance of raising active

and sensitive citizens who can be resistant to future problems of the society (Kan, 2009). The value transfer made in the education process has also taken shape according to the present day. Societies provide world citizenship through value and character education in raising good and effective citizens. Character education (Schwartz, 1992), which is one of the values education movements, is also a dimension of world citizenship. Schwartz and Bilsky (1987) state that values are universal, and they also address values in the issue of world citizenship.

Suriyachinnavar (2016) classifies the values as follows:

Personal Values: The principles and ideologies that a person follows in personal life.

Universal Values: Principles that all people across the planet are expected to adhere.

Human Values: Principles and ideologies that is basic to human nature to make their life smooth and happy.

Religious Values: Persons believe in a particular thought which is a guide for reasoning between good and bad.

Civic Values: Principles, which guide in the dos and don'ts of the citizens.

Moral Values: Principles and directives, which enables us to follow the correct and right path.

Spiritual Values: Principles, which gives directives to follow a faith in some philosophical thoughts.

National Values: Principles, which encourage a person to imbibe the feelings of patriotism and national integration.

Social Values: Principles and ideologies, which encourage us to live together.

Scientific Values: Principles and directives which force us to test, analyse, verify inquire etc;”(Suriyachinnavar, 2016, p.36).

Values, by adding meaning to our lives, constitute our important life dynamics that make us who we are (Başçı-Namlı, 2015). Value is defined as the abstract measure that determines the importance or price of something (Turkish Language Society [TLS], 2020). According to Çokdolu (2013), values are characteristics that are good and desired by everyone and have validity across societies. Ulusoy and Arslan (2014) define values as the measures that individuals use to measure the worth of other people, social phenomena and things.

Aydın (2003) summarizes the definitions of values as follows:

- They include beliefs and therefore habits
- They allow individuals to rationalize and internalize what they do
- They are generally things that are shown interest and desired
- They are relevant to every field, but fields have their own unique values
- Although they have different resources and contents, they are somewhat social.

It is natural that individuals are expected to have these values and act in line with the value judgements of the society for the continuity of social life. As stated by Schwartz (1992), values are everlasting and it is vital for societies to transfer these values from generation to generation. Even though societies differ from one another, in they have always cared about and tried to convey the values of raising people throughout history (Topal, 2019). Individuals who do not act in accordance with the values of the society may face various sanctions in social life. They need to adopt humanitarian and moral values so that they can avoid such sanctions, abstain from negative behaviors and become useful for both themselves and the society they live in (Karatay, 2011). Social culture can be created by directing the social life of individuals' value judgments as a supreme identity or by transferring existing social values to individuals, apart from preventing the sanctions and negative behaviors that individuals will face in social terms (Yazıcı, 2006). In order for societies to secure their cultures, it is important for future generations to acquire sufficient knowledge, skills and social values (Cihan, 2014). Educational institutions appear to be significant in the transfer of social values to individuals.

In this context, the goals of educational institutions are not only to ensure the cognitive development of individuals but also to teach the explicit or implicit values in the school program, to discipline students in accordance with the determined rules, to contribute to their moral development and to affect their characters positively (Akbaş, 2008). A significant goal of value education is to provide individuals with the ability to put into practice the values they will use in social life. Besides, the transfer of basic attitudes and values of the society reflects a historical purpose as well as an educational purpose (Balci & Yelken, 2013). Both cognitive and social development of individuals are of vital importance in the development of societies. Because it is an indisputable fact that the future of a society depends on its well-trained and characterful people (Ekşi, 2003). Having a solid character ensures not only individuals but also the society to be peaceful and happy (Karatay, 2011). The word character, which means engraved, drawn, molded in Greek, is defined as the unique structure of individuals, the basic symptom that distinguishes them from others, and the superior main feature which determines the behavior patterns of individuals (Karatay, 2011; TLS, 2020). Demirel (2009) defines character as distinct behaviors associated with values such as honesty, diligence, reliability or being human. Raising individuals in line with the character required by societies is identical with the type of qualified citizen. Because character constitutes one of the basic parts of political system and is an important element of citizenship education (Ereş, 2015). Character encompasses individuals' willingness to do the best for the well-being of others, their moral thoughts and behaviors such as being honest and responsible, personal and emotional characteristics that provide effective approaches in various conditions, and social commitment (Acat & Aslan, 2011). In other words, character includes all the behaviors of people, which are not innate, towards their environment and society (Bakdemir, 2010). In a basic sense, the combination of societies' expectations and the qualities desired by the state emerges as the basis of the creation of the desired type of citizen. Having individuals gain and internalize social values enables them to adapt to the social structure, know their rights and responsibilities, and construct their basic citizenship gains more easily (Yazıcı, 2011). As a matter of fact, good character traits are conveyed in a bond that extends to society, the future and citizenship. Taking into account of any development and change in the world, every modern democratic state aims to raise good citizens who know and fulfil their responsibilities actively, know and use their rights, and internalize democracy as a lifestyle in accordance with the political, geopolitical, strategic, economic, social and cultural values of their states (Çakmak & Akgün, 2014).

