Metaphors of the Students in the Department of History Regarding the Concept of "Value"*

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Abstract

History course curricula provide students with values along with knowledge and skills. The aim of this study is to determine the metaphors related to the concept of value that the students of the history departments have. The study group of the research consists of 75 senior students (from both "day time education" and "evening education") who continue their education in the Department of History of Kirklareli University Faculty of Arts and Sciences in the fall semester of 2018-2019 academic year. In order to collect data, participants were asked to complete the forms which included the sentence "Values are like………… because…….". The metaphors proposed by the students were categorized in terms of their common characteristics. Phenomenological design, one of the qualitative research methods, was used in this study. The obtained data were analyzed with content analysis method. Additionally, a quantitative data analysis was performed via IBM SPSS Statistics 20 program as well. Descriptive statistics of the collected data were presented in detail. Moreover, it was analyzed whether there is an association between "the main categories of value metaphors given as samples" and the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents". As a result of the Chi-Square Independence Test, it turned out that there was no association between these variables and "the main categories of value metaphors given as examples" (p> 0.05).

Keywords: the department of history, value, metaphor

1. Introduction

The values undergo degeneration at the present time in which a rapid development and change is experienced. Such problems as murder, theft, intolerance, suicide, drug use, corruption, etc. are spiking up and individuals and societies are negatively affected by these situations. Inadequate acquisition of values and inability to internalize them can be considered among the prime reasons for such problems.

Values have an important place in human life. As a result, several researches on values have been done and several books have been written. Despite the fact that several studies have been done and several books have been written regarding values, it is seen that there are different definitions in the literature about the concept of value. Turkish Language Association describes the value in the Turkish Dictionary as "the abstract measure to determine the importance of something; the return or worth of something; the thing that appears in the connection of person as an entity who wants and needs with the object" (Turkish Language Association, 1998: 345). Value is a permanent belief (Rokeach, 1973: 7); the belief whether something is desirable or undesirable (Gungor, 1993: 18); a totality of beliefs that possess the characteristics that make human beings human and contain the basic features that differentiate them from other living things (Ulusoy & Dilmac, 2016: 16); regardless of the individual's own interests, the beliefs and intuitions determined by the right, wrong and flawless situation to be reached (TUBA, 2011: 280).

Values emerge as criteria in individual's thoughts, attitudes, behaviors and works and constitute an inseparable element of social integrity. In a society's life, everything is perceived according to values and compared with others. Individuals

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generally adopt the values of the group, society and culture in which they live, and use them as criteria for their reasoning and choices. Thus, they have the opportunity to reach general judgments such as better, more accurate, more appropriate, more beautiful, more important and more fair. Individual attitudes and behaviors are substantially under the influence of moral and religious values and the values that customs and traditions contain. However, these values are embodied within norms and become active through norms (Dilmac et al. 2008: 71).

As a result of immaturity in terms of values, people might take unfavourable actions not only against their environment but also against themselves and other people. There exist people who are intolerate of others or people who even exert physical oppression and violence against them once they have the opportunity simply these other people think differently and have different beliefs (Doganay, 2006: 257). The need for the full acquisition of values for students is increasing day by day. Within these context, acquisition of values in educational institutions is of capital importance.

Besides cognitive field education, students receive value education in educational institutions. Value education aims to reinforce the transfer of values in education through the curriculum and the moral atmosphere in schools (Veugelers, 2000: 37). Teachers have highly crucial duties and responsibilities in getting students to acquire values in educational institutions.

History courses play an important role in the acquisition of values. History course curricula provide students with values along with knowledge and skills. Among the target values to teach in history courses through the curriculum are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, altruism, etc. Getting students to acquire these values is of utmost importance for the peace of individuals and the future of society.

From this perspective, it is prominent to determine the perceptions of the students who continue their university education in history departments, and who are in the process of value acquisition, and who are likely to become history teachers in the future. One of the significant means in determining these perceptions is the metaphors developed by individuals.

