

Determining the Views of Pre-service Teachers on the Characteristics of Democratic School*

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Abstract

Teacher education at both pre-service and in-service levels is a crucial factor in terms of developing democratic schools. Pre-service education is the first step in the professional development of teachers. Perhaps democratic education should commence at this stage. For this reason it is important to know pre-service teachers' opinions about democratic education and the characteristics of democratic schools. This study aims to investigate pre-service primary teachers' perceptions about democratic education and the main characteristics of democratic schools. The study was designed within basic qualitative research approach. The study group consists of six primary pre-service teachers who attend the 4th year of teacher education programme at a faculty of education. A semi-structured interview form was used for data gathering. Data were analysed using the "content analysis" method. The findings of the study illustrate that pre-service teachers conceptualize the term of democracy with different words based on their experiences; what is more, pre-service teachers have not fully internalized the concept of democracy. The results of the study show that according to pre-service teachers, democracy education can be realized through thematic learning and hands-on activities. It is recommended that policy makers should be aware of the atmosphere of democratic schools and that a curriculum should be designed thematically, which includes democracy in all attainment targets.

Key words: *democratic education; democratic schools; primary pre-service teachers.*

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Introduction

In contemporary societies it is expected that people should not only be subjects of knowledge but critical thinkers. Therefore, societies wish to build themselves in this way. There is no doubt that the family is the smallest part of society. However, socialization reaches fruition with the combination of parts of society in different living environments. Schools are places where parts of society are gathered, combined and recreated to establish a new life shape.

Socialization has a responsibility, such as being democratic. For, those who live in a society should be aware of others' needs, demands and rights. At this point, schools play a significant role in raising consciousness of democracy among individuals of society (Şişman, Güleş, & Dönmez, 2010). Each part of society comes from the family to the schools. Thus, if schools are built with democratic characteristics, society becomes more democratic. Students bring the ideas, values and culture of their parents and they share them with their friends in schools. So, their ideas are shaped with new forms and they then, consequently, bring the new forms to their homes. This fact significantly frames the establishment of democracy in the mind as democracy is learnt through democratic experiences (Şişman, Güleş, & Dönmez, 2010). As Apple (2012, p. 38) said, "The word that is said is clarified by actions". School should offer these actions to students. Not only teaching of democracy, but also democratic education should be offered to students by schools. Given this context, one of the greatest roles in creating democratic societies, which are equipped with democratic qualifications, belongs to schools. If students are brought up with democratic activities, they can easily transform their knowledge about democracy to their behaviour. Although in recent years the number of studies about democratic education has increased (Korkmaz & Erden, 2013; Şişman, Güleş, & Dönmez, 2010), there are still no studies related to pre-service teachers' perceptions about the characteristics of democratic schools.

In this vein, this study aims to investigate primary pre-service teachers' views about what the features and characteristics of democratic schools are, based on their personal educational experiences.

Theoretical Background: A Literature Review

According to Taçman (2009, p. 32), "Democratic education is an education which is organized by the basic principles of democracy based on purpose, programmes and methods."

The way to accomplish this is possible with schools having a democratic school culture which includes teachers, students, parents and effective teaching and learning environments. It is a fact that the culture of the school has an effective role in implementing any changes and innovations in schools. In other words, the success of any change in schools depends on its relevance to school culture. Within this culture, the acceptance of a new trend or the implementation of a new curriculum or teaching and learning model in a school primarily depends on teachers' willingness for inclusion

of new methods in their classroom teaching practices. It can be said that teachers are classroom leaders in terms of managing and shaping them according to the philosophy of education they acquire. Therefore, it can be said that the transformation of classrooms eventually results in the transformation of schools. That is why, if teachers use their power to develop democratic consciousness of students in classrooms, schools will become more democratic. Therefore, it can be argued that democratic classrooms shape schools and democratic schools shape societies cyclically. In other words, the process follows a cyclical path as democratic culture will be continually re-demanded by society. One of the most important functions of democratic education is to develop democracy in people's minds and to transfer democracy into the human's natural unity and thought (Hotaman, 2010). So, one of the ways of creating the cycle depends on individuals internalizing the idea of democratic consciousness.

Democracy is not only a form of government but also a pre-requisite for living together. Therefore, schools should teach pupils to respect one another and to live peacefully in the same community. Perry (2009) considered critical thinking and discussion (like brainstorming) as a process which enables pupils to acquire certain skills, behaviours, attitudes and values. In the Turkish National Curriculum, the Life Science course, which has a crucial function in gaining consciousness about democracy, aims to raise individuals who can take responsibility and engage in social participation (MEB, 2017). Moreover, Perry (2009) also pointed out that people having these skills, behaviours or attitudes enable pupils to be more active in community life. In other words, according to Greene (1985), "Education has a key role in empowering teenagers to become members of society and to play a clear role in public opinion" (cited in Apple & Beane, 2011, p. 35).

As argued earlier, schools have a crucial role in building democratic societies. However, in order to achieve this aim, first of all they need to be democratic institutions. This opens the question of features of democratic schools. When examined closely, schools give us some clues as to whether they are democratic or not. According to the International Democratic Education Network (IDEN), in democratic schools, teachers and students should have equal rights to decide about their learning processes and social lives (IDEN, 2016). For example, in democratic schools, learning environments are designed by all stakeholders in the school, including parents. Even if teachers are practitioners of the learning environment, students can still find room to make themselves heard concerning their demands.

Nowadays, diversity shows itself in schools as well as in the other parts of society. Therefore, a lot of different opinions and ideas can be generated by school personnel and especially by the students. All ideas should be taken into consideration and none of them should be treated as insignificant or unimportant as people who have generated thoughts and ideas are crucial in developing a democratic culture in the school since everyone should feel free to express personal views. Teachers and management should listen to students carefully and, more importantly, with respect. Being aware of differences is the only viable way when people adapt themselves to a democratic culture.

Recently, it appears that cultural diversity has increased in Turkey. As emphasized in the OECD report (2013, p. 31), people living in Turkey as immigrants have expectations of the Turkish government to be integrated into the Turkish education system. For example, in democratic schools, learning environments should be prepared by each of the stakeholders in the school including the parents. A suitable way of effective listening in this subject may be possible by designing our training environment so that it can be *polyphonic*.

As discussed earlier, creating democratic schools is the responsibility of different stakeholders: students, teachers and school management. However, future school managers and teachers are trained in the pre-service period. Therefore, it is important to know what pre-service teachers think about democratic school characteristics. For, it is a fact that today's candidates will be tomorrow's practitioners. "School" would mean "an empty building" if it was not used by teachers and students together equally. Transforming a school into a democratic environment is in the hands of teachers, managers and students.

As there is no specific definition of democratic schools, the understanding of this concept is commonly grounded on subjective experiences. By referring to Korkmaz and Erden (2013), there are 239 schools/centres in 35 countries describing themselves as democratic schools. However, it can be pointed out that the consciousness of democracy should be based on local dimensions and certain conditions as well. As a result, it can be argued that subjective perceptions and experiences are the crucial point for understanding the concept of democratic schools. On the other hand, perceptions and ideas of pre-service teachers about democratic schools should be understood by not referring to any other abstract definition. Hence, this study attempts to examine teacher candidates' views about democratic schools.

Methodology

This study is designed within the qualitative research approach with the aim of investigating pre-service teachers' views about the characteristics of democratic schools. Qualitative research aims to reveal how individuals interpret relevant situations rather than the numerical value of feelings or thoughts related to a topic (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2014). While there is limited literature that focuses on democratic schools and democratic education (Korkmaz & Erden, 2013; Şişman, Güleş, & Dönmez, 2010; Wilson, 2015), there is still no list of the characteristics of a democratic school. If the characteristics of a democratic school were clarified or identified, then it would be easy to make decisions about schools as to whether they are democratic or not. In this context, in the study there is no intention to present numerical values about democratic schools. Instead, as it is inherently qualitative research, interpretation of people's thoughts in regard to democratic schools is the core point of the study.