In this context, the characteristics expected from the individuals as well as the type of qualified citizens requested by the states also change over time. As a result of the developments in science and technology, societies have entered into a transformation in terms of gaining various values by individuals not only within themselves but also globally. In the 21st century, especially these developments in science and technology affected social life and forced people to adapt to this rapid development and change (Parlar, Çavuş, Levent, & Ekşi, 2010). These developments in science and technology are not only limited to the region where the events occurring anywhere in the world, but they also cause other regions to be affected economically, politically, emotionally and socially, which is an outgrowth of globalization. Globalization involves people's taking an active role both in their own cultures and in the cultures of other societies in the world, reflecting and interpreting the changes rapidly, and living together by accepting the complex social structures as they are. This situation is explained with the concept of world citizenship. Unlike the common perception of citizenship, world citizenship includes raising future citizens who can understand environmental, social, ethical and cultural understandings under the leadership of universal values. The character and values of the individual contribute a great deal to respect the cultural differences of all societies. Value and character education has brought a new dimension to world citizenship and enabled individuals to have an empathic perspective both in scientific developments and in daily life (Kuş, Güneş, Başarmak & Yakar, 2017; Thornberg & Oğuz, 2016). It is important that social studies teachers, who follow the

agenda of the developing world and aim to raise effective and responsible Turkish citizens who can find solutions to the problems they face, should have the character and values necessary for world citizenship.

1.1. Purpose of the Research

There is an increasing need for citizens who are able to adapt to and follow the rapid changes in world order and are knowledgeable and responsible in these matters (Karışan & Yılmaz-Tüzün, 2017). Social studies course has an important place in meeting this need as one of the basic approaches of social studies is the tradition of citizenship transfer in which teachers transfer their students' certain behaviors, knowledge, perspectives and values that are generally accepted in terms of the society (culture) in which they and their students live (Yeşilbursa, 2015). As Dönmez (2015) stated, social knowledge is of great importance for individuals to acquire a social personality in order to adapt to society and become a good citizen.

Value acquisition is social and individual values develop in the social environment. (Halis-Öztürk & Bozkurt, 2020). Although women and men share some common values in a certain society or social system, they are exposed to different self-development processes as a result of attitudes and practices appropriate to culturally defined social gender roles (Uyguç, 2003). In this context, the value judgments of men and women may differ from each other.

Societies all over the world also want individuals to adopt the value judgments of the society in which they were born and raised, and this is achieved through their education systems. Men or women, each individual's individual abilities can only be improved with a good education. Thanks to education, it can protect its customs and traditions in the best way, keep today's society alive, enable free people to live well, and prepare a rich and strong future for future generations (Ulusoy & Dilmaç, 2016). It can be stated that as the education level of individuals improves, the level of knowledge they have about social and universal values will increase.