It is seen that the concept of metaphor is defined in different ways in the literature. It can be asserted that the reason for the existence of different definitions stems from the fact that each language and culture tries to make a definition according to itself. The concept of metaphor stems from the Greek "metapherein"; meta meaning "to change" and pherein meaning "to bear." (Levine, 2005: 172). According to Yob (2003), metaphor is a powerful mental tool for an individual to understand and explain a highly abstract, complex or theoretical phenomenon. Perry & Cooper (2001) described the metaphor as describing something unknown with known things. According to Lakoff & Johnson (1980: 3), "metaphor is pervasive in everyday life, not just in language but in thought and action".

Use of metaphors, in general, is a way of thinking and seeing that helps our grasp of the world (Morgan, 1998). Shuell (1990: 102) emphasized the power of metaphors by saying "If a picture is worth 1000 words, a metaphor is worth 1000 pictures! For a picture provides only a static image while a metaphor provides a conceptual framework for thinking about something".

Although there are studies to find out what the metaphors of students regarding the value concept are (Aladag & Kuzgun, 2015; Aydin, 2003; Aydin & Sulak, 2015; Demir Atalay & Firat Durdukoca, 2018; Kilcan, 2013; Kilcan & Akbaba, 2018), there is no study on the metaphors of the students in the history departments of the Faculty of Arts and Sciences.

The aim of this study is to reveal the perceptions of history students about the value concept through metaphors. Within the framework of this general aim, answers to the following questions were sought:

1) Through which metaphors do students explain their perceptions of the concept of value?

2) In which categories are these metaphors classified with regards to their common characteristics?

3) Is there an association between "the main categories of value metaphors given as samples" and the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents"?

2. Method

2.1 Research Design

Phenomenological design, one of the qualitative research methods, was used in this study. Phenomenological design focuses on cases that we are aware of but we do not have in-depth and detailed understanding of. Certain phenomena can be encountered in the world we live in, in various forms such as events, experiences, perceptions, orientations, concepts and situations. Phenomenology creates an appropriate research base for studies aiming to investigate cases that

are not completely unfamiliar but at the same time we cannot fully understand (Yildirim & Simsek, 2008). The data collected were analyzed through content analysis technique. In this context, after determining the value metaphor categories and value metaphor main categories that the students gave as an example through their responses, the number of participants (frequency) and their ratio (percentage) which constitute these categories were calculated. Quantitative data analysis was also performed with IBM SPSS Statistics 20 program. Descriptive statistics of the collected data are given in detail. Furthermore, it was analyzed whether there is an association between "the main categories of value metaphors given as examples" and the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents".

2.2 Study Group

The study group of the research consists of 75 senior students (from both daytime and evening classes) who continue their education in the Department of History of Kirklareli University Faculty of Arts and Sciences in the fall semester of 2018-2019 academic year. The frequency and percentage distributions of the students participating in the study according to gender are shown in Table 1.

Table 1. The Frequency and Percentage Distribution According to the Students' Gender

Gender	Frequency (n)	Percent (%)
Female	39	52.0
Male	36	48.0
Total	75	100.0

Of the participants, 39 were female and 36 were male. Female students constitute 52% and male students constitute 48% of these students (Table 1).

2.3 Data Collection Tools

First of all, the concept of metaphor is explained through examples in order to reveal the metaphors that the students of the history department have regarding the concept "of value". Thereafter the data of the research were obtained by completing the forms in which the following sentence is written "Values are like………… because…….". Students spent 25-30 minutes to fill in the forms.

2.4 Data Analysis

In this study, "content analysis" technique was used to evaluate the data obtained. The main purpose of content analysis is to reach the concepts and relations that can explain the collected data. The data summarized and interpreted in the descriptive analysis are tested with a deeper process in the content analysis and the concepts and themes that can not be noticed by the descriptive approach can be discovered by way of this analysis. We try to identify data through content analysis and reveal the facts that may be hidden in the data. The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and interpret these by arranging them in a way that the reader is able to understand (Yildirim & Simsek, 2008: 227).

