

Examining Secondary School Students' Perceptions of the Concept of Migration: A Qualitative Study

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Abstract

The purpose of this study was to determine the perceptions of the eighth grade students regarding the concept of migration covered in the 6th and 7th grades social studies curriculum. To this end, the metaphors produced by the students in regard to this concept and the pictures/cartoons drawn by them about it were examined. Survey model was used in this study. Qualitative research techniques considered suitable for triangulation (collecting data via metaphors and document analysis) were used together. The study group consisted of 334 eighth grade students (176 males and 158 females) attending secondary schools located in the central districts of Ankara, Kilis, and Gaziantep provinces in the fall semester of the 2014-2015 academic year. The participants were randomly selected through purposeful sampling. The data obtained from the participants were analyzed and interpreted through content analysis. Results indicated that most of the participants, whether or not they had been exposed to migration, perceived migration as “compulsion”, “continuity”, and “cause of separation”. Another result of this study was that especially the participants exposed to migration perceived migration as “time-dependent differentiation” and “unhappiness” and thought that migration is an undesirable temporary event that occurs at certain times and disappears after a while.

Keywords: Social studies, migration, metaphor, perception

1. Introduction

Human beings have been migrating since they came into existence. The phenomenon of migration, which has been shaping both the social structure and the geographical structure of Turkey since the 1950s, has been in the area of interest of a lot of different disciplines. Thus, it does not have a single and definite definition. In the present study, migration is taken as permanent or temporary change of place from one country to another within a particular time period. However, since this change of place also involves change of social environment, migration is described as a stressful life event in mental health literature. Its mental damage to individuals, families, and migratory communities has been subject of a lot of studies. In this sense, what the concept of migration means must be understood well. While Ozankaya (1980) defines migration as the movement of individuals or social clusters from one place to another to settle, Demir & Acar (1997) define it as partly continuous individual or mass movement from a settlement, a group, or a piece of land with certain political boundaries to another. In other words, migration is the systematic or compulsory, temporary or permanent change in the physical environment of human beings (Aker, Ayata, Özeren, Buran & Bay, 2002).

The phenomenon of migration is classified in various ways. According to Özgüç & Tümertekin (2002), migrations can be classified by distance, place where the event takes place, the continuity of the event, reasons for migrating, and status of being forced or voluntary or can be categorized as permanent migrations and temporary migrations. They even say that a new category may be added: international migration. It is reported that migrations in Turkey fall into three categories by reason: migrations resulting from natural disasters; migrations resulting from unemployment; and migrations resulting from social events (Doğanay, Özcan & Şahin, 2006). In another classification, migrations fall into two categories: international (external migration) and domestic (internal migration), and internal migrations take place in the following directions: rural to rural; rural to urban; urban to urban; and urban to rural (Akkayan, 1979; Çelik, 2005). It can be said that some unlikeable aspects of rural life and certain attractive aspects of urban life are influential on internal migrations in Turkey. External migration in Turkey, on the other hand, involves labor migration and brain drain to a considerable extent (Yalçın, 2002).

Compulsory human movement from underdeveloped and developing countries to developed countries has various reasons (e.g. economic reasons, political reasons, social reasons, cultural reasons). Among major reasons are economic difficulties, wars, terror, political turmoils, and discrimination based on race, religion, and gender (İçduygu & Toktaş, 2002). The concept of irregular migration came up as underdeveloped and developing countries failed to provide their increasing populations with adequate social and economic opportunities; security concerns increased as a result of civil wars and regional tensions; people felt desperate about their future in their countries; and the European countries experienced manpower deficit and population ageing on one hand and implemented strict migration policies on the other hand. Developments in transportation and communication along with globalization have facilitated circulation and information exchange among migrants. Besides these, increasing impoverishment among underdeveloped and developing

countries has led to a dramatic rise in the number of migrants (Yılmaz, 2014). Political dissolution and changes of regime at the end of the Cold War as of the 1990s, conflicts between tribes in various regions across the world, ethnic conflicts, civil wars, political instability, human rights violations, invasions, international disagreements, and so on have accelerated compulsory human movement. Migrations of this sort in which people seek to find places where they can feel safer because of social unrests and personal freedom restrictions are called forced migrations (Akgür, 1997). Conditions and problems of prospective refugees and asylum-seekers are within the area of interest of a lot of disciplines besides sociology of migration. In developed western countries and EU, migratory and asylum-seeking movements have been among major subjects of study in a lot of disciplines including but not limited to sociology, political science, international relations, labor economics, law, economics, and economy since the late 1980s. Developments likely to occur in the near future require producing comprehensive migration and asylum policies having many aspects including sheltering, social work, health, adaptation, language education, basic education, vocational training, employment, and so on in Turkey just like in other countries letting in migrants. Turkey plays a critical role in the Syrian crisis (2011) that has been continuing for approximately four years in both political and social terms. Among the neighboring countries of Syria, Turkey is the country hosting most Syrians. According to the official figures, there were 1,645,000 Syrians in Turkey in November 2014. However, it is unofficially stated that the actual number of Syrians in Turkey is over 2 million. There are refugees in a lot of provinces across Turkey (border provinces being in the first place) who have entered the country illegally and have not been registered yet. The Syrians in Turkey resided only in border provinces initially. However, they spread around the country in the course of time. According to the data from the Republic of Turkey Ministry of the Interior, there are only 8 provinces where Syrians do not live. Nevertheless, a considerable number of refugees dwell in border provinces except for some metropolises. Thus, approximately 10 million people living in border provinces had to host almost 1.2 million people all of a sudden. That inevitably impacts the whole country, border provinces being in the first place. This impact may be categorized as social effects, economic effects, political effects, security effects, and effects on basic services. All these effects are likely to influence education sector and thus individuals receiving education. All in all, a large part of the burden created by migration is on the shoulders of border provinces.

