

Research Article

Copyright © RIGEO 2019

To cite this article: Değirmenci, Y. (2019). Examination of prospective teachers' perceptions of homeland: A phenomenological study. *Review of International Geographical Education Online (RIGEO)*, 9(2), 346-360. Retrieved from <http://www.rigeo.org/vol9no2/Number2Summer/RIGEO-V9-N2-5.pdf>

DOI: 10.33403/rigeo.514318

Submitted: January 17, 2019 **Revised:** April 15, 2019 **Accepted:** July 4, 2019

Examination of Prospective Teachers' Perceptions of Homeland: A Phenomenological Study*

Yavuz DEĞİRMENÇİ¹

Bayburt University, Bayburt, TURKEY

Abstract

Homeland can be described as the territory in which people who are bound to each other with several ties and have common values. It's one of the most valuable heritages which has been left to us from former generations, and will be transformed to future generations. There are great responsibilities on us, families, education and especially our teachers as an important elements of education to protect and transfer it to future generations. The reason is that patriotism begins in the family and continues in educational environments. An examination of the renewed primary and secondary education programs in terms of general objectives and contents revealed that there is a conscious effort for children to gain such values as consciousness and love for the homeland, and patriotism in especially social sciences and geography classes. Therefore, perceptions of prospective teachers regarding homeland, who will raise future generations, are important. The purpose of this research is to study perceptions of prospective teachers regarding the concept of homeland. The population of the study consists of 157 prospective classroom teachers, 98 of whom are females and 59 males, who were being educated in three different departments (social studies, Turkish and classroom teaching) in the Fall semester of 2018-2019 Academic Year. Phenomenology, a qualitative research method, has been employed in the research. The data collected were analyzed by the technique of content analysis. According to the findings of the research, the prospective social studies teachers came up with 28, prospective classroom teachers came up with 27 and prospective Turkish teachers came up with 28 valid metaphors about the concept of homeland, which makes a total of 83 different metaphors. In addition, the participants' most preferred metaphors about the concept were the metaphors of mother, home, family, house and earth.

Keywords

Perception of Homeland; Prospective Teachers; Metaphor

*This paper was presented as oral presentation in the II. International Social Sciences Congress (Jan 31- Feb 02, 2019) in Nevşehir, TURKEY.

¹Bayburt University, Faculty of Education, Department of Turkish and Social Studies Education, Bayburt, Turkey. e-mail: [ydegirmenci\[at\]bayburt.edu.tr](mailto:ydegirmenci[at]bayburt.edu.tr), ORCID: 0000-0003-3417-1775

The Institute of Turkish Language defines homeland as “a piece of land in which people lives and which consists a part of its culture.” The concept can also be defined as “territory with limited borders in which a nation lives freely and independently” (Kuşçu, 2005; Kaçmaz, 2012), the keystone that increases the feeling of being together of interconnected communities with geographical and emotional bonds” (Golia and others, 2007) or a piece of field or land on which a person was born, raised and sustained his life (Sütçü, 2004). The concept of homeland, which is developed in the form of sacredness in time, and on which people has deep feelings (Nostrand and Estaville, 1993) and to which people are connected with various emotions in an unusual way (Hurt, 2004), has also been attributed to holiness occasionally (Ünal and Çalışkan, 2017). Smith and White (2004) urge that the concept was developed by strong cultural groups having common ideals. The Turkish equivalent of the concept of homeland is of Arabic origin, and it means “being settled or residing,” and it refers to the piece of land on which people live (Taşcıoğlu, 2018). In local sources, the concept is usually referred to the words country, earth, property, protected land and sultan’s land, while it is referred to such words as home, homeland, country, fatherland and motherland in Western languages (Keskin, 1991). Although it is named differently, the concept of homeland contains both material and spiritual elements (Yazgan, 2007). Additionally, it is a known fact that every independent nation must have a geographical location in which it continues to exist (Taşağıl, 2018). In short, homeland is one of the most valuable heritages of nations on which people with common values live together and what constitutes a “nation”. The formation of a sense of homeland in communities with common values and the adoption of a geography as a homeland can take place in a long period of time. Common memories, festivals, victories, disasters, -briefly- events that leave a trace in people’s memories accelerate the turning of a geographical region into a homeland (Erdal, 2009).

Homeland for a nation is in fact the country of the nation where it has been living in freedom throughout history. On the other hand, homeland for a state can be referred to as the legitimate territory of the state. The value attributed to the concept of homeland is closely related to the historical experiences of the peoples who live in it. Additionally, people who live in places with high geographical attractiveness are more inclined towards adoption of the place (Sağdıç and İlhan, 2018), because the interaction and experiences between the person and the place are important in the development of the concept of homeland. Similarly, places have an important role in the development of sense of belonging in people, according to İbn-i Haldun, a prominent thinker of the Middle Age, who touched the interaction between humans and places. For him, migrant people do not feel belonging to the places where they live. Because, their perception of homeland is not limited to a certain piece of land whose borders have been drawn (Baday, 2011). The perception and consciousness of homeland is one of the most important elements of the national identification on which a common past was shared (Turan, 2017). Also discussed by anthropologists and sociologists (Post, 2009), the concept of homeland is an important thought which has attracted geographers, and is studied in geography (Smith and White, 2004). However, it is a long-standing tradition to investigate home, place and spatial concepts in geography (Hurt, 2004). The concept of homeland, one of these concepts, was first used by Alvar Carlson. Later Nostrand