As it is known, the main aim of basic qualitative research is to uncover and interpret the meanings of lives they live in and the world (Merriam, 2009). In this study interviews

were used in order to understand how pre-service teachers construct their meanings about democracy education and democratic school.

In the study, the “Democratic Attitude Scale” developed by Gözütok (1995), was used to identify the participants of the study. The main data were gathered with semi-structured interviews, which were carried out with primary pre-service teachers.

This study aims to determine the opinions of pre-service teachers about the characteristics of democratic schools. In order to reach this general aim, some objectives were constructed. Determining how the candidates understand the concept of democracy, if they could be a school stakeholder, and how they would transform the school, were the study’s objectives. The research questions that guided the study were “*how pre-service teachers describe the term ‘democracy’*” and “*how pre-service teachers characterize democratic schools in their minds?*”

Sample Selection and Data Collection Process

The study group consists of six pre-service primary teachers who attend a teacher education programme at an education faculty in Turkey. The participants are final year (4th year) student teachers who were also placed in schools to do their teaching practice. In a qualitative research, participants are determined by the purposeful sampling method (Creswell, 2013). In this study, the criterion sampling method has been adopted as one of the methods of purposeful sampling.

One of the criteria for sample selection was to choose participants amongst 4th year students. As mentioned earlier, participants of the study are final year students attending a 4-year B.Ed. programme. When their undergraduate curriculum is examined it can be seen that some courses given to them in their 3rd year, such as *Teaching the Science of Life* and *Teaching the Social Sciences*, are related with the conceptualization of democracy. In these courses student teachers are given some topics, for example, democracy in the family, democracy in society etc., which are assumed to be contributing topics for developing student teachers’ comprehension of democracy.

The second criterion for selecting participants depended upon the outcomes of a scale completion. The “Democratic Attitude Scale” developed by Gözütok (1995) was applied to 75 primary pre-service teachers to determine their attitudes towards democracy in general. The scale consists of 50 items about democratic attitudes. While some of them reflect positive attitudes, others reflect negative ones. The highest score to be taken from the scale is 50. The scale was distributed to student teachers and then they were asked to put a plus (+) if they agreed with the expression, and to put a minus (-) if they did not. The collected data were analysed using the SPSS 23 software. In total, 75 candidates filled out the scale. The arithmetic mean score was 38.76. The standard deviation was 4.286. Figure 1 relating to the participant selection is given below. The participants were selected taking into consideration both standard deviation and the mean point. The data on the participants’ background are shown in Table 1.

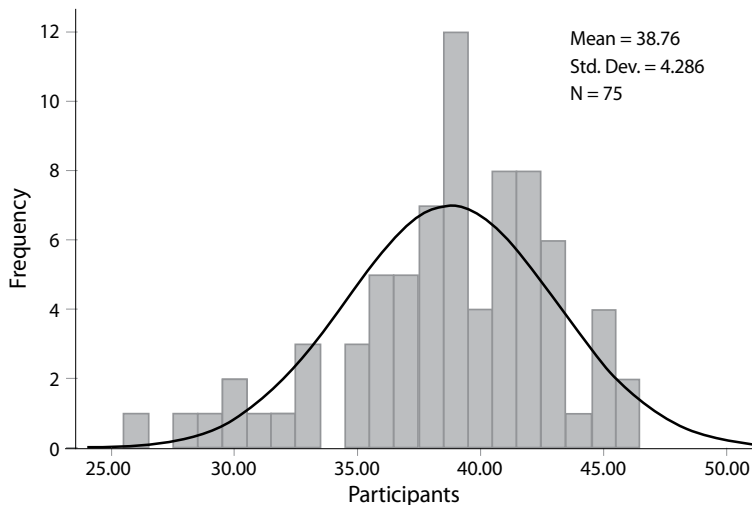


Figure 1. Participant selection

Once the participants had been selected, the scores they received from the scale were taken into consideration. In this context, a total of 6 participants were included in the study:

- (i) the two participants who were the nearest to the mean point;
- (ii) the two participants whose scores were higher than 43 points, which was calculated by adding the standard deviation score to the mean score which equalled 43;
- (iii) the two participants whose scores were lower than 34 points, which was calculated by subtracting the standard deviation score from the mean score which equalled 34.

Table 1
Participants' background information

Code name	Class level	Gender	Range of points
Görkem	4	Male	Above Average (47)
Hakan	4	Male	Above Average (46)
Tayfun	4	Male	Average (38)
Güliz	4	Female	Average (37)
Simge	4	Female	Below Average (27)
Rüzgâr	4	Male	Below Average (25)

In this study, semi-structured interviews were used for gathering the qualitative data. The initial form, which included semi-structured open-ended questions, was generated by the researchers. Beforehand, the related literature about the characteristics of democratic schools was reviewed in order to develop the interview questions. On the basis of the literature review draft questions were prepared, and those were examined by two specialists in terms of language and appropriateness in order to strengthen the

validity. Based on their comments, some questions were removed, some were revised, and the final form of the semi-structured interview was developed. The semi-structured interview form consisted of 8 questions including 4 main and 4 probe questions for teacher candidates. With participants' verbal and written consent, the data were recorded with a voice recorder and they were transcribed by the researchers. During the interviews participants were asked the following questions:

1. What is reflected in your mind, when you hear the term democracy?
 - 1.1. What do you think about 'democracy education'?
 - 1.2. What do you think about 'democratic education'?
2. If you were a teacher, what kind of activities would you include in your teaching and learning processes to develop students' consciousness of democracy?
3. If you were an administrative officer (manager, assistant principal) in a school, what would you do to support and broaden your school's democratic way of life?
4. In your view what characteristics / features should a democratic school have?
 - 4.1. What are the responsibilities of teachers and students in a democratic school?
 - 4.2. What are the rights of teachers and students in a democratic school?

Data Analysis

The transcribed data were re-submitted to the participants. Then, the participants were asked whether they wanted to add or remove anything from the transcribed data. None of the participants wanted to remove anything. However, some participants added some new views to the data. Analysis of the data started after the data transcription had been completed.

The obtained qualitative data were analysed by employing the content analysis method. Content analysis tries to find out what people think about the subject being investigated; so, it can be said that this analysis method is processed for a pragmatic function, which is related to the current problem (Bilgin, 2014).

Throughout the data analysis process, connections between the concepts, categories and practices were investigated. As a result of this, the method of content analysis is considered as a useful tool for data analysis.

Validity and Reliability Issues

In qualitative studies, validity and reliability issues deal with the use of credibility, transferability, dependability and confirmability concepts (Lincoln & Guba, 1985).

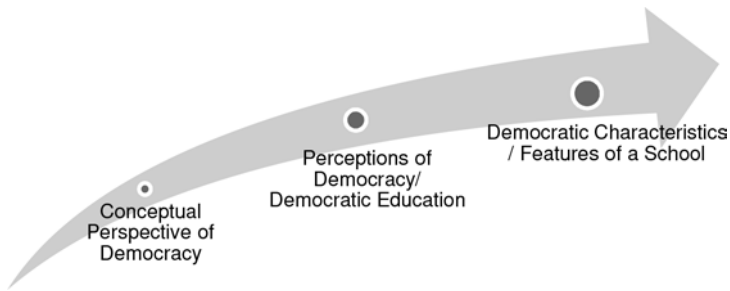
As to the credibility, written and verbal consent was obtained from the participants. The interview questions were evaluated by experts with specialties in specific areas (such as language, democratic theory) and a variety of sampling procedures were applied to provide the credibility for the study.

The participants were directly cited to ensure the transferability feature. In addition to this, the criterion sampling method was adopted from the purposeful sampling methods in this study to support the transferability.