Social studies are a discipline allowing looking at an issue from different perspectives as it is an interdisciplinary subject. In this regard, the social studies course occupies an important position in primary school and secondary school ages when students begin to realize social values. Migrations taking place in Turkey and worldwide affect the society in different aspects. Therefore, the perceptions of the students living in areas witnessing migration and the students living in areas not witnessing migration regarding the concept of migration, which is covered in the social studies course, are important. This study makes an attempt to determine the perceptions of the secondary school students living in Gaziantep and Kilis provinces witnessing migration for asylum and the perceptions of the secondary schools living in Ankara province not witnessing such migration regarding the concept of migration. It is possible to say that the phenomenon of migration affects the lives of societies in different

ways and thus research on migration is important.

2. Method

Data were collected via qualitative research techniques (i.e. data collection via metaphors and document analysis) in the present study aimed at determining the perceptions of the eight grade students regarding the concept of migration covered in the social studies 6th and 7th grades curriculum. Thus, the present study was suitable for triangulation. According to Guion (2002), triangulation involves the collective use of different methods. One triangulation example is the simultaneous use of interview, observation, and document analysis for determining a change.

2.1 Research Design

This study conducted survey method. Survey model is a research approach that aims at determining the characteristics of a group or describing a past or present state as it was/is. An attempt it made to describe the event, individual, or object subject to research in their own conditions and as they are. No effort is made to change or influence them. What matters is observing and determining them properly (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2010; Karasar, 2010).

2.2 Study Group

The research participants were 334 eighth grade students (176 males and 158 females) who attended schools located in the central districts of Ankara province (150 students [80 males and 70 females]), Kilis province (74 [37 males and 37 females]), and Gaziantep province (110 [59 males and 51 females]) in the fall semester of the 2014-2015 academic year. The participants were selected through maximum variation sampling, which is a purposeful sampling method. The aim in maximum variation sampling is not to provide variety for generalizing, but, on the contrary, to determine whether or not there is any common or shared phenomenon for such various situations and to reveal different aspects of the problem based on such variety (Yıldırım & Şimşek, 2006). The participants were selected from among the eight grade students because the 6th and 7th grades social studies curriculum aims to make students acquire the concept of migration through developing in the 6th grade and reinforcing in the 7th grade. In other words, it was assumed that the eighth grade students had already acquired the concept.

2.3 Data Collection Tools

Form for Collecting Data via Metaphors: The form for collecting data via metaphors, which had previously been used by many researchers (Aydın, 2010; Güven & Güven, 2009; Kılcan, 2013; Öztürk, 2007; Saban, 2004; 2008a; 2008b; 2009) was used for determining the metaphors regarding the concept of migration covered in the social studies 6th and 7th grades curriculum. A metaphor is defined as a component of human reasoning applied for considering something in relation to another and understanding concepts better (Lakoff & Johnson, 2010) and regarded as a mental image used by an individual for explaining a highly

abstract and complex phenomenon (Saban, 2004; Yob, 2003).

Document Analysis: Another data collection tool used in the study is visual documents composed of the pictures/cartoons drawn by the students in regard to the concept of migration about which they also produced metaphors. Ersoy & Türkkän (2010) state that visual materials (cartoons) reflect the feelings and thoughts of students and highlight their interpretation and solution skills while Ersoy (2010) suggests that cartoons may be used for determining the status of acquiring especially social values, norms, and rules. Visual materials of this sort which provide preliminary information for researchers may be used as data collection tool for qualitative research. It is reported in literature that not only written materials but also visual materials are included in document analysis within the scope of qualitative research and can be used in qualitative research for data collection. These kinds of materials can be used either as a data source on their own or as an additional data source along with such data collection methods as observation, interview, and document analysis (Yıldırım & Şimşek, 2006).

2.4 Data Collection

A metaphor form was distributed to every student in order to determine their perceptions regarding the concept of migration. In the beginning, the researcher gave short information about himself and the research purpose. The instructions included in the forms distributed to the participants were read to inform the participants about the research. The obtained data were sorted by the researcher based on the status of being exposed to or not being exposed to migration. The metaphors produced by the students in regard to migration, their reasons for such metaphors, and the pictures/cartoons drawn by them based on such reasons were examined in company with a domain expert (the 2nd author). In this way, the students who drew similar pictures/cartoons, the students who drew different pictures/cartoons, and the students who drew no picture/cartoon were determined. Whether or not the pictures and cartoons were drawn by the participants with caution, their clarity, whether or not the produced metaphors reflected relevant reasons, etc. were also focused on by the researchers.

2.5 Data Analysis and Interpretation

The obtained data were analyzed through content analysis. Content analysis is a technique which allows working on human behaviors indirectly and is used in the field of social sciences frequently (Büyüköztürk et al., 2010). The aim in content analysis is to reach concepts and relationships that can explain the collected data. According to Strauss and Corbin (1990), if it were not for concepts, there would be no science; concepts help us understand and effectively think on phenomena; and when we give a name to a concept, we can ask questions, examine, and associate it with other concepts. Concepts take us to themes, and thanks to themes, we can arrange and make phenomena more understandable (cited in Yıldırım & Şimşek, 2006). In the present study, the data were analyzed and interpreted in the five stages given below based on Saban (2009).

Coding and Eliminating Stage: Firstly the metaphors created by the participants were arranged in an alphabetical order via Excel, thereby producing a list of metaphors. It was examined

whether or not the metaphors had been expressed clearly in the papers of the participants. The metaphors expressed by the participants in the forms were coded. The forms in which no metaphor was produced, the forms in which there was a metaphor without any justification for it, and the forms containing explanations about the concept of migration were marked. Due to the above-mentioned reasons, 254 forms involving statements by participants from three provinces like “*Migration is like a camel. This is because; a camel acts at the pleasure of its owner. Opportunities show that...*(Gaziantep-Kilis, 10)”; “*Migraton is like a river. This is because; river fulfills our water need by flowing...*(Gaziantep-Kilis, 58)”; and “*Migration is like going on holiday. This is because;...* (Ankara, 143)” were eliminated and left out of the study.