In the analysis and interpretation of the metaphors developed by the students, former studies carried out by Aydin (2010), Candan & Aydin (2016), Saban (2004), Saban (2009), Saban, Kocbeker & Saban (2006) were followed. The analysis and interpretation of the metaphors took place in five stages. These stages are: (1) Naming Phase, (2) Classification (Elimination and Purification) Phase, (3) Category Development Phase, (4) Validation and Reliability Phase, and (5) Data Transfer to Computer Environment Phase.

2.4.1 Naming Phase

A temporary list of the metaphors produced by the students participating in the research is made in alphabetical order. Then, it was examined whether the metaphors were written properly. The metaphors written by the students in the forms they presented were coded. Papers that did not include any metaphors were marked.

2.4.2 Classification (Elimination and Purification) Stage

At this stage, the metaphors written by the students in the forms were read again and revised. Each metaphor was analyzed in terms of its subject, source and the relationship between the subject and the source. Not all students succeeded in producing valid metaphors. Metaphors defined as "Weak metaphor" such as forms that do not contain any metaphor sources, invalid forms and metaphors belonging to more than one category, unreasonable or not associated with the concept of value were excluded from the scope of the research.

2.4.3 Category Development Phase

At this stage, the metaphors produced by the participants were examined in terms of their common characteristics related to the concept of value. Considering how each metaphor conceptualizes the phenomenon of "value from the list of metaphors, 7 different categories were formed by associating them with a specific theme according to the perspective of each metaphor. Afterwards these 7 categories were grouped into 2 main categories.

2.4.4 Validity and Reliability Stage

Validity and reliability are the two most crucial criteria used to ensure the credibility of the results of a scientific research (Yildirim & Simsek, 2008). The data analysis process was explained elaborately to ensure the validity of the research. In order to ensure the reliability of the research, 2 expert faculty members were consulted on the metaphors and the categories formed. Metaphors which were thought to belong to different categories were discussed over and the categories were finalized. Miles & Huberman's (1994) formula (Reliability = Consensus / Consensus + Dissidence) was used to calculate the reliability coefficient. As a result of this calculation, it is seen that a consensus of 95% was achieved.

2.4.5 Data Transfer to Computer Phase

The data was transferred to computer for quantitative analysis. Quantitative analysis of data was carried out with 95% reliability level on SPSS 20 Windows (Statistical Packages for Social Sciences) program. The details of the quantitative data analysis presented in the Results section are as follows:

- Frequency Analysis: Frequency and ratio information of "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents" were given in tables.

- Hypothesis Testing: The hypotheses of the research were examined via "Chi-Square Independence Test. According to this; it was analyzed whether the value metaphors (categorically) produced by the participants of the survey associate with each of the following variables respectively: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents".

3. Results

In this section, the results of data analysis were given in the tables.

Through which metaphors do students explain their perceptions of the concept of value?

General Findings Related to Students' Metaphors about the Concept of Value

According to the general findings obtained from this study, history students produced 54 valid metaphors related to the concept of value (Table 2). The most preferred metaphors for the concept of value by students were *family* (f=5) and *mother* (f=3). Besides these, *gold* (f=2), *glower* (f=2), *emotion* (f=2), *teacher* (f=2), *respect* (f=2), *source of love* (f=2) and *water* (f=2) metaphors were preferred more than once. The metaphors developed by the history students participating in the survey were listed in alphabetical order and each metaphor and the number (frequencies) of students representing each metaphor are given below (Table 2).