To provide dependability, care was taken to ask questions in similar environments and with similar approaches during the data collection process. In the meantime, the relationship between the obtained data and the noted results was determined by the researcher and the expert researcher in consultation on the research. The data are expected to be confirmed by the results obtained by the researcher in order to provide confirmability. In this context, data and data analysis notes were kept by the researchers to allow for expert review if necessary.

Results

The findings obtained through data analysis are illustrated in this section of the paper. Three main themes were generated as a result of the data analysis. The themes were classified as follows:



The Conceptual Perspective of Democracy

An analysis of the responses to the question of “What is reflected in your mind, when you hear the term democracy?” is presented in this section. Three categories were found under the theme of “*The Conceptual Perspective of Democracy*”. These categories were named as “*right of speech*”, “*right of representation*” and “*respect*”.



As can be seen, Simge chose to express her idea as “*What comes to my mind is a society in which all individuals can have freedom of speech and the right of expression of their own thoughts.*” In this respect, it can be said that she has chosen her way of explanation of democracy by associating it with “right of speech”. Tayfun, another participant who handled the term in the framework of “rights”, expressed his ideas as “*We can exemplify it in that the students can choose the candidates (e.g. the selection of class president) in an election on their own.*” This statement can be associated with the “*right of representation*”.

The participant Görkem expressed his views as follows: *“I can describe it as a system in which the ideas of the majority are accepted; however, no one could be victimized at the end of the process.”* Unlike the other participants, who described democracy under the category of “respect”, it seems that the concept of democracy is now treated in an unusual way.

Although the participants often seemed to interpret the concept of democracy in terms of rights, it can be said that there was only one participant evaluating democracy as “respect for others” and who evaluated democracy within the scope of responsibility. In addition, the participant who interpreted democracy as responsibility is also the participant with the highest score on the democratic attitude scale used in the selection of participants for the study. As a result, it can be concluded that the pre-service teacher, who has a positive attitude towards democracy, also has a broader perspective about democracy in terms of the conceptual viewpoint.

Perceptions of Democracy-Democratic Education

An analysis of the responses to the questions *“What do you think about ‘democracy education?’”, “What do you think about ‘democratic education?’”* and *“If you were a teacher, what kind of activities would you include in your teaching and learning processes to provide students with the consciousness of democracy?”* are presented in this section. Pre-service teachers’ views can be shown as “current state” and “how it should be” about democracy/democratic education.



The participants, Güliz and Hakan, pointed out that democracy/democratic education is treated theoretically in the current state. Güliz expressed her opinion as *“The term is issued only as a concept. The teacher has declared that he/she may ask for the definition of that term in the exam. That’s all. Democracy education in schools is only covered by the definitions.”* In the same perspective, Hakan said *“They (The Ministry of Education) have said that they have cancelled the exams during the first three years. They said that they will only educate individuals. However, we still give lessons based on textbooks only.”*

In addition to these, there were also participants who pointed out “how it should be” (the way they imagine it). According to Güliz, democratic education can be achieved with a thematic curriculum. She expressed her opinions as *“We should start with the ‘Science of Life’ and we should refer to democracy in all of the lessons. For example, the term ‘democracy’ can be referred to the ‘problems’ in Math or the ‘texts’ in Turkish lessons.”* In addition to Güliz, Görkem mentioned that such an education can be achieved by using hands-on activities. He expressed his opinions as *“Rather than using books, the realities occurring in daily life should be given to the child. Democracy education should be given by doing and experiencing.”*

Based on their past experiences, the participants' views on the current situation present a crucial viewpoint for today's democracy/democratic education. Some of the participants were critical and noted that such education was still given based on concept teaching and books. In addition, they mentioned the necessity of considering the concept of democracy as it could be associated with all lessons rather than as a single lesson acquisition. The participants, who have a meaningful consciousness of democracy, explained the relevant concept based on their experiences.

Democratic Characteristics / Features at School

An analysis of the responses to the questions “*In your view what characteristics / features should a democratic school have?*”, “*What are the responsibilities of teachers and students in a democratic school?*” and “*What are the rights of teachers and students in a democratic school?*” is shaped under the theme “*democratic characteristics/ features at school*”. Participants expressed their views on democratic schools in terms of the characteristics they should have in practice, and the responsibilities and rights of the stakeholders in democratic schools.

Democratic characteristics/
features at school

- Practice
- Responsibilities
- Rights

Participants stated that democratic schools should have *flexibility*. In their opinion, democratic schools should apply the local curriculum which is arranged in accordance with local conditions. Given this context, Simge expressed her ideas as “*We always make the curricula according to the students or teachers living in urban areas. So, we cause unfairness for students living in rural areas of the country.*” This flexibility should also be applied to the arrival and departure times of the school. Hakan expressed his views on “*time flexibility*” as “*For example, the lesson starts at 9 am. The teacher should have a right to call the students at 10 am in order that the students can sleep well and have their breakfast before they come to school.*”

Participants stated that school stakeholders should have responsibility in democratic schools to express criticism of others as well as of themselves. The teacher candidates stated that the teacher should share it with his/her students if he made some mistakes in his daily life, even if the learner did not witness that. According to them, it is important to put forward ideas for the solution of misbehaviour in a democratic school environment. Moreover, they emphasized the importance of dialogue to create a democratic environment for schools. According to the participants, using activities such as theatre in the creation of this dialogue environment can contribute to the formation of different ideas. They also noted that responsibilities can be fulfilled by sharing them in a democratic school. Namely, each one should have his/her own responsibility. If one does not fulfil the responsibility, he/she should be aware that it could affect the responsibilities

of others. This view can be seen in Görkem's quotation, *"A student is given the task of cleaning the board, while another one is assigned the duty of keeping the classroom clean. The first one may affect his friend while he is cleaning the board which causes the classroom to be dirty. The students should feel that the responsibilities can only be fulfilled if students collaborate."* Teachers should also be role models not only in requesting rights but also in having responsibilities. In this regard, a democratic school should be considered as a school where responsibilities are shared equally.

Besides responsibilities, rights should also exist in democratic schools (such as active participation in elections at school). According to the participants, individuals should freely express their preferences between situations. In this view, preferences can be represented equally. In this respect, the right of choice of the other person is also respected, and this feature shows that if you do not express your preference, then you must obey the others. Given this context, Tayfun expressed his ideas as *"Whereas some children would want to play outside, the others would not. In this case, they need to feel that they should stay inside or go outside if they do not declare their wishes. If they do not use their rights to express themselves, then they will have to obey the others who did use their rights."* Additionally, according to the participants, schools should provide students who do not have learning materials with access to them. This process can create a democratic school environment by providing equal opportunities for all. The participant named Görkem presented his views on this issue as *"If one student has more textbooks (or reading resources) than the others, then the teacher should be enabled to supply these opportunities for the other students."*

Discussion and Conclusion

This study focused on pre-service teachers' perceptions in regard to democratic schools and their featured characteristics. One of the findings of the study illustrates that pre-service teachers conceptualize the term of democracy with different words based on their experiences. In the data analysis, freedom of speech, right of representation and pluralism / equality/ respect categories were constructed under the concept of democracy. Democracy does not only mean having rights but also having responsibilities, yet pre-service teachers often perceive democracy as a concept of *"right"*. Therefore, it can be said that pre-service teachers have not fully internalized the concept of democracy. Perry (2009) mentions that democracy cannot be handled only within the framework of rights.