The civics course is a course that provides the individual with information about the basic concepts of citizenship, the basic rights and rules that regulate social life, and the knowledge of global citizenship and local citizenship in addition to the national values of the country in which he lives. The content of the Higher Education Institution (HEI) (2020) civics course is as follows: "Basic concepts related to citizenship; man and society, rules regulating social life; fundamental rights and duties; constitution, constitutional institutions, constitutional life; Turkish state tradition, Turkish national culture, the relationship between national and universal values; The basic characteristics and structure of the Republic of Turkey; European citizenship, global citizenship and local citizenship in the context of changing citizenship; digital citizenship" (HEI, 2020). In this context, it is expected that the global citizenship and value levels of individuals who think that the civics course is sufficient will be more meaningful.

Science, technology and society course; the relationship between science and technology in the past and present; developments in science and technology from past to present; the effects of science and technology on social change; common scientific heritage of humanity; famous Turkish scientists; foreign scientists; the impact of contemporary scientific developments such as tissue and organ transplantation, nano-technology and gene technology on life; Turkish Patent Institute; copyright and patent rights; includes information about space and aviation studies (HEI, 2020). Within the scope of this course, prospective teachers are expected to learn about the impact of science on social life and to have information about their responsibilities in the globalizing world.

In this study, it is examined whether there is a differentiation according to these variables.

-The aim of the study is to reveal the characters and values of social studies prospective teachers as to world citizenship.

For this purpose, answers to the following questions were sought:

- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of gender?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of the grade level variable?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship?

1.2. Significance of the Research

It is a necessity for the prospective social studies teachers to know the character and values for world citizenship so that they can raise individuals who can adapt to the globalizing world in the future because the world has become a global village as a result of the changes in science and technology, thus making the problems in the world more interconnected and competitive (Karışan & Yılmaz-Tüzün, 2017). Therefore, social studies teachers are expected to be aware of character and citizenship goals and to plan a teaching process beyond the: “what”, “when” and “how” of the curriculum in order that they can teach the social studies course content about character development and citizenship ideals more clearly and comprehensibly (Ay, 2015). In this context, it is thought that it is important to conduct the research with social studies prospective teachers. In addition to this, the research is considered significant in that no other study on the same subject was found in the literature at the time of the study.

2. METHOD

2.1. Research Design

The research was designed within the survey model as one of the quantitative research methods since it aimed to examine the characteristics and values of social studies prospective teachers as to world citizenship in terms of some demographic variables.

Survey models are research approaches that aim to describe a past or present situation as it exists. The events, individuals or objects handled in a research is tried to be defined in its own conditions and as they are, and no effort is made to change or influence them in any way (Karasar, 2014).

2.2. Working Group

The study group of the research consists of 129 (82 Female, 47 Male) teacher candidates studying at the Social Studies Teaching Department of a state university in Turkey in the 2019-2020 academic year. The participants took part in the research on a voluntary basis. The study group was determined through easily accessible sampling method, which is kind of a method that adds speed and practicality to the research and enables the researcher to choose a situation that is close and easy to access (Yıldırım & Şimşek, 2016).

2.3. Data Collection Tools

The data were collected through a "Personal Information Form" prepared by the researchers and the "Character and Values for World Citizenship Scale" was developed by Lee, Yoo, Choi, Kim, Krajcik, Herman, and Zeidler (2013) and adapted into Turkish by Karışan and Yılmaz-Tüzün (2017). The Scale of Character and Values for World Citizenship, which is a 5 Likert-type scale consisting of 20 items, was developed by Lee, et al. (2013) and adapted into Turkish by Karışan and Yılmaz Tüzün

(2017). The Turkish version of the scale consists of 13 items and 4 factors. In the study conducted by Karışan and Yılmaz Tüzün (2017), the Cronbach Alpha internal consistency coefficient of the scale was found to be .832 for the overall scale. In this study, the internal consistency coefficient was calculated as .815. According to Büyüköztürk (2011), the internal consistency coefficients with a value of .70 and above are sufficient for a research to be accepted as reliable. An ethics committee report, was received from the ethics committee of Niğde Ömer Halisdemir University in order for the data to be collected.