Sample Metaphor Compilation Stage: Each metaphor was broken into pieces through “metaphor analysis” (Saban, 2009) and “content analysis” (Yıldırım & Şimşek, 2006). The metaphors written by the participants were read again and reviewed, and (1) the thing resembling, (2) the thing it is considered to resemble, and (3) the relation between the thing resembling and the thing it is considered to resemble were analyzed in each metaphor. After the forms containing weak mental images were eliminated, 28 valid metaphors were obtained from 150 participants from Ankara province not witnessing migration in regard to the concept of migration while 52 valid metaphors were obtained from 184 participants from Kilis and Gaziantep provinces witnessing migration. Table 1 shows, in detail, the total number of metaphor forms deemed invalid and the total number of metaphor forms deemed valid:

Table 1. The Distribution of the Metaphor Forms Deemed Valid and Those Deemed Invalid

		Ankara	Gaziantep / Kilis
Form Status	Valid	28	52
	Invalid	122	132
	Total	150	184

Category Development Stage: Each metaphor developed by the participants in regard to the concept of migration was categorized based on the reason for the production of such metaphor. In forming metaphor categories, the reasons for producing the metaphors were taken into consideration rather than their lexical meanings. In this way, the metaphors developed by the participants exposed to migration and the participants not exposed to migration in regard to the concept of migration fell into 5 different categories by reason (5 categories for the participants exposed to migration and 5 categories for the participants not exposed to migration).

Validity and Reliability Stage: Expert opinion was taken to determine whether or not the metaphors included in the conceptual categories reached in the study represented such categories in order to ensure the validity and reliability of the study. The lists of metaphors formed by the researchers and the lists containing the above-mentioned conceptual categories were examined by the expert. Then the matches of the expert and the categories produced by the researchers were compared. The reliability of the study was calculated through Miles & Huberman’s (1994) formula (i.e. number of agreements / total number of agreements plus disagreements) by determining the number of agreements and the number of disagreements in

comparisons. In qualitative research, the desired level of reliability is achieved when the concordance between the evaluations of expert and researcher is not less than 90% (Saban, 2009). In the present study, the consulted expert matched 3 metaphors produced by the participants not exposed to migration in regard to the concept of migration (*birds – the 2nd category; death – the 3rd category; an antelope migrating in Africa – the 1st category*) with different categories. Thus, a reliability (concordance) of 90% ($\text{Reliability} = 28 / (28 + 3) = 0.90$) was obtained. On the other hand, the consulted expert matched 3 metaphors produced by the participants exposed to migration in regard to the concept of migration (*sadness – the 1st category; birds – the 2nd category; people not owning a house – the 3rd category*) with different categories. A reliability (concordance) of 91% ($\text{Reliability} = 30 / (30 + 3) = 0.91$) was obtained.

Data Transfer into Computer Environment Stage: After the metaphors created by the participants in regard to the concept of migration were divided into categories, all data were transferred into computer environment. After these procedures were completed, the number (f) and percentage (%) of the participants representing the metaphors and the categories were calculated. To explain the metaphor categories produced along with these calculation tables, high-percentage statements indicating the reasons for the creation of relevant metaphors by the participants were placed in the section of findings of this paper exactly as they were (“...”). The codes belonging to the participants (Ankara, 36, Gaziantep-Kilis, 2) were used in such placement. Then the pictures/cartoons drawn by the participants and subjected to elimination beforehand were also placed in the section of findings in order to support both the metaphors created by the participants and the reasons for such metaphors.

4. Findings

4.1 Findings Concerning the Participants Not Exposed to Migration

Table 2 indicates that the participants not exposed to migration produced 28 metaphors in regard to the concept of migration. Almost all of the produced metaphors (23) are represented by only one participant. The remaining 1 metaphor is represented by 5 participants. The average number of participants per metaphor is approximately 1.2. The frequency distribution of the metaphors related to migration shows that the most frequently used metaphor is “birds” ($f = 5$).

Table 2. The Metaphors Produced by the Participants Not Exposed to Migration in Regard to the Concept of Migration

Item No	Metaphor	(f)	%	Item No	Metaphor	(f)	%
1	An Antelope Migrating in Africa	1	3.57	13	Storks	1	3.57
2	A Buffalo Living in Africa	1	3.57	14	Paying a Visit	1	3.57
3	Separation	1	3.57	15	Death	1	3.57
4	Flower	1	3.57	16	Pollens	1	3.57
5	World Tour	1	3.57	17	Cattle Herd	1	3.57
6	Pigeons	1	3.57	18	Water	1	3.57
7	Survival	1	3.57	19	Train	1	3.57
8	Animals	1	3.57	20	Struggle to Survive	1	3.57
9	Turtle	1	3.57	21	A New Notebook	1	3.57
10	Cargo	1	3.57	22	Novelties	1	3.57
11	Winter	1	3.57	23	Tribes Without A Settled Life	1	3.57
12	Birds	5	17.85	24	Deficiency	1	3.57
Total						28	100

Table 3. The Categories of the Metaphors Held by the Participants Not Exposed to Migration in Regard to the Concept of Migration

Item No	Category Name	Metaphor	The Number of Metaphors	Total Metaphors
1	Compulsion	An Antelope Migrating in Africa, A Buffalo Living in Africa, Pigeons, Survival, Animals, Cargo, Winter, Birds, Storks, Struggle to Survive, Deficiency	11	14
2	Continuity	Flower, Turtle, Birds, Water, Tribes Not Having a Settled Life	5	5
3	Cause of Separation	Separation, Death, Train	3	3
4	Togetherness and Changing Temporary Environment	World Tour, Paying a Visit, Cattle Herd	3	3
5	A New Life	Pollens, Novelties, A New Notebook	3	3

Table 3 shows that the metaphors produced by the participants not exposed to migration in regard to the concept of migration fell under 5 conceptual categories in terms of their common features. Each metaphor was categorized based on the reason for producing it that was stated by the participants.