The perceptions of teacher candidates about democracy are still limited to choices for defining it in the political sphere. So, once the word 'democracy' is said, there is only one thing that comes to mind and that is the election or the freedom of choice belonging to that conception. The reason why teacher candidates handle democracy in such a limited way might be because they have been used to handling the term democracy in the context of the *"given rights"*, and they have not been able to be active individuals in their personal life experiences. This is also seen in the 3rd year course of the Life

Sciences in which there is a concept about democracy. However, this is reduced to the “declaration of needs and wishes by democratic ways” (MEB, 2017, p. 8). However, it should not be forgotten that one way of achieving a democratic acquisition is to have public responsibilities as well as the acquisition of individual rights.

One of the results of the study shows that pre-service teachers have described democratic education under the categories of the current state and the necessary state. Pre-service teachers have pointed out that democracy education can be realized through thematic learning and through hands-on activities. Şişman, Güleş, and Dönmez (2010) have pointed out that providing education in a democratic way also improves democracy education. Since seeing necessitates being there at the “exact time”, it is far more important than hearing. So, if democracy education means “hearing”, then democratic education means “seeing”. At this point, it is worth remembering Confucius’ saying that “I forget what I hear, I remember what I see, I understand what I do.” By referring to pre-service teachers’ views, training to be given to pre-service teachers would be better if it included more practice than theory.

The results of the study also illustrate that pre-service teachers’ views are shaped with three categories under the theme of “democratic characteristics/ features at school”. When categories, such as practice, are examined, the concepts of responsibilities and rights can be seen. However, there is no hierarchical approach to characteristics. We can access democratic education/schools by approaching them collectively rather than just one of them. A prerequisite for a democratic school is that it cannot be achieved merely by offering rights, responsibilities, or physical competencies alone. Transforming schools into a democratic environment is possible by blending all these features. These results are similar to the conclusions of Morhayim’s (2008) graduate thesis. This thesis mentions that teachers should be guides in taking responsibility. It is also seen in the same study that students expect their teachers to be a role model to them. Pre-service teachers are still students. Therefore, it can be assumed that their own life experiences are influential in shaping their views on democratic schools. The participants point out that dialogue is important in creating a democratic school environment. This result is similar to the findings of the study carried out by Karatekin, Merey, and Kuş (2013). According to their study, there are teachers who reflect an authoritarian attitude and this authoritarianism increases over time. Lack of communication within the school, where there are limited dialogue and hierarchical relationships between the members of the school community, is one of the barriers to the establishment of a democratic school environment.

Providing students with equal opportunities in accessing course materials and resources is seen as another feature of a democratic school by the participants of the study. For this reason, it is important to ensure equal opportunities by the school administration and by policy makers. Eight frameworks were published by the Education Board in Turkey in 2017. One of the frameworks is named “Social and Citizenship Qualifications”, and focuses on the importance of bringing the principle of equality, which is the basic condition of democracy, to the students (MEB, 2017). In this respect,

the achievement of equality could be possible by fulfilling the requirements for being a democratic school.

From the findings of the study, it can be recommended that policy makers should be aware of the atmosphere of democratic schools. They should prepare the curriculum thematically, which includes democracy in all attainment targets. Rather than conveying the idea of democracy, education faculties should create an educational life-zone for pre-service teachers in which they can meet democracy by experiencing it. Finally, further research should be carried out into “personal worldviews of pre-service teachers” regarding democratic schools.

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Određivanje stavova budućih učitelja o karakteristikama demokratskih škola

Sažetak

Obrazovanje učitelja na razini osposobljavanja budućih učitelja i na razini usavršavanja zaposlenih učitelja ključan je faktor za razvoj demokratskih škola. Obrazovanje budućih učitelja prvi je korak u profesionalnom razvoju učitelja. Stoga bi možda i demokratsko obrazovanje trebalo započeti na toj razini. Upravo je zbog toga važno znati kakva stajališta imaju budući učitelji o demokratskom obrazovanju i o karakteristikama demokratskih škola. Cilj ovoga istraživanja jest proučiti percepciju budućih učitelja primarnoga obrazovanja o demokratskom obrazovanju i o osnovnim karakteristikama demokratskih škola. Istraživanje je oblikovano u okviru kvalitativnoga pristupa istraživanju. Skupina koja je sudjelovala u istraživanju sastojala se od šest budućih učitelja primarnoga obrazovanja koji su upisani u četvrtu godinu programa za obrazovanje učitelja na učiteljskom fakultetu. Za dobivanje podataka koristio se polustrukturirani intervju. Podatci su analizirani primjenom metode „analize sadržaja”. Rezultati istraživanja pokazuju da budući učitelji koncipiraju pojam demokracija različitim riječima i na osnovi njihovih iskustava; štoviše, budući učitelji nisu u potpunosti usvojili pojam demokracija. Nadalje, prema stavovima budućih učitelja, demokratsko obrazovanje može se ostvariti putem tematskog i praktičnog učenja. Savjetuje se da tvorci obrazovne politike budu u potpunosti osviješteni o atmosferi demokratskih škola te da se kurikulum tematski osmišljava, što uključuje demokraciju na svim razinama postignuća.

Ključne riječi: *budući učitelji primarnoga obrazovanja; demokratsko obrazovanje; demokratske škole.*

Uvod

U suvremenom društvu očekuje se da ljudi ne budu samo subjekti znanja, nego i da kritički promišljaju. Stoga postoji želja da se društva tako izgrađuju. Nesumnjivo je obitelj najmanji dio društva. Međutim, socijalizacija se ostvaruje u kombinaciji sastavnica društva iz različitih životnih okruženja. Škole su mjesta gdje se dijelovi društva okupljaju, kombiniraju i stvaraju kako bi ostvarili novi životni oblik.

Socijalizacija donosi i odgovornost poput demokratičnosti. Oni koji žive u društvu trebaju biti osviješteni o potrebama, zahtjevima i pravima drugih. Upravo ovdje škole imaju važnu ulogu u osvjешćivanju demokratičnosti među pojedincima u društvu (Şişman, Güleş i Dönmez, 2010). Svaki dio društva dolazi iz obitelji u škole. Prema tome, ako su škole utemeljene na demokratskim karakteristikama, društvo bi trebalo biti demokratičnije. Učenici donose ideje, vrijednosti i kulture njihovih roditelja koje dijele s prijateljima u školama. Njihove se ideje tako oblikuju u nove oblike koje nakon toga vraćaju u svoje domove. Ta činjenica znatno uokviruje stvaranje, odnosno razumijevanje demokracije jer se uči putem demokratskih iskustava (Şişman, Güleş, i Dönmez, 2010). Kao što tvrdi Apple (2012, str. 38), „Izgovorena riječ objašnjava se postupkom”. Škole bi trebale učenicima ponuditi postupke. Uz učenje o demokraciji škole bi učenicima trebale ponuditi i demokratsko obrazovanje. U tom kontekstu jedna od važnijih uloga u stvaranju demokratskih društava koja su opremljena demokratskom osposobljenošću pripada školama. Ako učenici odrastaju uz demokratske aktivnosti, lakše će preslikati vlastito znanje o demokraciji na svoje ponašanje. Iako je posljednjih godina broj istraživanja o demokratskom obrazovanju porastao (Korkmaz i Erden, 2013; Şişman, Güleş i Dönmez, 2010), još uvijek ne postoje istraživanja vezana uz stavove budućih učitelja o karakteristikama demokratskih škola.

U tom svjetlu ovaj se rad bavi istraživanjem stavova budućih učitelja primarnoga obrazovanja o tome što čine sadržaj i obilježja demokratskih škola, na osnovi vlastitih obrazovnih iskustava.

Teorijska osnova: pregled literature

Prema Taçmanu (2009, str. 32), „Demokratsko je obrazovanje obrazovanje koje je organizirano prema osnovnim principima demokracije s obzirom na svrhu, programe i metode.”