(1992) characterized this concept as three different elements: The human, the ground and the bond that forms a sense of identity between the two. Nostrand and estaville (1993), by adding new ones to these three components, relate the concept of Homeland to People, Place, sense of place, control of place and time (Schnell, 2000; Hurt, 2004; post, 2009). Furthermore, Nostrand (1992) argues that people who live long enough in a particular place to adapt to the natural environment are identified with the environment and the cultural characteristics of the environment. As a result, residents of the country have feelings of attachment, ownership and defence (Hurt, 2004). However, although there are quite different opinions about the nature and importance of the concept of homeland, this concept is rarely presented in geography classes and is not very common in textbooks (Post, 2009).

According to Duran and Aladağ (2018), just as teaching in any field, it is also required for geography students to primarily learn the concepts related to the subject correctly, and eliminate conceptual misunderstandings, if any. Learning those concepts correctly is important in terms of the qualification of geography learning. When the renewed geography class teaching program (Milli Eğitim Bakanlığı, 2018), is examined from this aspect, it is seen that it emphasizes the concepts of patriotism and consciousness of homeland, and it is important to have knowledge in geography in gaining the consciousness of homeland. According to Akbaş and Uzunöz (2011), it is important for the individual to have knowledge in any field or subject and to develop various ideas in order to gain the basic concepts of that field in accordance with the correct and scientific facts. In this context, metaphors have been used to put forward prospective teachers' consciousness of homeland, the meanings or images they attribute to the concept, and their perceptions and beliefs about the concept. For (Mahlios and Maxson, 1998; Kalra and Baveja, 2012) metaphors are among the most powerful tools to reveal beliefs, experiences and cognitive structures of individuals regarding a subject or concept. And (Saban, 2009) says that metaphors, which draw attention of educators intensively are images which are related to people's lives and reflect their cognitive structures. According to Morgan (1997), metaphors are a kind of rhetoric used to decorate our words, explaining a fact or a concept with known words and a tool (Arslan Bayrakçı, 2006); that people apply to cases where words are not sufficient (Özelmacı and Çakır, 2017), or how people perceive themselves and the world in which they live (Girmen, 2007). A tool for mental development (Lakoff and Johnson, 2005), and their usage in the field of education dates back to earlier times, and they are generally used for explaining ideas, concepts and abstract things (Arslan and Bayrakçı, 2006). Geçit and Gencer (2011), emphasize that, while the concepts are perceived, common characteristics with other concepts come to mind or various analogies are formed in the mind about these concepts. For this reason, metaphors are seen in formal and informal learning in order to explain the concepts that are difficult to understand by using analogies. They also increase permanence and motivation in learning positively (Arslan and Bayrakçı, 2006).

There are number of researches in several disciplines at both national and international levels involving usage of metaphors in education (Grady, Fisher and Fraser, 1996; Nikitina and Furuoka, 2008; Saban, 2009; Strugielska, 2008; Thomas and Beauchamp, 2010; İbret and Aydınözü, 2011; Güner, 2012; Tortop, 2013; Özkan and Taşkın, 2014; Baş and Gezegin, 2015; Hamilton, 2016; Güçlü and Duran, 2017; Doğan,

2017; ; Beyoğlu and Ergin, 2018; Storlie, Giegerich, Harris and Byrd, 2018; Çatak and Yıldız, 2018; Duran and Aladağ, 2018; Bauer, 2018; Değirmenci, 2019). However, it has been observed that there is only a limited number of studies which comparatively examine the perceptions of prospective teachers being educated in different departments regarding the meanings which they attribute to the concept of homeland. Therefore, this study attempts to determine how prospective teachers perceive the concept of homeland, the place to which nations attribute special importance and where common values and culture live; with which symbols they usually refer to the meanings they assign to that concept; and to put forward their awareness in this matter from their points of view. Because, the levels of awareness of prospective teachers regarding the concept are important for students to gain the sense of patriotism starting from the early ages. From this perspective on, answers to the following questions have also been looked for:

- Which metaphors do prospective teachers use to explain their perceptions of the concept of “Homeland”?
- Under which categories, according their common characteristics, are the metaphors of prospective teachers towards the concept of “Homeland” grouped?

Methods

Research Design

In this study which examines the perceptions of preprospective teachers about the concept of homeland, phenomenological design which is one of the qualitative research approaches is used. The purpose of using this design is that it forms a suitable basis for focusing on phenomena which we are aware of in our daily lives, but about which we do not have a detailed and in-depth understanding (Yıldırım and Şimşek, 2011). The design of phenomenology can be referred to as defining a phenomenon in terms of experiences of an individual or a certain group (Christensen, Johnson and Turner, 2014). In this design, the researcher tries to get an idea about participants’ world regarding a certain concept or cases, and to put forward their perceptions or reactions. According to phenomenologists, some common points are assumed to exist regarding how people usually perceive and comment similar cases. Therefore, researches in the design of phenomenology try to explain those common points. Because, those common points form the basis of experiences. More than one perception about the phenomenon experienced by several people are examined and common features are tried to be determined (Fraenkel, Wallen and Hyun, 2012). Therefore, this design has been preferred to determine the perceptions of the participants regarding the concept of homeland and their common features.