Category 1: Compulsion

According to Table 3, the category 1 consists of 11 metaphors and 14 participants (49.98%).

The frequency distribution of the metaphors included in this category demonstrates that the most frequently used metaphor is “birds” ($f = 4$). The reasons of the participants for producing the metaphors constituting the category of “compulsion”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.



Picture 1: A Figure Drawn by a Participant Who Likened the Migration to Birds

*“Migration is like **birds**. This is because; birds migrate just like human beings. They also have certain reasons for migration. For example, they have to migrate when climate conditions are not suitable for their life criteria....We, human beings, migrate for work, study, settlement, or travel purposes...”* (Ankara, 15)

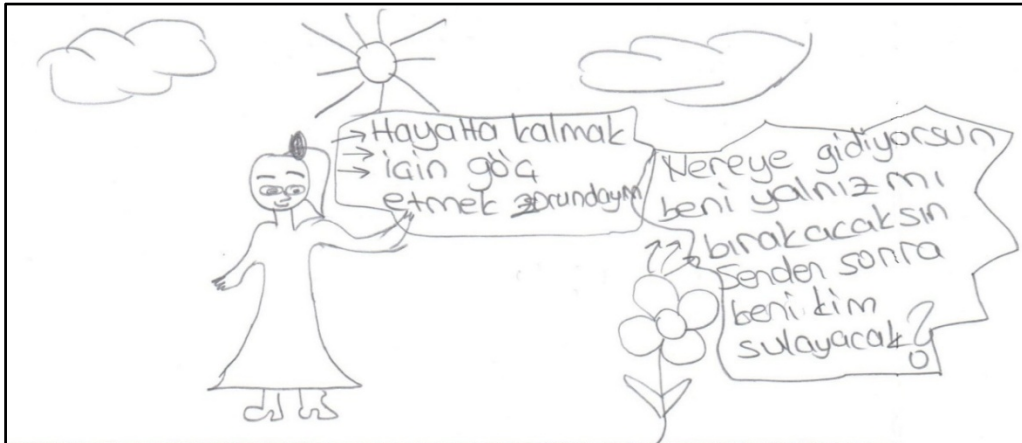
*“Migration is like **winter**. This is because; people generally migrate from areas where winter is very cold and dark. Water freezes; lack of water is experienced; transportation becomes difficult; and heating problems come up. Therefore, people migrate to other areas.”* (Ankara, 7)



Picture 2: A figure drawn by a participant who likened the migration to winter

*“Migration is like **survival**. When life activities are not suitable in an area, we cannot live*

there, so we migrate.” (Ankara, 54)



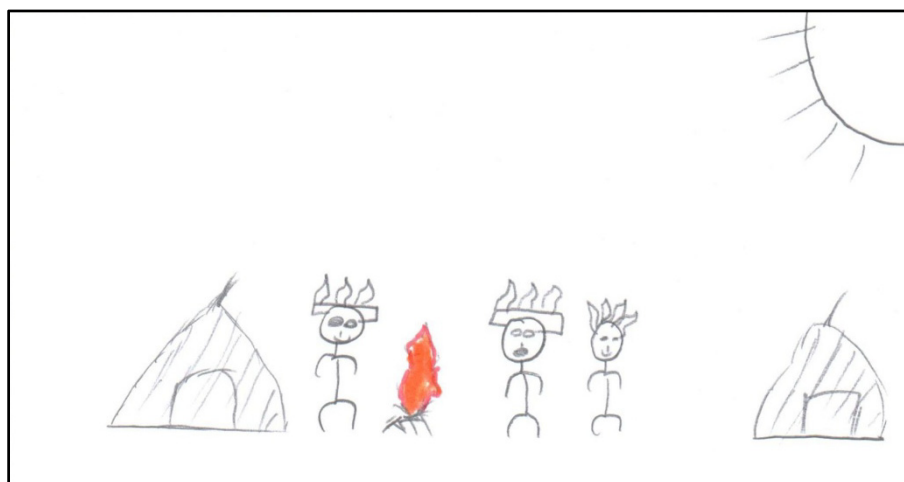
Picture 3: A figure drawn by a participant who likened the migration to survive

(*Hayatta kalmak için göç etmek zorundayım: I must migrate to survive*
Nereye gidiyorsun beni yalnız mı bırakacaksın senden sonra beni kim sulayacak: Where are you going? Are you leaving me lonely? Who will water me after you leave?)

Category 2: Continuity

According to Table 3, the category 2 consists of 5 metaphors and 5 participants (17.85%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “continuity”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like **tribes without a settled life**. This is because; tribes without a settled life leave the places they live and migrate to other places.” (Ankara, 51)



Picture 4: A figure drawn by a participant who likened the migration to clans without settled life

“Migration is like a **turtle**. This is because; turtles do not live in the same place for a long time. They always move with their homes on their backs. Migrating people are also on the move continuously.” (Ankara, 36)

Category 3: Cause of Separation

According to Table 3, the category 3 consists of 3 metaphors and 3 participants (10.71%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “cause of separation”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like a **train**. This is because; when we get on a train, we go to a place different from the place we live. Migration is also like migration. Train comes back. However, when we migrate, it takes a long time to come back.” (Ankara, 67)

“Migration is like **death**. This is because; when people die, they migrate from this world to another and they cannot come back again.” (Ankara, 63)



Picture 5: A figure drawn by a participant who likened the migration to death
(İşe ve okuluma gidemiyorum: I cannot go to work and school)

Artık bu yerde yaşama imkanım yok: It is not possible for me to live in this area any longer)

