

Metaphorical Perception of School Counsellors Regarding Migration from Syria

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Abstract

The main purpose of this study is to determine perceptions, of school counsellors working with Syrian and other students under temporary protection (SOSuTP) in the Ministry of National Education via metaphors, and categories classified with these metaphors. In this study, the perceptions of the school counsellors who have SOSuTP, were determined using the phenomenology pattern of qualitative research methods. The criterion sampling method was chosen from the purposive sampling techniques for the selection of work group. For this reason, it was considered that all of the school counsellors participating in the study have at least 15 SOSuTP and have experiences about migration from Syria. The chosen group for this purpose consisted of 338 school counsellors, of which 282 were male and 56 were female, from 35 different provinces. To uncover perceptions of school counsellors regarding migration from Syria with metaphors, school counsellors were asked to complete “Migration from Syria is like..., because ...”. “Metaphoric Perception Text” were analyzed with content analysis method. Based on analysis of metaphors developed by school counsellors, 7 different conceptual categories were created. Frequency and percentage level of these categories were as follows: (1) disaster/sadness ($f = 100, 29.6\%$), (2) escape/salvation/helplessness ($f = 67, 19.8\%$), (3) separation/exile ($f = 65, 19.2\%$), (2) hopeful future expectation ($f = 38, 11.2\%$), (5) increase/no end/uncertainty ($f = 35, 10.2\%$), (6) big game/elephants and grasses ($f = 17, 5.0\%$), (7) were unintentional ($f = 16, 2.7\%$). When obtained metaphors were analyzed, it was seen that negative crises, disasters, negative migration and hijra, negative separation in family and unstoppable negative natural events were used. In order to diminish these negative thoughts, multicultural in-service training should be provided to school administrators, teachers and school counselors in order to provide the best possible education according to their culture for SOSuTP. Moreover, teachers and administrators who deal with children and suffer from war trauma, can have a “secondary trauma”, it may be advisable to provide teachers with psychosocial support in this context.

Keywords: school counsellors, migration, Syria, Syrian students, refugee children, metaphorical perception, Turkey

1. Introduction

Political, economic, socio-cultural, religious, race, ethnic conflicts, and greed of people directly affect lives of societies. Conflicts, fear, anxiety, stress, poverty, inequality and various other reasons lead individuals and their families to look for a better life and future. It has been almost 8 years (since 2012) in Syrian conflicts which has been the most severe humanitarian crises after World War II, and despite all good intentions, there are no indications that the crises will end soon (BBC, 2020). According to official numbers given by United Nations, more than half of Syrian population, which half of them are children, were forcefully relocated from their hometowns due to civil war, millions of people have fled to other countries as refugees or asylum seekers, one million people died, and more than 1.8 million people were injured (International Refugee Rights Association (IRRA), 2017, p.3), 6.5 million fled to foreign countries, and 7 million people were displaced inside the country (United Nations High Commissioner for Refugees (UNHCR), 2020). The highest refugees are 122.228 people in Egypt, 242.558 people in Iraq, 661.114 people in Jordan, 1.001.051 people in Lebanon, and 3.589.384 people in Turkey that corresponds to total of 5.5 million Syrian refugees (UNHCR, 2020).

Turkey has been affected the most from political, social, cultural, economic, and educational aspects of Syrian crises (Koyuncu, 2014). Turkey has opened borders from the beginning of the war and welcomed Syrians. More than 60% of Syrians who left their country are living in Turkey (UNHCR, 2020). From the beginning of Syrian crises which is one of the biggest humanitarian crisis around the world, number of Syrian individuals with transient protection status have increased over the years, and based on February 2020 data, there are total of 3.585.209 registered individuals with transient protection status among which 1.927.869 are male and 1.658.140 are female (Directorate General for Migration Management (DGMM), 2020). Among these individuals, 1.682.426 are children below 18 years, 561.305 are children

below 5 years, 608.702 are children who continue their education and approximately 350.000 children who cannot continue their education due to various reasons (United Nations Children's Fund (UNICEF), 2019; 2020). While only 7-8% (258 thousand) of Syrians in Turkey are living in camps located near border region, more than 92% are living in cities with Turkish citizens (Erdogan, Kavukcuer & Cetinkaya, 2017, p. 9). In the academic year 2017-2018, Syrian and other students under temporary protection (SOSuTP) who had access to education in 8564 schools in 21 cities was 618.948 where 351,135 were educated in official school and 267.813 were educated in Temporary Education Centers.

Immigration means an unknown new place, and people, new social environment, and different natural conditions for children. Based on United Nations research, the highest risks observed in Syrians children were; psychological risks (51%), dropout (25%), child labor (11%), sexual abuse (3%), domestic violence (3%), child abuse (1%), unaccompanied child (1%), homeless (1%), child marriage (1%), and birth registration (1%) (UNHCR, 2020).