Study Group

The study group of this research consists of 157 prospective classroom teachers who were being educated in three different departments at the Faculty of Education of Bayburt University in the Fall semester of 2018-2019 Academic Year. The details about the study group are shown in Table 1 below:

Table 1
Study Group

Gender	Social Studies Teachers	Classroom Teachers	Turkish Teachers	Percentage (%)
Female	32	29	37	62.42
Male	20	16	23	37.58
Total	52	45	60	100

Table 1 shows that the vast majority of the prospective teachers who have participated in the research are female (n=98 or 62.43%) and the number of male students is 59, which makes up 37.58% of the study group.

Data Collection

In phenomenology, the researcher focuses on a certain concept of phenomenon, and collects data by making interviews with the participants (Fraenkel, Wallen and Hyun, 2012). In the course of the investigation, the related literature was reviewed to develop the data collection tool (Nikitina and Furuoka, 2008; Strugielska, 2008; Shaw and Mahlios, 2008; Saban, 2009 and 2011; Aydın, 2010; Güner, 2012; Özkan and Taşkın, 2014; Baş and Gezeğin, 2015; Beyoğlu and Ergin, 2017; Ekici and Akdeniz, 2018; Bauer, 2018). Then, to bring together the metaphors the participant prospective teachers have regarding the concept of homeland, they were given a form on which is written "Homeland is / similar to, because" The participants were asked to write the metaphors about the concept of homeland together with their logical explanation. The prospective teachers were given approximately 20 minutes for the application. The data obtained from these interview forms constituted the basic source of information of the research.

Data Analysis

The technique of content analysis was used for the analysis of the data obtained from the participants. Content analysis is known to be a technique frequently used in social sciences (Büyüköztürk and others, 2010). The basic procedure followed in content analysis is to group the data similar in a number of aspects under certain concepts and themes, and to regulate and comment them in such a way to be easily understood by readers (Yıldırım and Şimşek, 2011). In this process, metaphors obtained from teacher candidates were evaluated by taking into consideration the various stages used by (Saban 2009). First of all, at the phase of naming, the homeland metaphors were listed according to alphabetical order. Then, at the second phase, which is the classification/elimination phase, each metaphor was analyzed separately and the relationship between the subject and the source of the metaphor was examined. It was taken into consideration that this relationship was meaningful. At the end of this examination, it was determined that not all of the prospective teachers were able to produce meaningful metaphors. The forms belonging to 15 participants which did not involve any metaphors and could not offer causes of metaphors were not taken into consideration. At the end of this elimination, a total of 157 persons were accepted for evaluation.

Prospective social sciences teachers could produce 28 valid metaphors, while prospective classroom teachers 27 and prospective Turkish teachers 28 valid metaphors.

In the third stage which is the category development phase, these metaphors developed by the teacher candidates were grouped under 4 different categories according to their common characteristics. At the last phase, which was indicated by Saban (2009), the validity and reliability phase was taken into consideration. In terms of validity of the research, reporting of the data obtained and how the researcher reached the results of the study are important (Yıldırım and Şimşek, 2011). For the reliability of the study, specialists were consulted to determine whether the metaphors submitted under the conceptual categories represent the related categories. All the metaphors and categories formed by the researcher were handed over to the specialists, and in line with the recommendations of the specialists the reliability of the research was calculated with the formula developed by Miles and Huberman (1994), which is: $\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissidence}} = \frac{83}{83+3} = 0.96$. The obtained result shows that the reliability is sufficient for qualitative studies. Then the data were transferred to the computer and their percentages and frequencies were calculated.

Findings

At this section of the research, the valid metaphors which the prospective teachers had regarding the concept of homeland are presented under two main titles. These titles are: “the metaphors developed by the prospective teachers regarding the concept of homeland” and “the categories of metaphors developed by the prospective teachers regarding the concept of homeland.”

Table 2

Metaphors of the Participants Regarding the Concept of Homeland

Social sciences teachers			Classroom teachers			Turkish teachers		
Metaphor	(f)	(%)	Metaphor	(f)	(%)	Metaphor	(f)	(%)
Mother	8	15.38	Mother	5	11.11	Mother	22	36.66
Family	6	11.53	Breath	3	6.66	Home	4	6.66
House	4	7.69	Home	3	6.66	Family	4	6.66
Earth	3	5.76	Mom's lap	3	6.66	Mom's lap	2	3.33
Honor	3	5.76	House	3	6.66	Sun	2	3.33
Father	2	3.84	Family	2	4.44	Heaven	2	3.33
Sun	2	3.84	Honor	2	4.44	Vein	2	3.33
Human body	2	3.84	Love	2	4.44	Treasure	2	3.33
Heart	2	3.84	Water	2	4.44	Teacher	1	1.66
Gold	2	3.84	Heart	2	4.44	Silk dress	1	1.66
Endless love	1	1.92	Vein	2	4.44	Human ego	1	1.66
Non-setting sun	1	1.92	Friend	1	2.22	Generation	1	1.66
Atatürk	1	1.92	Earth	1	2.22	Love	1	1.66
Civilization	1	1.92	Polar animals	1	2.22	Cradle	1	1.66
Shelter	1	1.92	Health	1	2.22	Worship	1	1.66
Puzzle	1	1.92	Light	1	2.22	Father	1	1.66