Category 4: Togetherness and Changing Temporary Environment

As can be seen in Table 3, the category 4 consists of 3 metaphors and 3 participants (10.71%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “togetherness and changing temporary environment”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like **paying a visit**. This is because; when people pay a visit, they change their environment. Environment changes also when people migrate ... ” (Ankara, 57)



Picture 6: A figure drawn by a participant who likened the migration to going on a visit
(*Haydi misafirlige*: Let's pay a visit)

“Migration is like a **cattle herd**. This is because; people also move collectively when they migrate.” (Ankara, 8)

Category 5: A New Life

As can be seen in Table 3, the category 3 consists of 3 metaphors and 3 participants (10.71%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “a new life”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like **pollens**. This is because; pollens in flowers are carried to different places by wind, water, and insects People also go from one place to another for economic, social, and political reasons and continue to live there. There is a beginning in both cases.” (Ankara, 34)



Picture 7: A figure drawn by a participant who likened the migration to pollens

“Migration is like *novelties*. This is because; when we migrate, our environment and living spaces change.... While some things go out of our lives, some new things come into our lives.” (Ankara, 56)

4.2. Findings Concerning the Participants Not Exposed to Migration

Table 4 indicates that the participants exposed to migration produced 52 metaphors in regard to the concept of migration. Almost all of the produced metaphors (24) are represented by only one participant. The remaining 6 metaphors are represented by 2 to 11 participants. The average number of participants per metaphor is approximately 1.7. The frequency distribution of the metaphors related to migration shows that the most frequently used metaphors are “birds” ($f=11$), “turtle” ($f=5$), and “war in Syria” ($f=5$).

Table 4. The Metaphors Produced by the Participants Exposed to Migration in Regard to the Concept of Migration

Item No	Metaphor	(f)	%	Item No	Metaphor	(f)	%	
1	Military Service	1	1.92	16	Birds	11	21.12	
2	Desert	1	1.92	17	Seasons	1	1.92	
3	Earthquake	1	1.92	18	Water in the River	1	1.92	
4	Going from the World to the Afterlife	1	1.92	19	Students	1	1.92	
5	Clothes	1	1.92	20	Death	1	1.92	
6	Old Turks	1	1.92	21	Life	1	1.92	
7	Marriage	1	1.92	22	War	3	5.76	
8	Traveling	1	1.92	23	Leaves Falling off in Autumn	1	1.92	
9	Tear	1	1.92	24	War in Syria	5	9.60	
10	The Sun	2	3.84	25	Moving	1	1.92	
11	Sadness	1	1.92	26	Theater	1	1.92	
12	Radiator	1	1.92	27	Sorrow	2	3.84	
13	Turtle	5	9.60	28	Raindrops	1	1.92	
14	Butterfly	1	1.92	29	Caught Animals	1	1.92	
15	Tenants, People Not Owning a House	1	1.92	30	Writing	1	1.92	
						Total	52	100

Table 5. The Categories of the Metaphors Held by the Participants Exposed to Migration in Regard to the Concept of Migration

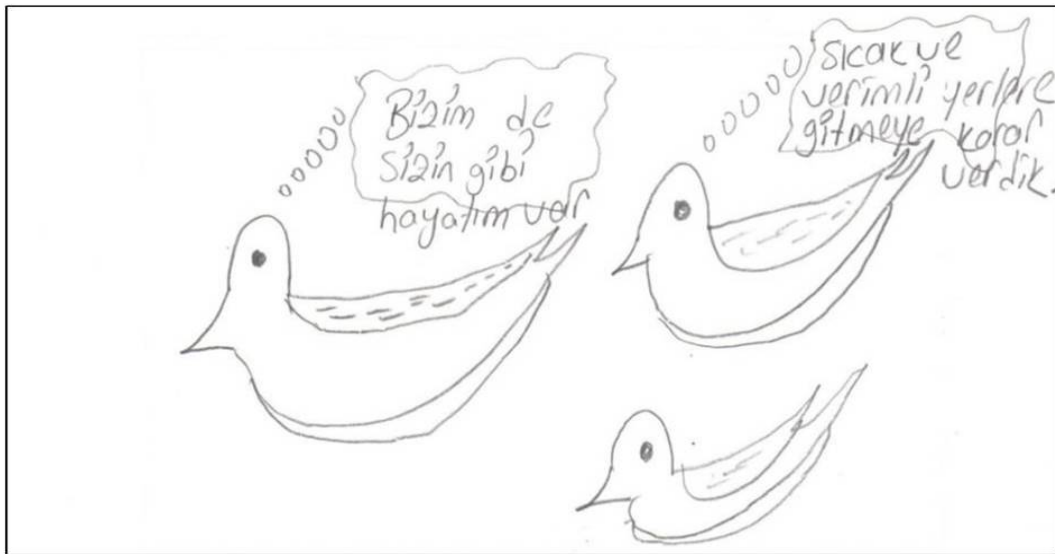
Item No	Category Name	Metaphor	The Number of Metaphors	Total Metaphors
1	Compulsion	Earthquake, Going from the World to the Afterlife, Clothes, Old Turks, Marriage, Turtle, Butterfly, Birds, War, War in Syria, Moving, Sorrow, Caught Animals	13	30
2	Time-dependent Differentiation	Military Service, Traveling, The Sun, Radiator, Birds, Students, Leaves Falling off in Autumn, Theater, Writing Turtle, Tenants, People Not Owning a	9	10
3	Continuity	House, Birds, Seasons, Water in the River, Life	6	6
4	Unhappiness	Tear, Sadness, Sorrow	3	3
5	Cause of Separation	Desert, Death, Raindrops	3	3

Table 5 shows that the metaphors produced by the participants exposed to migration in regard to the concept of migration fell under 5 conceptual categories in terms of their common features. Each metaphor was categorized based on the reason for producing it that was stated by the participants.