2.4. Data Analysis

Prior to analyzing the data, a sequence number was assigned to each questionnaire. After eliminating the missing coded questionnaires, a total of 149 questionnaires were evaluated. The analysis of the obtained data was carried out using the IBM SPSS 24.0 program. In all analyzes, the level of significance was taken as $p \leq .05$. Normal distribution analyzes were performed to understand whether the research data conformed to the normal distribution. Within the scope of this analysis, the average score, minimum and maximum score width, skewness and kurtosis coefficients were calculated. Kolmogorov-Smirnov normality test was performed (Tabachnick & Fidell, 2013). The reason for using the Kolmogorov-Smirnov test of normality in this study is that the sample size is larger than 50 (Taşpınar, 2017). In order to decide that the distribution is normal, the p value (Sig.) must be meaningless, that is above .50. When the Kolmogorov-Smirnov test of normality is less than .50, it can be said that the distribution is not normal. However, it will not be enough to see whether the distribution is normal in a data set or not. In addition to this path, it would be more accurate to evaluate the "histogram, Q-Q graph, P-P graph, skewness and kurtosis" values together and to decide on the normality of the distribution (Seçer, 2015). Normality test results are given in Table 1.

The t-test for Independent Samples was used in the analysis of the data on the variables of the participants' gender, the state of thinking that the civics course they have taken is sufficient in the context of world citizenship and the state of thinking that the science technology and social change course they have taken is sufficient in the context of world citizenship One-Way Analysis of Variance (One-Way ANOVA) was used in the analysis of class-level data.

The data as to gender, opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship and opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship were analyzed through Independent Samples t-test while One-Way ANOVA was used in the analysis of the data as to grade level. In case of significant difference after the analysis, the homogeneity of the variances was checked to determine between which groups the difference was. If the variances are homogeneous, the Scheffe test was used as one of the multiple comparison tests.

3. FINDINGS

Table 1. Character and values for world citizenship scale test of normality, kurtosis and skewness table

		s	se
Character and Values for World Citizenship Scale	Mean	51.4496	.37548
	Median	52.0000	
	Minimum	39.00	
	Maksimum	59.00	
	Skewness	-.571	.213
	Kurtosis	.050	.423
	Kolmogorov-Smirnov		
	s	df	p
	.089	129	.013

As a result of the skewness and kurtosis test regarding “Character and Values for World Citizenship Scale”, it was determined that the distribution showed normality. Considering that the skewness and kurtosis values for normal distribution should be +/- 1 (Leech, Barrett & Morgan, 2015: 22-23), it can be stated that the distribution is normal.

Table 2. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of gender

Factors	Gender	n	\bar{X}	Sd	df	t	p
Sustainable Development	Female	82	17.90	1.86	127	.262	.794
	Male	47	17.81	2.12			
Moral and Ethical Sensitivity	Female	82	7.07	1.62	127	1.814	.072
	Male	47	7.60	1.48			
Empathetic Concerns	Female	82	10.59	1.56	127	.239	.811
	Male	47	10.66	1.91			
Willingness to Act	Female	82	15.90	2.52	127	1.113	.268
	Male	47	15.36	2.88			
Total	Female	82	51.46	4.30	127	.048	.962
	Male	47	51.43	4.25			

When Table 2 is examined, it is seen that there is no statistically significant difference in the Sustainable Development ($t_{(127)}=.262;p>.05$), Moral and Ethical Sensitivity ($t_{(127)}=1.814;p>.05$), Emphatic Concerns ($t_{(127)}=.239;p>.05$), Willingness to Act ($t_{(127)}=1.113;p>.05$), and in the overall scale ($t_{(127)}=.048;p>.05$).

Table 3. One-Way ANOVA test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of grade level