Ostvarenje toga moguće je ako škole imaju demokratsku kulturu koja uključuje učitelje, učenike, roditelje i učinkovito okruženje za poučavanje i učenje. Činjenica je da kultura škole ima važnu ulogu u primjenjivanju promjena i inovacija u školama. Drugim riječima, uspjeh bilo koje promjene u školi ovisi o njezinoj relevantnosti za kulturu škole. Unutar te kulture prihvaćanje novoga trenda ili implementacija kurikula ili modela poučavanja i učenja u školi ponajprije ovisi o volji učitelja da uključi nove metode u vlastitu nastavnu praksu. Može se reći da su učitelji voditelji razreda kada govorimo o vođenju i oblikovanju razreda prema filozofiji obrazovanja koju su usvojili. Stoga se može reći da promjena u razredu rezultira i promjenom u školi. Prema tome, ako se učitelji koriste svojim pravom da razviju demokratsku osviještenost učenika u razredu, i škole će postati demokratičnije. Može se reći da demokratski razredi oblikuju škole, a demokratske škole društvo oblikuju ciklički. Drugim riječima, proces prati cikličku putanju jer društvo neprekidno ima očekivanja od demokratske kulture. Jedna od važnijih funkcija demokratskog obrazovanja jest razvoj demokracije u promišljanju ljudi i transfer demokracije u prirodno jedinstvo i promišljanje ljudi (Hotaman, 2010).

Jedan od načina stvaranja ciklusa ovisi i o pojedincima koji su usvojili ideju demokratske osviještenosti.

Demokracija nije samo oblik vladanja, nego i preduvjet zajedničkoga života. Stoga, škole moraju naučiti učenike da se međusobno poštuju i da mirno žive u istoj zajednici. Perry (2009) smatra da su kritičko razmišljanje i razgovor (npr. oluja ideja) procesi koji omogućuju učenicima da usvoje određene vještine, ponašanja, stavove i vrijednosti. U turskom nacionalnom kurikulumu predmet *Znanost o životu*, koji ima ključnu funkciju u razvoju osviještenosti o demokraciji, ima za cilj odgojiti pojedince koji mogu preuzeti odgovornost i angažirati se u društvu (MEB, 2017). Nadalje, Perry (2009) ukazuje na to da ljudi koji imaju te vještine, ponašanja ili stavove mogu omogućiti učenicima da postanu aktivniji u životu zajednice. Drugim riječima, prema Greeneu (1985), "Obrazovanje ima ključnu ulogu u osnaživanju tinejdžera da postanu članovi društva i da imaju jasne uloge u javnom mnijenju" (citirano u Apple i Beane, 2011, str. 35).

Kao što je prije navedeno, škole imaju ključnu ulogu u stvaranju demokratskog društva. Međutim, da bi se taj cilj ostvario, škole moraju biti demokratske institucije. To otvara pitanje karakteristika demokratskih škola. Kada se pobliže prouči, škole nam daju naznake o tome jesu li demokratske ili nisu. Prema mreži International Democratic Education Network (IDEN) u demokratskim školama učitelji i učenici trebali bi imati jednaka prava odlučivanja o njihovom procesu učenja i društvenom životu (IDEN, 2016). Primjerice, u demokratskim školama okruženja za učenje kreiraju svi dionici u školi, uključujući i roditelje. Čak i kada su i sami učitelji praktičari u okruženju za učenje, učenici bi morali naći način na koji će se njihovi zahtjevi čuti.

Danas se raznolikost očituje u školama i u drugim dijelovima društva. Kao rezultat, puno različitih mišljenja i ideja dolazi od djelatnika škole, a posebno od učenika. Sve ideje trebale bi biti razmotrene i nijedna ideja ne bi se trebala smatrati beznačajnom ili nevažnom jer su ljudi koji su te ideje iznjedrili bitni za razvoj demokratske kulture škole, jer svatko mora imati slobodu izraziti vlastito stajalište. Učitelji i vodstvo škole trebali bi pažljivo slušati učenike, i to s poštovanjem. Osviještenost o razlikama jedini je održivi način u situacijama kada se ljudi moraju prilagoditi demokratskoj kulturi.

Čini se da je odnedavno kulturna različitost u Turskoj u porastu. Kao što je naglašeno u izvješću OECD-a (2013, str. 31), imigranti koji žive u Turskoj od turske vlade očekuju pomoć u integraciji u turski obrazovni sustav. Primjerice, u demokratskim školama svaki dionik škole, uključujući roditelje, trebao bi pripremiti okruženje za učenje. Primjeren način za učinkovitim slušanjem predmeta mogao bi se ostvariti putem polifonog okruženja za obuku.

Kao što je navedeno, za stvaranje demokratskih škola odgovorni su brojni dionici, odnosno učenici, učitelji i vodstvo škole. Međutim, budući voditelji škola i učitelji svoju obuku prolaze u razdoblju školovanja za buduće nastavnike. Stoga je važno što budući učitelji misle o karakteristikama demokratskih škola. Činjenica je da su današnji studenti zapravo praktičari u sutrašnjici. „Škola” bi imala značenje „prazne zgrade” ako se njome ne bi u jednakoj mjeri koristili i učitelji i učenici. Transformacija škole u demokratsko okruženje u rukama je učitelja, vodstva škole i učenika.

S obzirom na to da nema specifične definicije demokratskih škola, razumijevanje toga pojma obično se temelji na subjektivnim iskustvima. Pozivajući se na Korkmaz i Erden (2013), postoji 239 škola/centara u 35 zemalja koje se opisuju kao demokratske škole. Međutim, može se istaknuti da se osviještenost o demokraciji treba zasnivati na lokalnim dimenzijama i određenim uvjetima. Rezultat toga česte su subjektivne percepcije i iskustva kao ključne točke za razumijevanje koncepta demokratskih škola. S druge strane, percepcije i ideje koje budući učitelji imaju o demokratskim školama trebale bi se razumjeti bez pozivanja na neku drugu apstraktnu definiciju. Stoga će ovo istraživanje pokušati istražiti stavove koje budući učitelji imaju o demokratskim školama.

Metodologija

Ovo istraživanje osmišljeno je unutar kvalitativnoga istraživačkoga pristupa s ciljem ispitivanja stajališta budućih učitelja o karakteristikama demokratskih škola. Cilj je kvalitativnoga istraživanja otkriti kako pojedinci interpretiraju bitne situacije za razliku od dobivanja brojčane vrijednosti za osjećaje ili razmišljanja vezana uz neku temu (Büyükoztürk, Çakmak, Akgün, Karadeniz, i Demirel, 2014). Iako postoji, doduše, ograničena literatura koja se bavi demokratskim školama i demokratskim obrazovanjem (Korkmaz i Erden, 2013; Şişman, Güleş i Dönmez, 2010; Wilson, 2015), još uvijek ne postoji popis karakteristika demokratskih škola. Kada bi karakteristike demokratskih škola bile jasne ili poznate, bilo bi prilično lako donijeti odluku o tome je li škola demokratska ili nije. U tom kontekstu, s ovim istraživanjem nismo htjeli prikazati numeričke vrijednosti o demokratskim školama. Štoviše, s obzirom na to da je istraživanje kvalitativno, interpretacija mišljenja ljudi vezanih uz demokratske škole temeljna je svrha ovoga istraživanja.

Kao što je poznato, glavni je cilj kvalitativnoga istraživanja razotkriti i interpretirati značenje života koje ljudi žive, a i svijeta (Merriam, 2009). U ovome istraživanju koristili smo se intervjuom da bismo razumjeli kako budući učitelji konstruiraju vlastita značenja vezana uz demokratsko obrazovanje i demokratske škole.

U istraživanju se koristila skala „Democratic Attitude Scale” (hrv. Skala demokratskog stava), koju je razvio Gözütok (1995) kako bi se identificirao uzorak sudionika. Osnovni podatci dobiveni su iz polustrukturiranih intervjua koji su provedeni s budućim učiteljima primarnoga obrazovanja.