Table 2. The Metaphors Developed by the History Students Related to the Concept of "Value" and the Number of Students Representing Them (f)

No	Metaphors	Frequency (f)	No	Metaphors	Frequency (f)
1	Family	5	28	Holy	1
2	Gold	2	29	Polar Star	1
3	Mother	3	30	Culture	1
4	Seasoning	1	31	Cashier in the Market	1
5	Space	1	32	The Pursuit of Happiness	1
6	Flower	2	33	Pleasing	1
7	Farming	1	34	Music	1
8	Ordeal	1	35	School	1
9	Mountain	1	36	Teacher	2
10	Language	1	37	Individuals Cared for	1
11	Emotion	2	38	Police	1
12	Sun	1	39	Respect	2
13	Memory	1	40	Those I love	1
14	Life	1	41	Love	1
15	Meaning of Life	1	42	Source of Love	2
16	Vital Needs	1	43	Water	2
17	Treasure	1	44	Beloved One	2
18	Peace	1	45	God	1
19	Light	1	46	History	1
20	Human	1	47	Seed	1
21	Human Perspective on Environment	1	48	Pen	2
22	Islam	1	49	Existence	1
23	Worker	1	50	Rain	1
24	Pencil	1	51	Purpose of Life	1
25	Butterfly	1	52	Star	2
26	Clothing	1	53	Being Honourable	1
27	Precious Items	1	54	Chain	2

In which categories are these metaphors classified in terms of their common characteristics?

Categories Formed by the Metaphors of History Students Related to the Concept of Value[1]

After analysing the metaphors of history students about the concept of value, these metaphors were evaluated in 7 categories. While categorizing these metaphors, not just the word meaning of the metaphor, but the rationale of the developed metaphor was taken into consideration and the explanations made after "because…" were taken into consideration. The categories created based on the metaphors of the participants are: "Value as a concept that includes holiness", "Value as an identifier", "Value as an ensurer of social sustainability", "Value as a guide", "Value as a provider of life energy", "Value as a social integrator", "Value as emotions that must be kept alive". The metaphors of history students regarding the concept of value and the main categories of metaphors are shown below (Table 3).

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[1] Seven categories were determined and these seven categories were grouped under two main categories.

Table 3. Metaphor Categories of History Students Related to the Concept of Value

Main Category of Metaphor	Category of Metaphor	Metaphor	Number of Metaphor	Metaphor Frequency*	Metaphor Percentage
Values of Socialness	Value as a concept that includes holiness	Beloved One, Mother (3), Worker, God, Precious Items, Family, Water, Gold, Treasure	9	11	15%
	Value as a social integrator	Chain, Ordeal, Cashier in the Market, Human Perspective on Environment, Rain, Peace, Being Honourable, Family (2), Life, Language	10	11	15%
	Value as an ensurer of social sustainability	Chain, Pen (2), Mountain, Police, Memory, Space	6	7	10%
	Value as a guide	Star (2), Polar Star, Sun, Teacher (2), Light	5	7	10%
Values of Personal Orientation	Value as a provider of life energy	Purpose of Life, Love, Meaning of Life, Source of Love (2), the Pursuit of Happiness, Pleasing, Music, Gold, Emotion (2), Farming, Family, Individuals Cared for	12	14	20%
	Value as an identifier	Vital Needs, Clothing, School, Pencil, Holy, Seasoning, Existence, Islam, Culture, Butterfly, History	11	11	15%
	Value as emotions that must be kept alive	Family, Flower (2), Human, Society, Respect (2), Those I love, Water, Beloved One	8	10	14%
Total			61	71	100%

* Number of Students

When Table 3 is examined, it is realized that the students consider the value as "Value as a provider of life energy" the most (n: 14, 20%). This is followed by "Value as a concept that includes holiness "(n: 11, 15%), "Value as a social integrator" (n: 11, 15%), "Value as an identifier" (n: 11, 15%), "Value as emotions that must be kept alive" (n: 10, 14%), "Value as a guide" (n: 7, 10%), "Value as an ensurer of social sustainability" (n: 7, 10%) respectively.

Category 1: Value as a concept that includes holiness

This category seems to consist of 9 metaphors and 11 students (15%). Some sample student statements in this category where loftiness and sanctity of value are emphasized are given below.