Human soul	1	1.92	Orchestra	1	2.22	Earth	1	1.66
Water	1	1.92	Gold	1	2.22	Piece of us	1	1.66
Love for mom	1	1.92	World	1	2.22	Habits	1	1.66
Family home	1	1.92	Father	1	2.22	Spirit in body	1	1.66
Mountain	1	1.92	Non-setting sun	1	2.22	Blood in vein	1	1.66
Mom's lap	1	1.92	Plant	1	2.22	Health	1	1.66
Home	1	1.92	Sun	1	2.22	House	1	1.66
Breath	1	1.92	Foundation of building	1	2.22	Love for mom	1	1.66
Sky	1	1.92	Loved one	1	2.22	Life	1	1.66
Freedom	1	1.92	Oxygen	1	2.22	Yeast	1	1.66
Life	1	1.92	Sky	1	2.22	Heart	1	1.66
Family tie	1	1.92	-	-	-	Bread	1	1.66

The examination of Table 2 will reveal that participant prospective social studies teachers produced 28, prospective classroom teachers produced 27 and prospective Turkish teachers produced 28 metaphors. It is remarkable that the participants of all of the three groups likened homeland to "mother." Besides, prospective social studies teachers explained the concept of homeland by likening it to "mother" (n=8), "family" (n=6), "house" (n=4), "earth" (n=3), "honor" (n=3), "father" (n=2) and "sun" (n=2). The perceptions of prospective classroom teachers generally consist of "mother" (n=5), "breath" (n=3), "home" (n=3), "mom's lap" (n=3), "house" (n=3), "family" (n=2) and "honor" (n=2). When the perceptions of the prospective Turkish teachers are examined, it is seen that they are mostly related to the metaphor of "mother" (n=22). Other metaphors are "home" (n=4), "family" (n=4) "mom's lap" (n=2), "sun" (n=2), "heaven" (n=2), "vein" (n=2) and "treasure" (n=2). The categories of the metaphors developed by the prospective teachers are shown in Table 3.

Table 3

The Categories Showing the Metaphors Developed by the Prospective Social Studies Teachers

Categories (SOC)	Metaphors	Number of Metaphors (n)	Frequency of metaphors (f)	Percentage of metaphors (%)
Homeland as valuable and holy element	Earth (3), honor (3), gold (2), freedom (1), life (1),	5	10	19.23
Homeland as need and element of need	House (4), human body (2), heart (2), shelter (1), water (1), home (1), breath (1),	7	12	23.07
Homeland as unifying element	Family (6), sun (2), non-setting sun (1), Atatürk (1), civilization (1), puzzle (1), human soul (1), mountain (1), sky (1), family tie (1),	10	16	30.76
Homeland as emotional element	Mom (8), father (2), endless love (1), love for mom (1), family home (1) mom's lap (1),	6	14	26.92
Total	4	28	52	100

Table 3 shows that the metaphors developed by prospective social studies teachers are grouped under 4 different categories. Those categories are (1) *Homeland as valuable and holy element*, (2) *Homeland as need and element of need* (3) *Homeland as unifying element*, and (4) *Homeland as emotional element*. According to Table 3; 10 participants developed 5 different metaphors under the category of “Homeland as valuable and holy element,” 12 participants developed 7 metaphors under category 2, 16 participants developed 10 metaphors under category 3, and 14 participants developed 6 different metaphors under category 4. Sample metaphor statements which the participants developed in relation to those categories are as follows: “*Homeland is like a mother, because a child can grow up without a father, but not without a mother*” (T15). “*Homeland is like a mother, because we consider mother as holy, and she is valuable. Therefore, homeland is similar for us, too*” (T37). “*Homeland is like a mother, because it feeds, dresses, protects and raises us*” (T43). “*Homeland is like a family, because just as individuals can depend on their families, they can depend on their homelands, too*” (T22). “*Homeland is like a family, because it assures you*” (T45). “*Homeland is like a house, because it is the place where people live in safety and comfort with their loved ones*” (T6).