Category 1: Compulsion

According to Table 5, the category 1 consists of 13 metaphors and 30 participants (57.60%). The frequency distribution of the metaphors included in this category demonstrates that the most frequently used metaphor is “birds” ($f = 9$). The reasons of the participants for producing the metaphors constituting the category of “compulsion”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

*“Migration is like **birds**. This is because; birds always migrate when there is a lack of food and temperature is low. This is why people migrate, too.”* (Gaziantep-Kilis, 28)



Picture 8: A figure drawn by a participant who likened the migration to birds
(*Bizimde sizin gibi hayatım var*: We also have a life like you
Sıcak ve verimli yerlere gitmeye karar verdik: We have decided to go to a hot and productive place)

“Migration is like **Syrian war**. This is because; most people pass away due to the war in Syria. People migrate to Turkey so as not to lose more...” (Gaziantep-Kilis, 2)



Picture 9: A figure drawn by a participant who likened the migration to Syria war
(*Benim annem öldü*: My mother has died. / *Suriye'de Savaş*: War in Syria
Orada bombalar var: There are bombs there / *İmdat*: Help)

“Migration is like **war**. This is because; people migrate to Turkey as there is a war in Syria. People help and give them home and property. Syrians try to make a living by working.” (Gaziantep-Kilis, 33)



Picture 10: A figure drawn by a participant who likened the migration to war

“Migration is like a *turtle*. This is because; turtles do not have a settled life and they always migrate ...” (Gaziantep-Kilis, 14)



Picture 11: A figure drawn by a participant who likened the migration to turtle

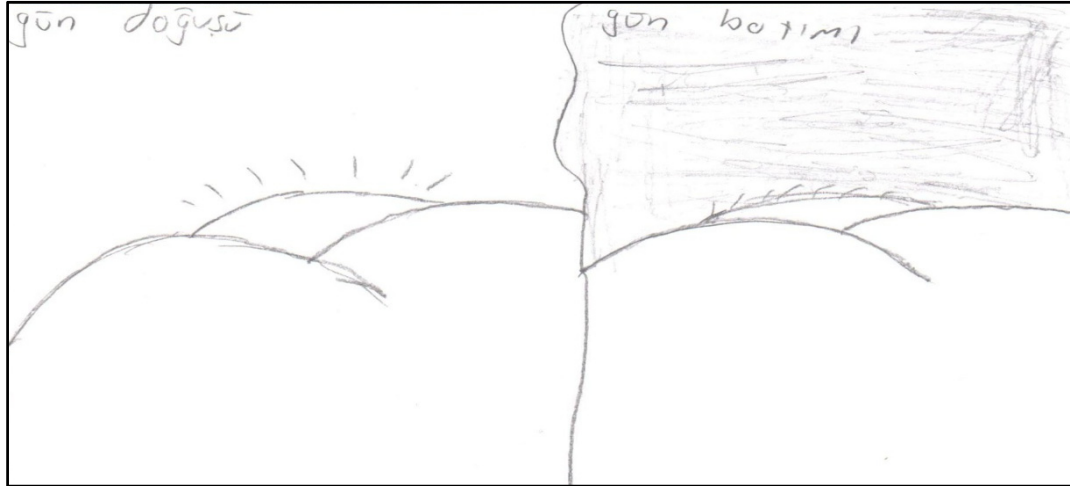
(*Benim evim sırtımda olduğu için her zaman yer değiştiririm*: Since my home is on my back, I always change place /*Ben de annem gibi her zaman yer değiştiririm*: I always change place just like my mother)

Category 2: Time-dependent Differentiation

According to Table 5, the category 2 consists of 9 metaphors and 10 participants (19.20%). The frequency distribution of the metaphors included in this category demonstrates that the most frequently used metaphor is “The Sun” ($f = 2$). The reasons of the participants for

producing the metaphors constituting the category of “time-dependent differentiation”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

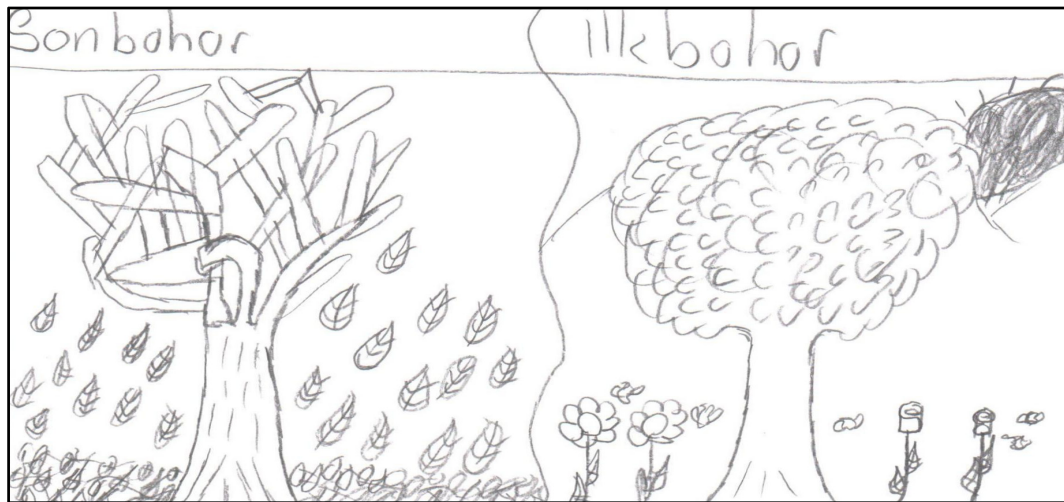
“Migration is like **the Sun**. This is because; the Sun migrates whenever it is dark. It comes back when it is light or at dawn.” (Gaziantep-Kilis, 92)



Picture 12: A figure drawn by a participant who likened the migration to sun

(*gün doğusu*: Sunrise / *gün batımı*: Sunset)

“Migration is like **leaves falling off in autumn**. This is because; leaves on trees fall off, that is, migrate in autumn. They are out again in spring, and everywhere becomes green. They come back in this way.” (Gaziantep-Kilis, 99)