"It is like a mother because it gives unrequited love when the person needs it. It is always there when you need it, and it solves problems before you know it.

"It is like a mother because it carries the love of the mother. It means it is being with a person for the rest of his/her life and in his/her mind."

Category 2: Value as a social integrator

This category seems to consist of 10 metaphors and 11 students (15%). Some sample student statements in this category where social integrative feature of the concept of value is emphasized are given below.

"It is like a language because it holds a society together. It gives the society unique characteristics. Every society has its own characteristics. It is impossible to speak of a nation without the values that make up this nation."

"It's like rain because it surrounds and cools you down and when you don't expect it."

Category 3: Value as an ensurer of social sustainability

This category seems to consist of 6 metaphors and 7 students (10%). Some sample student statements in this category where social sustainability of the concept of value is emphasized are given below.

"It is like the police force because it has a protective power. It has the ability to help its people and provide security for

them. It prevents those who cause unrest. It acts as the iron fist of the state. It is the security unit that strives to protect the indivisible unity of the country. It is the core unit of the state's justice mechanism. From this perspective, the police force is like values in some way."

"It is like a mountain because it is the one who continues itself from the past to the present within certain rules. It is like a mountain because it is the one who does not fall down and who has the ability to stand up."

Category 4: Value as a guide

This category seems to consist of 5 metaphors and 7 students (10%). Some sample student statements in this category where guiding characteristic of the concept of value is emphasized are given below.

"It is like light because it guides mankind, directs them to the good. Like light, value protects man from evil and darkness. It guides mankind. A man's value is like his/her light."

"It is like the Polar Star because your values guide you the way the polar star guides you when you are in the dark."

"It is like the sun because it sheds light on societies and guides them to the right path to complete their personality development."

Category 5: Value as a provider of life energy

This category seems to consist of 12 metaphors and 14 students (20%). "Value as a provider of life energy" is the category most favored by students and has the highest number of students. Below are some student statements that make up this category.

"It is like farming because it makes you earn to the extent you care for it. So it cannot be neglected and requires labor. Otherwise it will cause you to lose."

"It's like the meaning of life because if we don't have values, we lose the motivation for life."

Category 6: Value as an identifier

This category seems to consist of 11 metaphors and 11 students (15%). Some sample student statements in this category where identifying characteristic of the value concept is emphasized are given below.

"It is like a clothing because it wraps you depending on the place and time. It may comfort you, or may keep you warm or cool when needed. Is that not like what clothes do? You choose clothes according to the place, season, weather or sometimes according to the region you live in. The value is shaped in parallel to the region we live in.

"It's like a school because it always teaches something."

Category 7: Value as emotions that must be kept alive

This category seems to consist of 8 metaphors and 10 students (14%). Below are some sample student statements in this category where emphasis is given to the emotions that must be experienced.

"It's like a flower because it blossoms and blooms as long as you water and look after the flower. Value is like a flower, in that it is attached to importance and care. Values are lost just like flowers lose strength and perish if they are not watered and cared about adequately.

"It is like the beloved one because it is unforgettable and can not be ignored as well. You can not simply forget and ignore your beloved one and national values even if you want it. The longer you keep away, the more you miss and love. You can not do without it."

Analysis of Frequency

Table 4. Student Distribution According to the Education Type

Education Type	Frequency (n)	Percent (%)
Day Classes	42	56.8
Evening Classes	32	43.2
Total	74	100.0

56.8% of the respondents were day time students and 43.2% were evening students (Table 4).

Table 5. Distribution of Parents' Educational Status

Educational Status	Mother		Father	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Not literate	9	12.0	2	2.7
Literate (School Unfinished)	6	8.0	4	5.3
Primary School Graduate	34	45.3	36	48.0
Secondary School Graduate	14	18.7	19	25.3
High School Graduate	8	10.7	11	14.7
Associate Degree Holder	1	1.3	0	0
Bachelor's Degree Holder	3	4.0	3	4.0
Total	75	100.0	75	100.0

The distribution of the educational status of the parents of the respondents is given in the table above (Table 5).