Table 4

The Categories Showing the Metaphors Developed by the Prospective Classroom Teachers

Categories (CLA)	Metaphors	Number of Metaphors (n)	Frequency of metaphors (f)	Percentage of metaphors (%)
Homeland as valuable and holy element	Breath (3), honor (2), friend (1), earth (1), health (1), light (1), gold (1), plant (1)	8	11	24.44
Homeland as need and element of need	Home (3), house (3), water (2), heart (2), vein (2), oxygen (1),	6	13	28.88
Homeland as unifying element	Family (2), orchestra (1), world (1), non-setting sun (1), sun (1), foundation of building (1), sky (1),	7	8	17.77
Homeland as emotional element	Mother (5), mom’s lap (3), love (2), father (1), polar animals (1), loved one (1)	6	13	28.88
Total	4	27	45	100

Table 4 shows that 11 participants developed 8 different metaphors under the category of “*Homeland as valuable and holy element*”, 13 participants developed 6 different metaphors under the category of “*Homeland as need and element of need*”, 8 participants developed 7 different metaphors under the category of “*Homeland as unifying element*” and 13 participants developed 6 different metaphors under the category of “*Homeland as emotional element*.” Sample metaphor statements which the participants developed in relation to those categories are as follows: “*Homeland is like a mother, because just as a child does not exist without a mother, a nation does not exist without a homeland*” (T12). “*Homeland is like a mother, because just as mothers love*

their children without discrimination, homeland allows people in it to live without discrimination” (T28). “Homeland is like the breath we take, because we cannot live without a homeland just as we cannot live without breath” (T2). “Homeland is like a home, because it is the place which shelters and accepts us no matter what” (T18). “Homeland is like a mom’s lap, because it hugs different people and values with tolerance without making any discrimination of religion, language or race” (T7).

Table 5

The Categories Showing the Metaphors Developed by the Prospective Turkish Teachers

Categories (TUR)	Metaphors	Number of Metaphors (n)	Frequency of metaphors (f)	Percentage of metaphors (%)
Homeland as valuable and holy element	Heaven (2), treasure (2), teacher (1), silk dress (1), worship (1), earth (1), health (1), life (1),	8	10	16.66
Homeland as need and element of need	Home (4), vein (2), blood in vein (1), heart (1), house (1), bread (1),	6	10	16.66
Homeland as unifying element	Family (4), sun(2), generation (1), piece of us (1), spirit (1), yeast (1),	6	10	16.66
Homeland as emotional element	Mother (22), mom’s lap (2), human ego (1), love (1), cradle (1), father (1), habits (1), love for mom (1)	8	30	50.00
Total	4	28	60	100

Table 5 shows that 10 participants developed 8 different metaphors under the category of “*Homeland as valuable and holy element*”, 10 participants developed 6 different metaphors under the category of “*Homeland as need and element of need*”, 10 participants developed 6 different metaphors under the category of “*Homeland as unifying element*” and 30 participants developed 8 different metaphors under the category of “*Homeland as emotional element.*” Sample metaphor statements which the participants developed in relation to those categories are as follows: “*Homeland is like a mother, because it protects, feeds and raises people in it*” (T2). “*Homeland is like a mother, because it is just as compassionate and warm*” (T15). “*Homeland is like a mother, because it is the most valuable existence on Earth for an individual*” (T37). “*Homeland is like a home, because it is the place where there are safety, peace, unification and collaboration*” (T8). “*Homeland is like a family, because if you leave it you lose everything*” (T9). “*Homeland is like the sun, because it is light and warm when it rises, and it is dark and cold when it sets*” (T30).

Table 6

Percentages of Metaphors and Categories of All Participants

Categories (All Departments)	Prospective Social Sciences Teachers (n)	Prospective Classroom Teachers (n)	Prospective Turkish Teachers (n)	Number of Metaphors (f)	Percentage of Metaphors (%)
Homeland as valuable	10	11	10	31	19.74

and holy element					
Homeland as need and element of need	12	13	10	35	22.29
Homeland as unifying element	16	8	10	34	21.65
Homeland as emotional element	14	13	30	57	36.30
Total	52	45	60	157	100

Table 6 shows the numbers and percentages of metaphors which were developed by the participants. When Table 6 is examined carefully, it is seen that the category of “homeland as emotional element” is the category for which the largest number of metaphors were developed. The numbers of metaphors in other categories are close to each other. Another remarkable point is that the prospective social sciences teachers developed the largest number of metaphors in the category of “homeland as unifying element” (n=16). According to this result, it can be said that prospective social sciences teachers consider the concept of homeland as a unifying element. On the other hand, prospective classroom teachers consider the concept of homeland differently as an element of need, an emotional and valuable element other than an element of unification. Lastly, when the findings regarding the prospective Turkish teachers, it attracts attention that those participants tend to be emotional (n=30) and it is observed that they developed the largest number of metaphors in this category.