Cilj ovoga istraživanja jest odrediti mišljenja budućih učitelja o karakteristikama demokratskih škola. Za ostvarenje tog općeg cilja izrađeno je nekoliko podciljeva. Podciljevi su bili odrediti kako bi kandidati razumjeli pojam demokracije kada bi bili dionici škole i kako bi transformirali školu. Istraživačka pitanja koja su usmjeravala istraživanje bila su „Kako budući učitelji opisuju pojam „demokracija”? i „Kako, prema vlastitim razmišljanjima, budući učitelji karakteriziraju demokratske škole?”

Odabir uzorka i prikupljanje podataka

Skupina u kojoj je provedeno istraživanje sastojala se od šest budućih učitelja primarnoga obrazovanja koji su uključeni u program obrazovanja učitelja na učiteljskom

fakultetu u Turskoj. Ispitanici su studenti posljednje, četvrte, godine programa koji su u školama odradili praksu. Kod kvalitativnoga istraživanja ispitanike određujemo koristeći se metodom subjektivnog uzorkovanja (Creswell, 2013). U ovome istraživanju primijenjena je metoda odabira uzorka prema kriteriju, što je jedna od metoda subjektivnog uzorkovanja.

Jedan od kriterija za odabir uzorka je da su ispitanici studenti četvrte godine. Kao što je prije rečeno, ispitanici u istraživanju su studenti posljednje, četvrte godine preddiplomskoga studija. Analizom kurikula preddiplomskoga studija uočeno je da studenti u trećoj godini studija slušaju kolegije poput *Poučavanje znanosti o životu* i *Poučavanje društvenih znanosti* koji su povezani s konceptom demokracije. U tim kolegijima budući učitelji bave se temama poput demokracije u obitelji, demokracije u društvu itd., koje se smatraju temama koje doprinose razvoju njihova razumijevanja demokracije.

Drugi kriterij odabira ispitanika ovisio je o rezultatima ispunjene skale. Skalu "Democratic Attitude Scale", koju je razvio Gözütok (1995), ispunilo je 75 budućih učitelja primarnoga obrazovanja kako bi se odredili njihovi stavovi prema demokraciji općenito. Skala se sastoji od 50 čestica o demokratskim stavovima. Dok neke čestice odražavaju pozitivne stavove, druge odražavaju negativne stavove. Najveći mogući rezultat na skali je 50. Skala je distribuirana budućim učiteljima od kojih se tražilo da znakom (+) označe slaganje s tvrdnjom, a znakom (-) neslaganje s tvrdnjom. Prikupljeni podatci obrađeni su programskim alatom SPSS 23. Ukupno je 75 kandidata ispunilo skalu. Aritmetička sredina rezultata je 38,76. Standardna devijacija je 4,286. Niže u rikazu 1 prikazan je način odabira ispitanika. Ispitanici su odabrani uzimajući u obzir i standardnu devijaciju i aritmetičku sredinu. Tablica 1 prikazuje dodatne informacije o ispitanicima.

Prikaz 1

Nakon odabira ispitanika uzeli su se u obzir i njihovi rezultati dobiveni iz skale. U tom kontekstu ukupno je 6 ispitanika uključeno u istraživanje:

- (i) dva ispitanika koji su bili najbliži aritmetičkoj sredini;
- (ii) dva ispitanika čiji su rezultati bili viši od 43 boda, što je dobiveno dodavanjem rezultata standardne devijacije i srednje vrijednosti koja je jednaka 43;
- (iii) dva ispitanika čiji su rezultati niži od 34 boda, što je dobiveno oduzimanjem rezultata standardne devijacije od rezultata aritmetičke sredine koja je bila 34.

Tablica 1

U ovome istraživanju podatci su prikupljeni koristeći se polustrukturiranim intervjuom. Inicijalni obrazac koji je uključivao polustrukturirana pitanja otvorenoga tipa izradili su sami istraživači. Za formiranje pitanja u intervjuu pregledana je i proučena relevantna literatura o karakteristikama demokratskih škola. Prema literaturi, sročena je nacrt pitanja koja su potom pregledali stručnjaci imajući u vidu jezik i primjerenost sa

svrhom pojačanja valjanosti. Na osnovi njihovih komentara neka su pitanja uklonjena, a neka promijenjena te je tako dobivena konačna inačica polustrukturiranoga intervjua. Polustrukturirani intervju sastojao se od 8 pitanja uključujući 4 glavna i 4 sondažna pitanja za buduće učitelje. Nakon dobivanja usmenoga i pismenoga pristanka, podatci su snimljeni s pomoću diktafona, nakon čega su ih istraživači transkribirali. Ispitanici su u intervjuu odgovarali na sljedeća pitanja:

1. Što zamišljate kada čujete pojam demokracija?
 - 1.1. Što mislite o „obrazovanju o demokraciji”?
 - 1.2. Što mislite o „demokratskom obrazovanju”?
2. Da ste Vi učitelj, kakve bi aktivnosti sadržavala Vaša nastava i proces učenja kako biste kod učenika osvijestili demokraciju?
3. Da ste Vi djelatnik uprave (voditelj, pomoćni ravnatelj) u školi, što biste učinili kako biste podržali i proširili demokratski život Vaše škole?
4. Iz Vašega gledišta koje bi karakteristike / značajke imale demokratske škole?
 - 4.1. Koje su obveze učitelja i učenika u demokratskim školama?
 - 4.2. Koja su prava učitelja i učenika u demokratskoj školi?

Analiza podataka

Ispitanici su na uvid dobili transkribirane podatke. Nakon toga ispitanici su upitani žele li dodati ili maknuti nešto iz transkribiranih podataka. Nitko od ispitanika nije želio mijenjati iskaz. Međutim, neki su ispitanici dodali neka nova mišljenja. Analiza podataka započela je nakon završene transkripcije.

Dobiveni kvalitativni podatci analizirani su primjenom metode analize sadržaja. Analiza sadržaja koristi se kako bi se saznalo što ljudi misle o predmetu koji se istražuje. Može se reći da se ta metoda analize koristila s pragmatičnom funkcijom, što je povezano s trenutnim problemom (Bilgin, 2014).

Za vrijeme obrade podataka tražile su se i proučavale poveznice između pojmova, kategorija i prakse. Kao rezultat toga metoda analize sadržaja smatra se korisnim alatom za analizu podataka.

Pitanje valjanosti i pouzdanosti

Kod kvalitativnih istraživanja pitanje valjanosti i pouzdanosti odnosi se na pojmove vjerodostojnosti, prijenosa, pouzdanosti i potvrde (Lincoln i Guba, 1985).

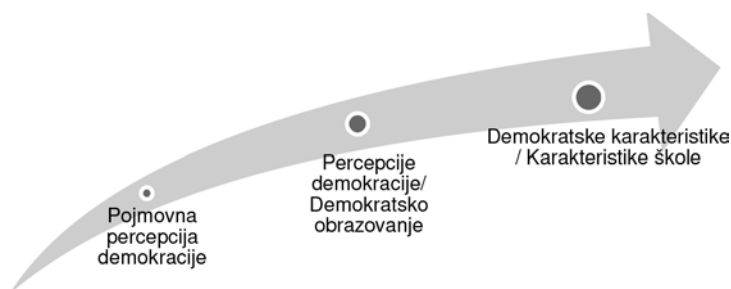
Sa svrhom vjerodostojnosti ispitanici su dali svoju pismenu i usmenu suglasnost. Pitanja iz intervjua provjerili su stručnjaci iz svojih područja (primjerice jezika, teorije demokracije) te su primijenjeni različiti oblici uzorkovanja kako bi istraživanje bilo vjerodostojno.

Ispitanici su izravno citirani da bi se osigurala karakteristika prenosivosti. Nadalje, usvojena je metoda odabira uzorka prema kriteriju kao jedna od metoda subjektivnog uzorkovanja kako bi se osigurala prenosivost.