Table 6. Distribution of the Type of High School Respondents Graduated from

Type of High School	Frequency (n)	Percent (%)
Anatolian High School	28	37.3
Anatolian Vocational High School	3	4.0
Industrial Vocational High School	6	8.0
Vocational High School	4	5.3
Religious Vocational High School	7	9.3
General High School	21	28.0
Technical High School	2	2.7
Others	4	5.3
Total	75	100.0

37.3% of the respondents were Anatolian High School, 4% Anatolian Vocational High School, 8% Industrial Vocational High School, 5.3% Vocational High School, 9.3% Religious Vocational High School, 28% General High School, 2.7% Technical High School graduates and 5.3% were graduates of other high schools (Table 6).

Table 7. Distribution of Settlement Units Where Childhood was Spent

Settlement Unit	Frequency (n)	Percent (%)
Village	14	18.7
District	18	24.0
Province	43	57.3
Total	75	100.0

18.7% of the respondents spent their childhood in a village, 24% in a district and 57.3% in a province (Table 7).

Table 8. Distribution of Perceived Socioeconomic Status

Socioeconomic Status	Frequency (n)	Percent (%)
Low	7	10.1
Medium	62	89.9
Total	69	100.0

10.1% of the respondents perceived their socioeconomic status as low and 89.9% as medium (Table 8).

Table 9. Distribution of the Number of Siblings

Number of Siblings (Including Respondent)	Frequency (n)	Percent (%)
1	7	9.3
2	28	37.3
3	17	22.7
4	7	9.3
5	5	6.7
6	6	8.0
7	3	4.0
8	2	2.7
Total	75	100.0

9.3% of the respondents have one sibling, 37.3% two siblings, 22.7% three siblings, 9.3% four siblings, 6.7% five siblings, 8% six siblings, 4% seven siblings and 2.7% eight siblings (Table 9).

Table 10. Distribution of Hometowns (as region)

Hometown (as region)	Frequency (n)	Percent (%)
The Marmara Region	28	37.3
The Aegean Region	2	2.7
The Black Sea Region	18	24.0
The Central Anatolia Region	10	13.3
The Mediterranean Region	1	1.3
The Eastern Anatolia Region	10	13.3
The Southeast Anatolia Region	4	5.3
Turkmenistan	2	2.7
Total	75	100.0

37.3% of respondents were Marmara, 2.7% Aegean, 24% Black Sea, 13.3% Central Anatolian, 1.3% Mediterranean, 13.3% Eastern Anatolian, 5.3% Southeastern Anatolian and 2.7% Turkmenian origin (Table 10).

Table 11. Distribution of Family Types

Family Type	Frequency(n)	Percent (%)
Nuclear Family	57	76.0
Extended Family	18	24.0
Total	75	100.0

76% of the respondents have a nuclear family and 24% an extended family (Table 11).

Table 12. Distribution Regarding the Relationship Status of the Parents

Are Your Parents Together?	Frequency (n)	Percent (%)
Together	65	86.7
Separate	5	6.7
Other	5	6.7
Total	75	100.0

86.7% of the respondents' parents are together, 6.7% of the parents are separate and 6.7% has stated the relationship status of their parents as other (Table 12).

Is there an association between "the main categories of value metaphors given as samples" sand the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents?"

Hipothesis Testing

Table 13. Chi-Square Test of Independence (Gender-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
			MAIN CATEGORY OF VALUE METAPHOR			
GENDER	Female	37	22	15		
	Male	34	14	20	0.157	0,124
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between gender and main categories of students' sample value metaphors $(\chi^2_{(1)}=0.157, p>0.05$ (Table 13).