Conclusion and Discussion

Homeland is a concept which is emphasized by peoples living in different geographies and which includes different meanings for different people. In this research which examined perceptions of homeland of prospective teachers, it was observed that the meanings which the participants attributed to the concept of homeland have similarities and differences. A total of 83 metaphors were developed by all the participants regarding the concept of homeland. Out of this total number, prospective social sciences teachers developed 28, prospective classroom teachers developed 27 and prospective Turkish teachers developed 28 metaphors. It was determined that the participants related their perceptions of homeland to such metaphors as “mother”, “family”, “house”, “home”, “breath”, “mom’s lap”, “earth” and “honor.” When the findings of the researches handling people’s perceptions of homeland are examined (Duran and Aladağ, 2018; Er Türküresin, 2018; Sağdıç and İlhan, 2018; Gömleksiz and Öner, 2016; Ulusoy and Erkuş, 2015; Özkan and Taşkın, 2014; Golia and others, 2007), it can be said that their findings are supportive of the findings of this particular study. For example, in the study done with high-school students regarding the concept of homeland by Duran and Aladağ (2018), it was observed that the participants related the concept to such metaphors as mother (n=6), family (n=37), honor (n=24), earth (n=19) and water (n=17). The study by Er Türküresin (2018) conducted among secondary school students revealed that the participants explained their perceptions of homeland with such metaphors as mother (n=18), family (n=15), house (n=12), flag (n=17) and earth (n=8). Sağdıç and İlhan (2018) found in their research done with prospective social sciences teachers that the perceptions of homeland of the participants were formed by such metaphors as house (n=13), family (n=9), mother (n=9), water (n=6),

honor (n=4), heart (n=4), breath (n=3) and mom's lap (n=3). In the study done with secondary school students by Gömleksiz and Öner (2016), it was found out that the majority of students related the concept of homeland to house and family metaphors, and also used some other concepts, such as heart, tree, flag, water and treasure. In the study done with secondary school students by Özkan and Taşkın (2014), the images attributed to the concept of homeland constituted such metaphors as family (n=33), parents (n=21), mother (n=12), house (n=11) and heart (n=10). In the research which Ulusoy and Erkuş (2015) carried out the perceptions of students regarding some concepts in the curriculum of the 4th grade, it was observed that the students related the concept of homeland to the concept of earth. According to the findings of the study carried out by Golia and others (2007) regarding the concept of homeland, it was concluded that "homeland" was combined with the meaning of the place where people were born and spent most of their lives, as well as house or earth. According to the findings of the study by Çatak and Yıldız (2018) in which the authors examined the perceptions of secondary school students regarding the concept of "nation," it was revealed that the students mostly explained the concept of nation with the metaphor of homeland. In addition, compared to other department students, it was determined that the students of Turkish Department relate the concept of homeland mostly with the metaphor of "mommy/mother" (36.66%). This result may have been related to the concept of motherland in some literary genres especially in literature.

For example, when examining the work *Vatan Yahut Silistre* of Namık Kemal, one of the famous Turkish writers and poets, it is seen that the author associates the concept of motherland with the concept of mommy/mother. The metaphors developed by the participants regarding the concept of homeland in the research were grouped under 4 different categories according to their common characteristics. It is seen in the study by Özkan and Taşkın (2014) that the researchers grouped the metaphors, developed by the students regarding the concept of homeland, under 4 different categories (a place of social relations, an environment and place, natural and emotional place and vital importance). In their research named "Student's perceptions of homeland and the change in history," Çifçi and Dikmenli (2016) find out 2 different perceptions of homeland as "national identity, independence and belonging" and "living together and commonly, richness of differences and unification of objectives"; and 4 different themes regarding the change in the perception of homeland of the participants. Çatak and Yıldız (2018) grouped the metaphors they obtained under 8 different conceptual categories regarding the concept of nation. Similarly, Duran and Aladağ (2018) gathered metaphors related to the concept of homeland under 12 different categories according to their common characteristics, while Sağdıç and İlhan (2018) discussed metaphors related to the same concept under 4 categories.

Another remarkable point of the research is that the participants' perceptions of homeland is positive. The study by Sağdıç ve İlhan (2018) has a similar result. In that study, the perceptions of homeland are generally positive with the exception of one participant who explained the concept of homeland with the concept of "abuse" and exhibited negative behavior. It can be said that the participants' perceptions of the homeland are positive and this result are supported by different works like Duran and Aladağ (2018), Er Türküresin (2018), Çifçi and Dikmenli (2016), Gömleksiz and Öner (2016), and Özkan and Taşkın (2014).

As a result, the homeland is one of the reasons for the existence of nations on the world where the material and spiritual common values are shared. Being aware of these values and being conscious is considered to be important for the future of societies. There are different responsibilities for education and teachers, because it is thought that gaining these values from a young age will be more effective in the development of homeland consciousness, positive homeland perception and love of homeland. For this reason, it is important for the teacher candidates who will be the teachers of tomorrow to have positive homeland perceptions in the undergraduate and subsequent education periods and to transfer this values to future generations.