Picture 13: A figure drawn by a participant who likened the migration to leaves falling in autumn

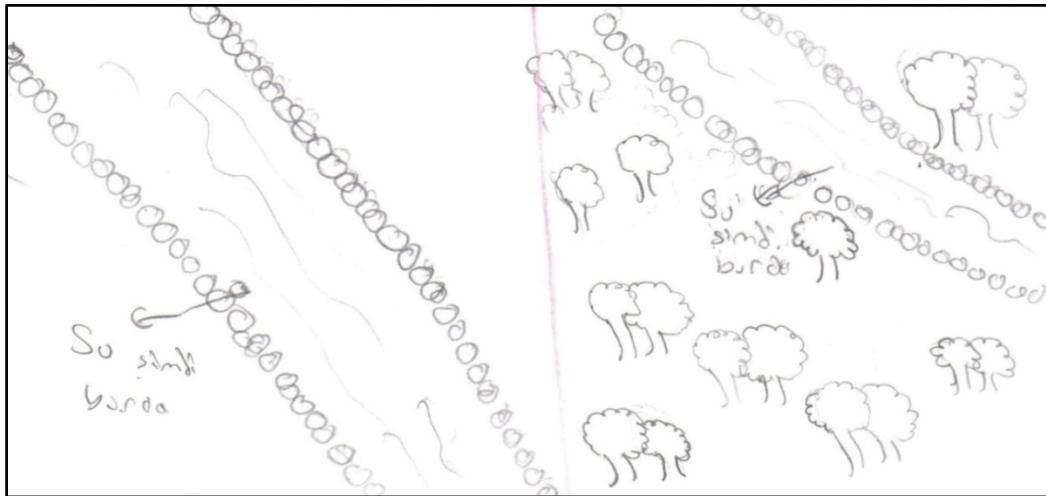
(*Sonbahar*: Autumn / *İlkbahar*: Spring)

“Migration is like **theater**. This is because; people continue their lives after they play their roles. In other words, they migrate to their own lives.” (Gaziantep-Kilis, 88)

Category 3: Continuity

According to Table 5, the category 3 consists of 6 metaphors and 6 participants (11.52%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “continuity”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like **water in the river**. This is because; we, human beings, migrate to other places and do not come back. Likewise, water in the river always flows and goes and cannot come back...” (Gaziantep-Kilis, 43)



Picture 14: A figure drawn by a participator who likened the migration to water in the river
(*Su şimdi burada*: Water is here now / *Su şimdi burada*: Water is here now)

“Migration is like a **turtle**. This is because; turtles always carry their homes on their backs and always migrate.” (Gaziantep-Kilis, 22)



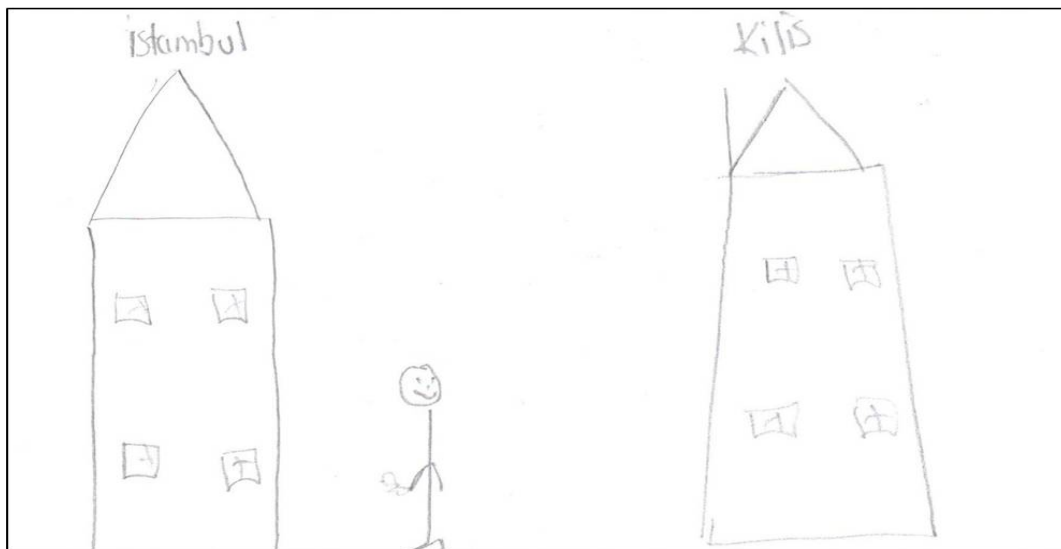
Picture 15: A figure drawn by a participator who likened the migration to turtle
(“*Merhaba arkadaşım sende mi göç ediyorsun?*”: Hi my friend! Are you also migrating? *Evet bende çünkü yemek yok o yüzden hadi birader gidelim*: Yes, I am also migrating because there is no food. Let’s go together)

“Migration is like *tenants*, people who do not own a house. This is because; tenants always move from one house to another until they buy a house. Their migration ends when they buy a house.” (Gaziantep-Kilis, 8)

Category 4: Unhappiness

According to Table 5, the category 4 consists of 3 metaphors and 3 participants (5.76%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “unhappiness”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like *sadness*. This is because; a person is very sad when s/he leaves the place s/he likes most ...” (Gaziantep-Kilis, 22)