Table 14. Chi-Square Test of Independence (Mother's Educational Status-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
			MAIN CATEGORY OF VALUE METAPHOR			
MOTHER'S EDUCATIONAL STATUS	Graduate of Primary School or Lower Degree	47	26	21		
	Graduate of Secondary School	14	5	9		
	Graduate of High School or Higher Degree	10	5	5	1.661	0.436
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between mother's educational status and main categories of students' sample value metaphors $(\chi^2_{(2)}=1.61, p>0.05)$ (Table 14).

Table 15. Chi-Square Test of Independence (Father's Educational Status-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
			MAIN CATEGORY OF VALUE METAPHOR			
FATHER'S EDUCATIONAL BACKGROUND	Graduate of Primary School or Lower Degree	42	23	19		
	Graduate of Secondary School	16	8	8	1.059	0.589
	Graduate of High School or Higher Degree	13	5	8		
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between father's educational status and main categories of students' sample value metaphors $(\chi^2_{(2)}=1.059, p>0.05)$ (Table 15).

Table 16. Chi-Square Test of Independence (High School Type-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	*p*
	MAIN CATEGORY OF VALUE METAPHOR					
HIGH SCHOOL TYPE	Anatolian High School	27	14	13		
	General High School	19	13	6	4.563	0.102
	Other	25	9	16		
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between the type of high school from which students graduated and main categories of students' sample value metaphors *($\chi^2_{(2)}=4.563$, p>0.05)* (Table 16).

Table 17. Chi-Square Test of Independence (Settlement Unit Where Childhood was Spent-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	*p*
	MAIN CATEGORY OF VALUE METAPHOR					
SETTLEMENT UNIT WHERE CHILDHOOD WAS SPENT	Village	14	4	10		
	District	18	10	8	*3.421*	0.181
	Province	39	22	17		
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between the settlement unit where students' childhood was spent and main categories of students' sample value metaphors *($\chi^2_{(2)}=3.421$, p>0.05)* (Table 17).

Table 18. Chi-Square Test of Independence (Perception of Socioeconomic Status-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	*p*
	MAIN CATEGORY OF VALUE METAPHOR				
HOW WOULD YOU DESCRIBE YOUR SCOIOECONOMIC STATUS?	Low	6	2	4	
	Medium	59	31	28	0.427
	Total	65	33	32	

According to the chi-square test of independence, no statistically significant relationship was found between the students' perception of socioeconomic status and main categories of students' sample value metaphors *(p<0.05, Fisher's Exact Test)* (Table 18).

Table 19. Chi-Square Test of Independence (Number of Siblings-Main Category of Value Metaphor) Result Table

		n	Values of socialness	Values of Social Orientation	χ^2	p
	MAIN CATEGORY OF VALUE METAPHOR					
NUMBER OF SIBLINGS	2 or fewer siblings	34	16	18		
	3 siblings	14	6	8	1.477	0.478
	4 or more siblings	23	14	9		
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between the number of students' siblings and main categories of students' sample value metaphors *($\chi^2_{(2)}$=1.477, p<0.05)* (Table 19).

Table 20. Chi-Square Test of Independence (Hometown-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
	MAIN CATEGORY OF VALUE METAPHOR					
HOMETOWN	The Marmara Region	28	14	14		
	The Black Sea Region	16	9	7	0.273	0.872
	The Other Regions	27	13	14		
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between the students' hometown (as region) and main categories of students' sample value metaphors *($\chi^2_{(2)}$=0.273, p>0.05)* (Table 20).

Table 21. Chi-Square Test of Independence (Family Type-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
	MAIN CATEGORY OF VALUE METAPHOR					
FAMILY TYPE	Nuclear Family	37	26	27		
	Extended Family	18	10	8	0.227	0.786
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between the students' family type and main categories of students' sample value metaphors *($\chi^2_{(1)}$=0.227, p>0.05)* (Table 21).