References

- Akbaş, Y. & Uzunöz, A. (2011). Teach of geography based on conceptual change approach; an example of implementation. *e-Journal of New World Sciences Academy*, 6(2), 1659-1678.
- Arslan, M. M. & Bayrakçı, M. (2006). An examination of metaphorical thinking and learning from educational view. *Milli Eğitim*, 35(171), 100-108.
- Aydın, F. (2010). Secondary school students' metaphors about the *geography* concept. *Educational Sciences: Theory & Practice*, 10(3), 1293-1322.
- Baday, Ö.N. (2011). *Modern kent mekânlarında mahallenin konumu*. Yayınlanmamış Yüksek Lisans Tezi, Selçuk üniversitesi, sosyal bilimler enstitüsü. Konya.
- Baş, M. & Gezegin, B. B. (2015). Language learning as losing weight: Analyzing students' metaphorical perceptions of English learning process. *Procedia - Social and Behavioral Sciences*, 199, 317-324.
- Bauer, L. B. (2018) A necessary addiction: Student conceptualizations of technology and its impact on teaching and learning, *Journal of College Reading and Learning*, 48(1), 67-81.
- Beyoğlu, A. & Ergin, D. Y. (2018). Metaphorical perceptions of students in fine arts education departments on the concept of location. *Humanitas*, 6(11), 71-90.
- Büyükköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel araştırma yöntemleri*. Pegem Yayınları. Ankara.
- Christensen, L. B., Johnson, B. & Turner, L. A. (2014). *Research methods, design, and analysis*. Pearson Education. Inc, Boston, pp. 139-166.
- Çatak, M. & Yıldız, Ç. (2018). Middle school students' metaphoric perceptions regarding the concept of nation. *Turkish History Education Journal*, 7(1), 17-42.
- Çiftci, T. & Dikmenli Y. (2016). The perceptions of university students regarding homeland and retrospective change in these perceptions. *Electronic Turkish Studies*, 11(3), 847-860.
- Değirmenci, Y. (2019). An examination of metaphors regarding the concept of "natural disaster" developed by prospective classroom teachers. *International Journal of Geography and Geography Education*, 39, 83-94.
- Doğan, Y. (2017). Middle school students' intuitive perceptions related to concept of the environment: a metaphor analysis. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 1(1), 721-740.
- Duran, Y. & Aladağ, C. (2018). Determining the perceptions of the high school students about the concept of homeland through the metaphors. *Turkish Studies*, 13(19), 589-614.

- Ekici, G., & Akdeniz, H. (2018). Determination of perception regarding the “discipline in the classroom” of teacher candidates: A work of metaphor analysis. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 33, 26-37.
- Er Türküresin, H. (2018). The determination of secondary school students' perceptions towards the concept of homeland through metaphors. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 6(10), 30-41.
- Erdal, İ. (2009). Identity and homeland sense of anatolian and rumelian refugees. *Millî Folklor*, 21(81), 78-82.
- Fraenkel, J. R., Wallen, N., & Hyun, H. (2012). How to design and evaluate research in education (8. b.). New York: McGraw-Hill.
- Geçit, Y. & Gençler, G. (2011). Determining the geographical perception of the 1st. grade students in the department of primary education through metaphor (example of Rize University). *Marmara Coğrafya Dergisi*, 23, 1-19.
- Girmen, P. (2007). *The capacity of the primary students' usage of metaphors in the speaking and writing expression. Unpublished doctoral dissertation, Anadolu University, Institution, of Education Sciences, Eskişehir.*
- Golia, P., Argyris, K., Sofia, A., Ifigenia, V., & Christos, Z. (2007). The concept and connotations of “homeland” as a core element of the Greek national identity. *Proceedings of the South European and Mediterranean Conference on Citizenship Education*. University of Patras, Yunanistan.
- Gömlüksiz, M. N. & Öner, Ü. (2016). Metaphorical perceptions of secondary school students toward the concept of homeland. *Electronic Turkish Studies*, 11(2), 1409-1420.
- Grady, N. B. Fisher, D. L. & Fraser, B. J. (1996) Images of school through metaphor development and validation of a questionnaire, *Journal of Educational Administration*, 34(2), 41-53.
- Güçlü, N., & Duran, A. (2017). Metaphorical perceptions of school administrators concerning school and ideal school. *Journal of Human Sciences*, 14(4), 3968-3989.
- Güner, N. (2012). Using metaphor analysis to explore high school students' attitudes towards learning mathematics. *Education*, 133(1), 39-48.
- Hamilton, E. R. (2016). Picture This: Multimodal representations of prospective teachers' metaphors about teachers and teaching. *Teaching and Teacher Education*, 55, 33-44.
- Hurt, D. A. (2004). Defining American homelands: a creek nation example, 1828-1907. *Journal of Cultural Geography*, 21(1), 19-43.
- İbret, B. Ü. & Aydınözü, D. (2011). The metaphors developed by elementary school-second stage students on the concept of ‘world’. *Kastamonu Eğitim Dergisi*, 19(1), 85-102.
- Kaçmaz, E. (2012). *Türkçe Sözlük*, Gönül Yayıncılık, Ankara.
- Kalra, M. B., & Baveja, B. (2012). Teacher thinking about knowledge, learning and learners: a metaphor analysis. *Procedia - Social and Behavioral Sciences*, 55, 317-326.
- Kemal, N. (2018). *Vatan yahut Silistre*. (18. Baskı). Remzi kitabevi. İstanbul.
- Keskin, M. (1991) Ziya Gökalp'te vatan kavramı, *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 4, 443-452.
- Kuşçu, H. (2005). *İlköğretim Türkçe Sözlük*. İstanbul: Akdeniz Yayıncılık.