Picture 16: A figure drawn by a participant who likened the migration to sadness

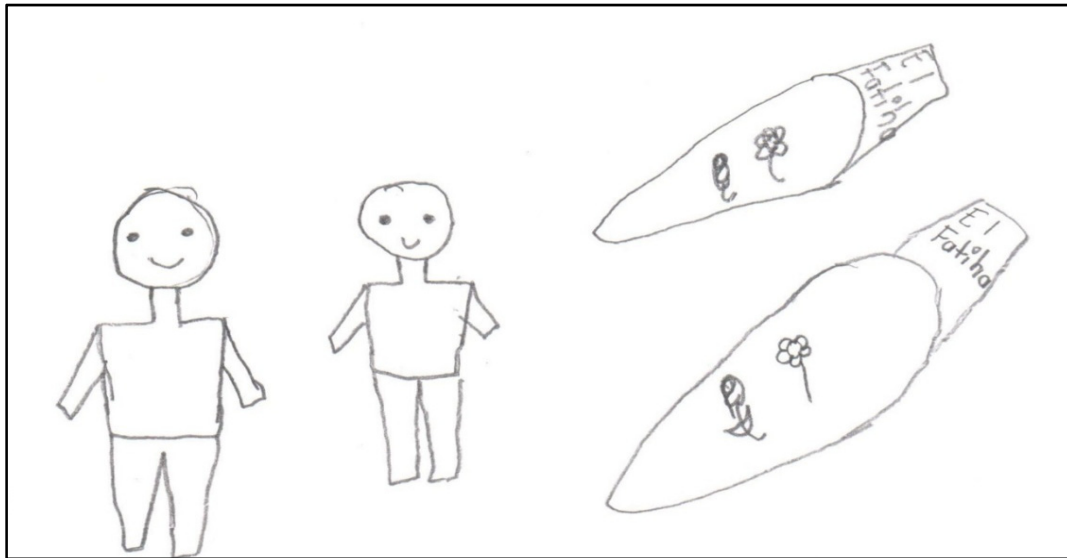
“Migration is like *tear*. This is because; when we migrate, we move away from our friends, associates, and beloved ones and so shed tears...” (Gaziantep-Kilis, 22)

Category 5: Cause of Separation

According to Table 5, the category 5 consists of 3 metaphors and 3 participants (5.76%). The frequency distribution of the metaphors included in this category demonstrates that each metaphor is represented by a single participant. The reasons of the participants for producing the metaphors constituting the category of “cause of separation”, the metaphors produced by some participants, and the pictures/cartoons about such metaphors drawn by them are provided below.

“Migration is like *raindrops*. This is because; raindrops migrate fast just like human beings. Migrating people cannot come back. It is true for raindrops, too. A raindrop hitting the ground and drying there cannot go back in its original form.” (Gaziantep-Kilis, 69)

“Migration is like **death**. This is because; people live in this world for a period of time and move to the real world when they die.” (Gaziantep-Kilis, 35)



Picture 17: A figure drawn by a participant who likened the migration to death

El Fatiha: Surat Al-Fatihah / El Fatiha: Surat Al-Fatihah

5. Discussion and Conclusion

When the metaphors developed by the participants in regard to the concept of migration, the metaphor categories formed based on such concepts, and the pictures/cartoons drawn by the participants (Ankara, 15, 51, 63 / Gaziantep-Kilis, 28, 43, 35) are examined, it is seen that both the participants exposed to migration and the participants not exposed to migration perceive migration as “compulsion”, “continuity”, and “cause of separation”. That is consistent with the result of Çepni (2013) which indicates that some participants perceive migration as a movement resulting from compulsion.

“Time-dependent differentiation” stands out among the metaphor categories formed based on the metaphors produced by the participants exposed to migration. When the metaphors constituting this category (military service, traveling, the Sun, radiator, birds, students, leaves falling off in autumn, theater, writing) and the reasons for producing these metaphors are examined, it is seen that the participants highlight that migration is an undesirable temporary event that takes place at certain times and disappears after a while. This result is supported by the participant view, *Migration is like **leaves falling off in autumn**. This is because; leaves on trees fall off, that is, migrate in autumn. They are out again in spring, and everywhere becomes green. They come back in this way.*” (Gaziantep-Kilis, 99). This result is similar to the result of Koçak & Terzi (2012) which indicates that individuals regard migration as change of place for a period of time for particular reasons.

“Unhappiness” is also a category catching the attention among the categories formed based on the metaphors produced by the participants exposed to migration. When the metaphors

constituting this category (tear, sadness, sorrow) and the reasons for producing these metaphors are considered, migration is understood to be an event that definitely leads to unhappiness. This result is supported by the following participant views: “Migration is like tear. This is because; when we migrate, we move away from our friends, associates, and beloved ones and so shed tears...” (Gaziantep-Kilis, 72)”; “Migration is like sadness. This is because; a person is very sad when s/he leaves the place s/he likes most...” (Gaziantep-Kilis, 22). This result is consistent with the perception of migration as a “cause of adversity” as showed in Çepni (2013). The participants not exposed to migration do not perceive it as an action that leads to adversities. To the contrary, the participants not exposed to migration assigned “a new beginning” meaning to migration in the metaphors they produced in regard to it (pollens, novelties, a new notebook) and in their reasons for producing such metaphors. That is summarized by a participant as follows; “Migration is like pollens. This is because; pollens in flowers are carried to different places by wind, water, and insects People also go from one place to another for economic, social, and political reasons and continue to live there. There is a beginning in both cases.” (Ankara, 34). The perception of migration as the change of place one lives or exists is consistent with the results of Tuna (2013). In Tuna (2013), the participants mostly perceived migration as the change of place one lives.

Another result of the present study is that there are some misconceptions among the students in regard to the concept of migration covered in the social studies curriculum. In introducing the concept of migration to students, these misconceptions have to be eliminated in the first place. In this regard, metaphors may be used as a strong research tool for determining and describing the perceptions of students regarding a target concept intended to be introduced to students. The findings obtained through the metaphors produced by the students in regard to the concept of migration covered in the curriculum may be useful for rearrangement of textbooks, curricula, and teaching processes and provide a perspective for the teaching of concepts in the curriculum.

To conclude, it can be said that there are various reasons for the misunderstanding of concepts and for misconceptions regarding such concepts among students. A lot of factors including student experience, family, school, and media may cause misconceptions. This is not the focus of the present study. Therefore, conducting research on this subject may be beneficial.

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