Factor	Grade Level	n	\bar{X}	sd	ss	df	ms	F	p	
Sustainable Development	2 nd Grade	35	17.97	1.96	Between Groups	31.153	2	15.576	4.289	.016*
	3 rd Grade	60	17.40	2.20	Within Groups	457.607	126	3.632		
	4 th Grade and Over	34	18.59	1.13	Total	488.760	128			
Source of Difference (Scheffe)										
4 and over > 3										
Moral and Ethical Sensitivity	2 nd Grade	35	6.97	1.40	Between Groups	5.100	2	2.550	1.011	.367
	3 rd Grade	60	7.45	1.65	Within Groups	317.939	126	2.523		
	4 th Grade and Over	34	7.24	1.65	Total	323.039	128			
Emphatic Concerns	2 nd Grade	35	10.06	1.51	Between Groups	17.649	2	8.825	3.205	.044*
	3 rd Grade	60	10.95	1.68	Within Groups	346.971	126	2.754		
	4 th Grade and Over	34	10.59	1.76	Total	364.620	128			
Source of Difference (Scheffe)										
3>2										
Willingness to Act	2 nd Grade	35	14.69	2.84	Between Groups	63.095	2	31.547	4.722	.011*
	3 rd Grade	60	16.37	2.41	Within Groups	841.711	126	6.680		
	4 th Grade and Over	34	15.59	2.62	Total	904.806	128			
Source of Difference (Scheffe)										
3>2										
Total	2 nd Grade	35	49.69	4.77	Between Groups	150.046	2	75.023	4.340	.015*
	3 rd Grade	60	52.17	4.04	Within	2177.876	126	17.285		

4 th Grade and Over	34	52.00	3.66	Groups Total	2327.922	128
Source of Difference (Scheffe)						
3>2						

* $p \leq .05$

The data in Table 3 show that there is a statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of grade level in the Sustainable Development ($F_{(2-126)}=4.289; p \leq .05$), Emphatic Concerns ($F_{(2-126)}=3.205; p \leq .05$), Willingness to Act ($F_{(2-126)}=4.722; p \leq .05$) factors and the overall scale ($F_{(2-126)}=4.340; p \leq .05$). On the other hand, no statistically significant difference is found in the Moral and Ethical Sensitivity factor ($F_{(2-126)}=1.011; p > .05$). In the Sustainable Development factor, it has been determined that the difference is in favor of the 4th grade and over group, which means that the level of prospective teachers studying at the 4th and over grades as to sustainable development is higher than that of the prospective teachers who are at the 3rd grade. As for the Emphatic Concerns, Willingness to Act and the overall scale, the difference is found to be in favor of prospective teachers studying at the 3rd grade compared to the 2nd grade prospective teachers.

Table 4. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of their opinions about the sufficiency of the citizenship knowledge course in the context of world citizenship

Factor	Do you think it is sufficient?	n	\bar{X}	Sd	df	t	p
Sustainable Development	Yes	69	17.68	2.03	127	1.168	.245
	No	60	18.08	1.85			
Moral and Ethical Sensitivity	Yes	69	7.46	1.42	127	1.543	.125
	No	60	7.03	1.75			
Empathic Concerns	Yes	69	10.77	1.61	127	1.125	.263
	No	60	10.43	1.77			
Willingness to Act	Yes	69	16.12	2.57	127	1.900	.060
	No	60	15.23	2.70			
Total	Yes	69	52.03	4.20	127	1.666	.098
	No	60	50.78	4.28			

According to the figures in Table 4, there is no statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship in the Sustainable Development ($t_{(127)}=1.168; p > .05$), Moral and Ethical Sensitivity ($t_{(127)}=1.543; p > .05$), Empathic Concerns ($t_{(127)}=1.125; p > .05$), Willingness to Act ($t_{(127)}=1.900; p > .05$) and the overall scale ($t_{(127)}=1.666; p > .05$).

Table 5. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of their opinions about the sufficiency of the science technology and social change course in the context of world citizenship

Factors	Do you think it is sufficient?	n	\bar{X}	Sd	df	t	p
Sustainable Development	Yes	82	17.77	2.04	127	.766	.445
	No	47	18.04	1.79			
Moral and Ethical Sensitivity	Yes	82	7.30	1.49	127	.389	.698
	No	47	7.19	1.76			
Empathic Concerns	Yes	82	10.65	1.65	127	.301	.764
	No	47	10.55	1.77			
Willingness to Act	Yes	82	16.30	2.45	127	3.531	.001*
	No	47	14.66	2.71			
Total	Yes	82	52.02	4.14	127	2.047	.043*
	No	47	50.45	4.34			