- Lakoff, G. & Johnson, M. (2005). *Metaforlar: Hayat, anlam ve dil*. (Çev. G. Y. Demir). İstanbul: Paradigma Yayıncılık.
- Mahlis, M. & Maxson, M. (1998). Metaphors as structures for elementary and secondary preservice Teachers' thinking. *International Journal of Educational Research*, 29, 227-240.
- Miles, M. B. & Huberman, M. A. (1994). *An expanded sourcebook qualitative data analysis*. London: Sage.
- Milli Eğitim Bakanlığı (2018). Coğrafya dersi öğretim programı (9. 10. 11. ve 12 sınıflar). Retrieved from <http://mufredat.meb.gov.tr/Dosyalar/2018120203724482-Cografya%20dop%20pdf.pdf>
- Morgan, G. (1997). *Yönetim ve örgüt teorilerinde metafor*. Gündüz Bulut (Çev.) Mess Yayın. İstanbul.
- Nikitina, L. & Furuoka, F. (2008). A language teacher is like": examining malaysian students' perceptions of language teachers through metaphor analysis. *Electronic Journal of Foreign Language Teaching*, 5(2), 192-205.
- Nostrand, R.L. (1992). *The Hispano Homeland*. Norman: University of Oklahoma Press.
- Nostrand, R.L. and Estaville, Jr. L.E. (1993). Introduction: The Homeland Concept. *Journal of Cultural Geography*, 13(1), 1-4.
- Özelmacı, Ş. & Çakır, U. (2017). Metaforlar ve benzerleri ile ilgili söylenenler, Bahadır Kılcan (Ed.), *Metafor ve eğitimde metaforik çalışmalar için bir uygulama rehberi*. (s. 17-35). (1.Baskı). Ankara: Pegem Akademi.
- Özkan, R. & Taşkın, M. A. (2014). The determination of primary school students' perception towards the concept of homeland. *Tarih Okulu Dergisi*, 7(17), 889-906.
- Post, C. W. (2009) American homelands: classroom approaches towards a complex concept, *Journal of Geography*, 107(4), 194-197.
- Saban, A. (2009). Prospective teachers' mental images about the concept of *student*. *Türk Eğitim Bilimleri Dergisi*, 7(2), 281-326.
- Saban, A. (2011). Prospective computer teachers' mental images about the concepts of "school" and "computer teacher". *Educational Sciences: Theory & Practice*, 11(1), 435-446.
- Sağdıç, M. & İlhan, G. O. (2018). Metaphoric perceptions of social studies teacher candidates on the homeland concept. *International Journal of Geography and Geography Education*, 38, 104-118.
- Schnell, S.M. (2000). The Kiowa homeland in Oklahoma. *Geographical Review*, 90(2), 155-176.
- Shaw, D. M. & Mahliss, M. (2008) Pre-Service teachers' metaphors of teaching and literacy, *Reading Psychology*, 29(1), 31-60.
- Smith, J.S. & White, N.B. (2004) Detached from their homeland: the latter-day, *Journal of Cultural Geography*, 21(2), 57-76.
- Storlie, C. A., Giegerich, V., Harris, T. S., & Byrd, J (2018) Conceptual metaphors in internship: creative journeys in counselor development, *Journal of Creativity in Mental Health*, 13(3), 331-343.

- Strugielska, A. (2008). Coherence relations and concept dynamic in learners' personal theories. *vigo international journal of applied linguistics*. Edit. (Alonso, R. & Dahlgren, M.). Vial, 107-129.
- Sütçü, T. (2004). *Tanzimat sonrası Türk edebiyatında vatan temi* (Yayınlanmamış doktora tezi) İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Taşçıoğlu, Ö. L. (2018). Homeland concept and the importance of homeland for the Turkish nation. *Akademik Sosyal Araştırmalar Dergisi*, 6(71), 221-230.
- Yavaş, A. (2018). *Türk model devleti-Gök Türkler* (2. Basım). İstanbul: Bilge Kültür Sanat.
- Thomas, L. & Beauchamp, C. (2010). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27, 762-769.
- Tortop, H. S. (2013). Preservice teachers' metaphors about university teacher and metaphor as an evaluation tool. *Journal of Higher Education and Science*, 3(2), 153-160.
- Turan, R. (2017). Representation of Azerbaijan national identity in the textbook of fatherland used in Azerbaijan. *Sutad*, 42, 593-612.
- Ulusoy, K. & Erkuş, B. (2015). Student perceptions on the concepts related to the history subjects included in elementary fourth grade social studies course program. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 5, 147-158.
- Ünal, M. & Çalışkan, N. (2017). The semantic process of the concept homeland in Turkish poetry. *Sosyal Bilimler Dergisi*, 4(11), 264-286.
- Yazgan, Ç. Ü. (2007). Osmanlı'dan cumhuriyetin ilk yıllarına kadar vatan anlayışı, *Eğitim Dergisi*, 14. Retrieved December 21, 2018, Retrieved from <http://www.egitirim.gen.tr/tr/index.php/arsiv/sayi-11-20/sayi-14-vatan-subat-2007/143-osmanlidan-cumhuriyetin-ilk-yillarına-kadar-vatan-anlayisi>
- Yıldırım, A. & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Biographical Statement

Dr. Yavuz DEĞİRMENCİ is an assistant professor at the faculty of education in Bayburt University. His research focuses are about curriculum, textbooks, and methodologies in geographical education.