Table 22. Chi-Square Test of Independence (Relationship Status of the Parents-Main Category of Value Metaphor) Result Table

		n	Values of Socialness	Values of Personal Orientation	χ^2	p
	MAIN CATEGORY OF VALUE METAPHOR					
ARE YOUR PARENTS TOGETHER?	Together	61	30	31		
	Other Cases	10	6	4	0.402	0.735
	Total	71	36	35		

According to the chi-square test of independence, no statistically significant relationship was found between relationship status of the students' parents and main categories of students' sample value metaphors *($\chi^2_{(1)}$=0.402, p>0.05)* (Table 22).

4. Discussion

This research aims to reveal the metaphors that history students have related to the concept of value, to group these metaphors under certain conceptual categories and to determine whether there is association between the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Education Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of Siblings", "Hometown (as region)", "Family Type" and "Relationship Status of the Parents", and main categories of students' sample value metaphors. The findings of this research point out the issues below:

It was determined that history students came up with 54 different metaphors for the concept of value. The most preferred metaphors for the concept of value by students were *family* (f=5) and *mother* (f=3). After analysing the metaphors of history students about the concept of value, these metaphors were evaluated in 7 categories. While categorizing these metaphors, not just the word meaning of the metaphor, but the rationale of the developed metaphor was taken into consideration and the explanations made after "because…" were considered in this process. The categories created based on the metaphors of the participants are: "Value as a concept that includes holiness", "Value as an identifier", "Value as an ensurer of social sustainability", "Value as a guide", "Value as a provider of life energy", Value as a social integrator", "Value as emotions that must be kept alive". History students came up with the most metaphors in the category "Value as a provider of life energy" (12 metaphors) and the least metaphors in the category "Value as a guide" (5 metaphors). The metaphors uttered by the history students was found to have positive meaning in general.

When the relevant literature is examined, it is seen that similar results have been reached in the metaphor studies regarding the concept of "value". In the research conducted by Aladag & Kuzgun (2015) in order to determine the metaphor perceptions of the prospective primary education teachers, 330 different views on values were obtained from the opinions of these prospective primary education teachers. According to the results of the study, it was found that the participants produced a total of 107 valid metaphors for the concept of value. In the research conducted by Aydin & Sulak (2015) to determine metaphor perceptions of the prospective primary education teachers about the concept of value, the prospective primary education teachers came up with 79 different metaphors. These metaphors were classified under 5 different categories: value as a necessity (27), value as uniting and shaping (21), value as a variable (17), value as a source of happiness (10) and value as a guide (4). In the study conducted by Demir Atalay & Firat Durdukoca (2018) to determine metaphorical perceptions of prospective teachers regarding national, spiritual and universal value concepts, 154 out of 182 prospective teachers having participated in the study came up with 71 valid metaphors regarding the concept of national value, 125 of them came up with 59 metaphors regarding spiritual value and 140 of them came up with 67 metaphors regarding universal value. An important conclusion obtained when the relevant literature is examined and obtained from the result of this research is that it is not possible to fully explain the concept of "value" with only one metaphor.

In this study, quantitative data analysis was also performed with IBM SPSS Statistics 20 program. It was researched whether there is an association between the following variables: "Gender", "Education Type", "Mother's Educational Status", "Father's Educational Status", "Type of High School Student Graduated from", "Settlement Unit Where Most of Childhood was Spent", "Perception of Socioeconomic Status", "Number of siblings", "Hometown (as a region)", "Family Type" and "Relationship Status of the Parents", and "the main categories of sample value metaphor". In conclusion, no association was found between any of these variables and the main categories of sample value metaphors.

Celikten (2006) emphasizes that metaphors are a technique that can be used effectively in revealing perception and learning styles during students' mental development. As a result; metaphors can be used as a powerful research tool in understanding, revealing and explaining the perceptions of history students about the concept of "value".

In the light of this study, the following suggestions can be made:

• The results obtained related to the concept of value can give the lecturers in history departments a new perspective.

• Research should be conducted at different teaching levels to determine students' perception of value through metaphors and the results should be compared.

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