* $p \leq .05$

When Table 5 is examined, it is seen that there is no statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship in the Sustainable Development ($t_{(127)}=.766;p>.05$), Moral and Ethical Sensitivity ($t_{(127)}=.389;p>.05$) and Empathic Concerns ($t_{(127)}=.301;p>.05$) factors. However, a statistically significant difference is found in the Willingness to Act factor ($t_{(127)}=3.531; p\leq.05$) and the overall scale ($t_{(127)}=2.047;p\leq.05$). In this sense, it is concluded that the prospective teachers who think that Science Technology and Social Change Course is sufficient in the context of world citizenship are more willing to act than are the prospective teachers who find the course insufficient. Regarding the overall scale, it can also be stated that the characters and values for world citizenship levels of prospective teachers who believe that Science Technology and Social Change Course is sufficient in the context of world citizenship are higher compared to those of the prospective teachers who think that this course is not sufficient.

4. DISCUSSION and CONCLUSION

In the light of the findings obtained in the research, it is concluded that there is no statistically significant difference between social studies prospective teachers' character and values for world citizenship in terms of gender. This result is thought to arise from the fact that, although female and male social studies prospective teachers are included in the education and training process from different geographies, they go through the same educational process regardless of their genders. In the study titled "The Relationship Between Values and the Meaning of Life in University Students" conducted by [Baş and Hamarta \(2015\)](#), it was found that female participants' mean scores as to social values, spirituality, human dignity, freedom, career values and intellectual values were significantly higher than those of the male students. On the other hand, in the study titled "Value Preferences of Teacher Candidates: Giresun Faculty of Education Example" conducted by [Sarı \(2005\)](#), male prospective teachers were found to have higher scores in all areas of value.

Another result of the research is that there is a statistically significant difference between social studies prospective teachers' character and values for world citizenship in the factors of Sustainable Development, Empathic Concerns, Willingness to Act and in the overall scale in terms of the grade level. In the Sustainable Development factor, it is determined that the prospective teachers who are studying at the 4th or over grades have higher levels of world citizenship compared to the 3rd graders. The difference is thought to result from the cognitive maturity levels of the prospective teachers at the 4th or over grades as to Sustainable Development are higher than those of the prospective teachers studying the 3rd grade. As for the Empathic Concerns, Willingness to Act and the overall scale, it is concluded that the difference is in favor of the 3rd graders compared to the prospective teachers studying at the 2nd grade. This difference in favor of the 3rd graders might have also been raised from the fact that prospective teachers studying at the 3rd grade level are more cognitively equipped than the 2nd graders. In their study with similar results, [Dilmaç, Bozgeyikli and Çıkkılı \(2008\)](#) found that there was a statistically significant difference in terms of the class variable.

It has been determined that no statistically significant difference exists between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship.

It is concluded that there is a statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship in the Willingness to Act factor and the overall scale. The difference is found to be in favor of the prospective teachers who find the course sufficient. The difference may result from the fact that the Science Technology and Social Change Course help students to comprehend the role of science and

technology in changing and transforming societies and increasing the interactions between societies (Tahiroğlu, 2021).

The definition by HEI in the Social Studies Teaching Undergraduate Program, which is “Science, Technology and Society Lesson is a course that helps students comprehend the knowledge as to ‘the relationship between science and technology in the past and today’, ‘developments in science and technology from past to present’, ‘the effects of science and technology on social change’, ‘common scientific heritage of humanity’, ‘famous Turkish scientists’, ‘foreign scientists’, ‘the effects of contemporary scientific developments such as tissue and organ transplantation, nano-technology, gene technology on life’, ‘Turkish Patent Institute’, ‘copyright and patent rights’, and ‘space and aviation studies’ (HEI, 2020), also supports this view.

- In the light of the results obtained in the study, the following recommendations can be made:
- The course content on citizenship knowledge in general and global citizenship and values in particular should be enriched so that the difference in terms of grade can be minimized.
- In addition to the national citizenship, more subjects about global citizenship should be included in the social studies education curricula in higher education institutions.
- In order for students to better understand the impact of science and technology on transferring global citizenship and values to individuals and comprehend the social dimensions of this effect, it is recommended that the Science, Technology and Social Change Course be conducted in coordination with different courses starting from the 1st grade.

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