Za osiguranje pouzdanosti pitanja su pitana u sličnim okruženjima i sa sličnim pristupom za vrijeme prikupljanja podataka. U isto vrijeme glavni istraživač i savjetnik u istraživanju ispitali su povezanost između dobivenih podataka i rezultata. Očekivalo se da će podatci biti potvrđeni i kod rezultata istraživača kako bi se istraživanje potvrdilo. U tom kontekstu, podatci i bilješke iz analize podataka čuvane su kako bi ih stručnjak mogao provjeriti ako bi za time postojala potreba.

Rezultati

Rezultati dobiveni analizom podataka prikazani su u ovome dijelu rada. Analizom podataka dobivene su tri glavne teme. Teme su klasificirane na sljedeći način:



Pojmovna percepcija demokratije

Analiza odgovora na pitanje „Što pomislite kada čujete pojam demokratija?” prikazana je u ovome dijelu rada. Tri kategorije definirane su pod temom „Pojmovna percepcija demokratije”. Te kategorije nazvali smo „pravo na govor”, „pravo na zastupanje” i „poštovanje”.



Kao što se vidi, Simge je odabrala izraziti se na sljedeći način; „Ono na što pomislim je društvo u kojemu svi pojedinci imaju pravo govora i imaju pravo iskazati mišljenje”. S tim u vezi može se reći da je ona svoje objašnjenje demokratije povezala s „pravom na govor”. Tayfun, drugi ispitanik koji je objasnio pojam unutar okvira „prava”, izjavio je: „Možemo ga objasniti na način da učenici mogu izabrati kandidate (npr. predsjednika razreda) u vlastitim izborima”. Ta izjava može se povezati s „pravom na zastupanje”. Ispitanik Görkem svoje je viđenje iskazao na sljedeći način: „Mogu ga opisati kao sustav u kojemu se prihvaćaju ideje većine; međutim, na kraju procesa nitko ne bi trebao biti žrtva.” Za razliku od drugih ispitanika koji su opisali demokratiju unutar kategorije „poštovanje”, čini se da se pojam demokratija razumije na neobičan način.

Iako ispitanici često interpretiraju pojam demokratija u smislu prava, može se reći da je samo jedan ispitanik procijenio demokratiju kao „poštovanje prema drugima” i

koji je procijenio demokraciju unutar okvira odgovornosti. Nadalje, ispitanik koji je tumačio demokraciju kao odgovornost također je ispitanik s najvišim rezultatom na skali demokratskih stavova koja se koristila kod izbora ispitanika za ovo istraživanje. Možemo zaključiti da budući učitelj, koji ima pozitivan stav prema demokraciji, također ima širu pojamovnu percepciju demokracije.

Percepcije o obrazovanju o demokraciji i demokratskom obrazovanju

Analiza odgovora na pitanje: „Što misliš o obrazovanju o demokraciji?“, „Što misliš o demokratskom obrazovanju?“ i „Da si učitelj, kakve bi aktivnosti uvrstio u proces poučavanja i učenja da bi učenici razvili osviještenost o demokraciji?“ prikazana je u ovome odlomku. Pogledi budućih učitelja o obrazovanju o demokraciji i demokratskom obrazovanju mogu se prikazati kao „trenutno stanje“ i „kako bi trebalo biti“.

Obrazovanje o demokraciji /
Demokratsko obrazovanje

- Trenutno stanje
- Kako bi trebalo biti

Ispitanici Güliz i Hakan ukazali su na to da se obrazovanje o demokraciji / demokratsko obrazovanje trenutno provodi teorijski. Güliz je dala svoje mišljenje: „*Pojam se koristi samo kao koncept. Učitelj izjavljuje da bi mogao zatražiti definiciju pojma u ispitu. To je sve. Učenje demokracije u školama pokriveno je učenjem definicija*“. U istom tonu Hakan kaže: „*Oni (Ministarstvo obrazovanja) su rekli da su izbacili ispite iz prve tri godine. Rekli su da će isključivo obrazovati pojedince. Međutim, još uvijek poučavamo samo na osnovi knjiga.*“

Uz navedene, neki su ispitanici ukazali na „kako bi trebalo biti“ (kako oni to zamišljaju). Prema Güliz, demokratsko obrazovanje može se ostvariti s tematskim kurikulumom. Ona je svoje mišljenje iskazala na sljedeći način: „*Trebali bismo početi s predmetom ‘Znanost o životu’ i trebali bismo se pozvati na demokraciju u svim nastavnim predmetima. Na primjer, pojam ‘demokracija’ može se odnositi na ‘probleme’ u Matematici ili ‘tekstove’ u nastavi Turskog jezika.*“ Görkem dodaje da je takvo obrazovanje moguće putem praktičnih aktivnosti. On je svoje mišljenje iznio ovako: „*Umjesto putem knjiga djetetu bismo trebali ukazati na realnost svakodnevnoga života. Demokratsko obrazovanje trebalo bi se osigurati u postupcima i iskustvu.*“

Na osnovi svojih prijašnjih iskustava mišljenja ispitanika o trenutnoj situaciji prikazuju ključne poglede o današnjem obrazovanju o demokraciji/demokratskom obrazovanju. Neki su ispitanici bili kritični te su naveli da je obrazovanje utemeljeno na učenju pojmova i putem knjiga još uvijek prisutno. Nadalje, ukazali su na nužnost razmatranja pojma demokracije na način da se poveže u sve nastavne predmete, a ne kao jedna nastavna jedinica. Ispitanici koji imaju jasnu osviještenost o demokraciji objasnili su pojam na osnovi njihovih iskustava.

Demokratske karakteristike / Značajke škole

Analiza odgovora na pitanja: "Prema Vašem mišljenju koje bi karakteristike / značajke trebala imati demokratska škola?", „Koje su odgovornosti učitelja i učenika u demokratskoj školi?" i „Koja su prava učitelja i učenika u demokratskoj školi?" pripadaju temi „demokratske karakteristike / značajke škole". Ispitanici su iskazali svoja viđenja demokratskih škola s obzirom na karakteristike koje bi trebale imati u praktičnom pogledu i na odgovornosti i pravima dionika u demokratskim školama.

Demokratske karakteristike
/ značajke škole

- Praksa
- Odgovornosti
- Prava

Ispitanici su izjavili da demokratske škole trebaju sadržavati *fleksibilnost*. Prema njihovim mišljenjima demokratske škole trebale bi primijeniti lokalni kurikulum koji je izrađen u skladu s lokalnim uvjetima. U tom kontekstu Simge je rekla: „*Kurikule uvijek izrađujemo prema učenicima i učiteljima koji žive u urbanim sredinama. Time smo nepravedni prema učenicima koji žive u ruralnim dijelovima zemlje.*” Ta fleksibilnost trebala bi se primijeniti i na vrijeme dolaska i odlaska iz škole. Hakan je svoje gledište o „vremenskoj fleksibilnosti” izrazio kao: „*Na primjer, nastava počinje u 9:00. Učitelj bi trebao imati pravo pozvati studente da dođu u 10:00, tako da učenici mogu odspavati i pojesti doručak prije nego što dođu u školu.*”

Ispitanici su izjavili da bi dionici u demokratskoj školi trebali imati odgovornosti za kritiziranje drugih, ali i za samokritičnost. Budući učitelji rekli su da bi učitelji trebali dijeliti sa svojim učenicima ako su napravili neke pogreške u svakodnevnom životu, čak i ako učenici nisu tome svjedočili. Prema ispitanicima, u okruženju demokratske škole vrlo je važno ponuditi ideje za rješenje problema lošeg ponašanja. Štoviše, naglasili su važnost dijaloga u stvaranju demokratskog okruženja škole. Ispitanici su izjavili da primjerice dramske aktivnosti mogu doprinijeti stvaranju novih i različitih ideja. Također su izjavili da se odgovornosti u demokratskim školama mogu ostvariti ako se dijele. Zapravo svatko bi trebao imati svoju odgovornost. Ako netko ne ispuni svoju odgovornost, morao bi biti osviješten da to može imati posljedice po druge. To razmišljanje se ogleda u izjavi Görkema: „*Učeniku dajemo zadatak čišćenja ploče dok drugi održava razred čistim. Prvi može utjecati na svoga prijatelja dok čisti ploču jer čini razred neurednim. Učenici bi trebali osjetiti da se odgovornosti mogu ostvariti samo ako postoji suradnja.*” Učitelji bi trebali biti uzor ne samo kod traženja prava nego i kod preuzimanja odgovornosti. U tom pogledu demokratska škola trebala bi biti škola u kojoj se odgovornosti ravnopravno dijele.

Osim odgovornosti u demokratskim školama trebaju postojati i prava (poput aktivnog sudjelovanja u školskim izborima). Prema odgovorima ispitanika, pojedinci bi trebali moći slobodno iskazati preferencije u nekim situacijama. Preferencije bi se trebale prikazati ravnopravno. Pravo na izbor druge osobe također se treba uvažavati, a ta karakteristika pokazuje da ako se preferencija ne iskaže, drugome se mora prikloniti.

U tom kontekstu, Tayfun kaže „Neka djeca se žele igrati vani dok bi se druga igrala unutra. U tom slučaju, trebali bi znati da će moći ili ostati unutra ili otići van ako ne iskažu svoje želje. Ako ne iskoriste pravo na iskazivanje mišljenja, morat će se prikloniti drugima koji su to pravo iskoristili.” Nadalje, ispitanici kažu da bi škole trebale omogućiti pristup nastavnim materijalima onim učenicima koji ih nemaju. Taj proces može stvoriti demokratsko okruženje u školi jer nudi jednake mogućnosti svima. Ispitanik Görkem svoje je mišljenje o tom problemu rekao: „Ako jedan učenik ima više knjiga (ili izvora) od drugih, onda bi učitelj trebao imati priliku osigurati iste uvjete i drugim učenicima.”

Rasprava i zaključak

Ovo istraživanje usredotočilo se na percepciju budućih učitelja o demokratskim školama i njihovim karakteristikama. Jedno od nalaza istraživanja pokazuje da budući učitelji objašnjavaju pojam demokracija različitim riječima i to na osnovi njihovih iskustava. U analizi podataka pravo na govor, pravo na zastupanje i pluralizam / ravnopravnost / poštovanje postale su kategorije koje su nastale vezane uz pojam demokracija. Demokracija ne znači samo posjedovanje prava, nego i posjedovanje odgovornosti. No, budući učitelji često doživljavaju demokraciju kao pojam „prava”. Stoga se može reći da budući učitelji nisu u potpunosti usvojili koncept demokracije. Perry (2009) tvrdi da se demokracija ne može ostvarivati samo unutar okvira prava.

Percepcije budućih učitelja o demokraciji ograničene su izborom definicija koje pripadaju političkoj sferi. Kada se riječ „demokracija” izgovori, pomisli se samo na jedno odnosno na „izbore” ili „slobodu izbora”. Mogući razlog zbog kojega budući učitelji objašnjavaju demokraciju u tom ograničenom okviru jest navika upotrebe pojma demokracija u kontekstu „danih prava”, a oni često nisu mogli biti aktivni pojedinci u svojim životima. To se ogleda i u trećoj godini u kolegiju Znanost o životu gdje se spominje pojam demokracija. Međutim, to je svedeno na „deklaraciju potreba i želja demokratskim putovima” (MEB, 2017, str. 8). Ipak, ne bismo trebali zaboraviti da je jedan od načina usvajanja demokracije upravo javna odgovornost, kao i usvajanje individualnih prava.

Nadalje, rezultati istraživanja pokazuju da budući učitelji opisuju demokratsko obrazovanje u kategorijama trenutnog stanja i potrebnog stanja. Budući učitelji ukazali su na to da se demokratsko obrazovanje može ostvariti putem tematskog učenja i praktičnog rada. Şişman, Güleş i Dönmez (2010) istaknuli su da obrazovanje na demokratski način također poboljšava demokratsko obrazovanje. S obzirom na to da gledanje podrazumijeva i postojanje u „točno vrijeme”, ono je puno važnije od slušanja. Stoga ako obrazovanje o demokraciji znači „slušanje”, onda je demokratsko obrazovanje „gledanje”. Ovdje je zgodno spomenuti Konfucija i njegovu izjavu: „Zaboravim ono što čujem, zapamtim ono što vidim, razumijem ono što učinim”. S obzirom na stavove budućih učitelja njihovo obrazovanje bilo bi bolje kada bi sadržavalo više praktičnog nego teorijskog učenja.

Rezultati istraživanja također pokazuju da su stavovi budućih učitelja pod temom „demokratske karakteristike / značajke škola” podijeljeni u tri kategorije. Kod analize kategorije praksa, koncept odgovornosti i prava jasno je vidljiv. Međutim, ne postoji nikakav hijerarhijski pristup karakteristikama. Demokratskom obrazovanju/školi možemo pristupiti kolektivno umjesto pojedinačno. Preduvjet za demokratsku školu jest da se ona ne može ostvariti ponudom prava, odgovornosti ili fizičkih kompetencije. Transformacija škole u demokratsko okruženje moguća je jedino stapanjem svih spomenutih karakteristika. Ti rezultati slični su zaključcima doktorskoga rada koji je napisao Morhayim (2008). U radu se tvrdi da bi učitelji trebali biti predvodnici u preuzimanju odgovornosti. U istom istraživanju učenici su izjavili da očekuju da im učitelji budu uzori. Budući učitelji još su uvijek studenti. Stoga se može pretpostaviti da su njihova životna iskustva mjerodavna u stvaranju stajališta o demokratskim školama. Ispitanici su ukazali na to da je dijalog bitan u stvaranju demokratskog okruženja u školi. Taj rezultat sličan je rezultatima istraživanja koje su proveli Karatekin, Meray i Kuş (2013). Prema njihovu istraživanju, postoje učitelji koji pokazuju autoritativan stav, a ta autoritativnost se s vremenom povećava. Nedostatak komunikacije sa školom u kojoj postoji ograničen dijalog i hijerarhijski odnos među članovima školske zajednice smatra se jednom od prepreka u ostvarivanju demokratskog školskog okruženja.

Omogućiti učenicima jednake prilike u pristupanju materijala za nastavu i drugih izvora ispitanici u ovome istraživanju smatraju karakteristikom demokratske škole. Zbog toga je važno da uprava škole i oni koji grade obrazovnu politiku osiguraju jednake prilike. Odbor za obrazovanje u Turskoj je 2017. godine donio osam okvira. Jedan od okvira nazvan je „Socijalne i građanske kvalifikacije”, a osvrće se na važnost približavanja principa jednakosti, što je osnovni preduvjet demokracije, studentima (MEB, 2017). U tom svjetlu ostvarenje jednakosti moguće je ispunjenjem kriterija za demokratsku školu.

S obzirom na rezultate istraživanja stvaraoci obrazovne politike trebaju biti osviješteni o atmosferi demokratskih škola. Trebali bi razviti tematski kurikulum koji uključuje demokraciju u svim razinama postignuća. Umjesto prenošenja ideje demokracije fakulteti za obrazovanje učitelja trebali bi osigurati obrazovnu životnu zonu za buduće učitelje gdje će se s demokracijom susretati putem iskustva. Na kraju, potrebna su daljnja istraživanja „osobnih svjetonazora budućih učitelja” vezanih uz demokratske škole.