Immigrant Syrian children continue to be individuals who carry the biggest and heaviest burden for their education, emotional health, and life risks (UNICEF, 2019; 2020; UNHCR, 2020). Education becomes mandatory for Syrian children to actively participate in work life in the future, become respected members of society, and save their future generations. In addition, access to education can protect small children in various ways. Otherwise, they may face becoming more vulnerable, early age marriage, child labor, abuse, becoming a member of crime organizations or terror organizations, post-traumatic anxiety, desperateness, and uneasiness (Watkins & Zyck, 2014).

When events in Syria are considered, it is clear that Syrians in Turkey, which form the largest migration group around the world, will not go back to their countries in the medium to long term (Karakutuk & Kavak, 2017). All these facts have raised the necessity to analyze migration phenomenon and related negative events in different perspectives (Castles & Miller, 2008). In fact, there are studies that show factors which are presented as risks are actually problems experienced by immigrants. Some of the problems and studies are as follows: physical abuse, violence, war in their countries and unable to meet fundamental requirements (Harrell-Bond, 2000; McBrien, 2005; Strelakova & Hoot, 2008), leaving their own country and families, bad living conditions, and racism (Anderson, Hamilton, Moore, Loewen and Frater-Mathieson, 2004; Mthethwa-Sommers & Kisiara, 2015), lack of access to education, physical, cognitive, and psychologic harm (Kirk & Cassity, 2007) etc.

In addition to these, school-related children also have problems with education due to migration. Main problems that are experienced by immigrant children in education are: language problems (Apak, 2015; Karasu, 2016; Beyazova Secer, 2017; Saklan, 2018), lack of education in their country or insufficient education, attitudes of teachers/school counsellors (Anderson et al., 2004; Hek, 2005; Oikonomidou, 2010; Roxas, 2010; Topkaya & Akdağ, 2016; Karakutuk & Kavak, 2017; Saklan, 2018; Er, 2020), decreased academic success (Davies, 2008; Ulum & Kara, 2016), deficiencies at the point of providing professional development of teachers about applying teaching program content, learning techniques, class tools and materials (Erdem, 2017; Ercan et al., 2019). Problems of children who are not or cannot attend to school should be evaluated separately. Additionally, one of the greatest obstacles is that some of Syrians in Turkey are forcing their children to work on streets (Harunogullari, 2016). Karatas, Attepe Ozden, Ege, Firat, Erim & Aslan (2016) listed dangers that can be faced by children when working on streets as physical, emotional, and sexual abuse, getting sick, drug abuse, negativities about education and tendency for crime.

In order to solve these problems, development of education policies for refugees, creating appropriate education environment (Tuzun & Sarıışık, 2015; Beyazova & Akbaş, 2016; Karakutuk & Kavak, 2017; Ozer, Komsuoglu & Atesok, 2016; 2017; Saklan, 2018), providing counselling and psychological consultancy are necessary. These parameters should be studied scientifically and based on the results related regulations should be made to integrate Syrian children to the education system (Beyazova & Akbaş, 2016). Schools' managers, teachers and school counsellors with SOSuTP have great roles to accomplish these aims. Therefore, it is important for all shareholders to understand their responsibilities and act in conscious way to reach all these objectives.

Turkey gets migrations over the years, however immigration wave from Syria since 2011 until today has been regarded as one of the largest migration wave by UNHCR (2020). This wave has important results to evaluate size of Syrians and generate new policies on migration (Karakutuk & Kavak, 2017). At this point, services provided by public organizations and institutions as well as NGOs towards Syrians are conducted with efforts of occupational personnel in different disciplines (Tercan & Bıçakçı, 2016). In order to collaborate from different organizations, people get involved should be able to open team work. One of the important components of teams working in education services are teachers and school counsellors. Thus, opinions of teachers and school counsellors offer valuable feedback to solve the problems and generate new policies.

When metaphorical studies regarding migration from Syria and refugees were analyzed, it was seen that there were studies that analyzed perception of students in Turkish language education (Kara, Yigit & Agirman, 2016), and perception of social science teacher candidates on refugee concept (Durmus & Bas, 2016). There were no metaphoric studies in

were evaluated again and final structure was obtained. Lastly, the list prepared by researchers and the list prepared by experts were compared and numbers of agreements and disagreements were determined. Obtained ratios were calculated from Miles, Huberman and Saldana (2014) "Reliability= (Agreement: (Agreement + Disagreement) x 100" formula to calculate reliability of this study. In reliability analysis, there were disagreement in 5 metaphors (death, escaping from death, wave, sea wave, disaster, rain). Reliability calculation was made as follows: $[\text{Reliability} = ((217) : (217+6)) \times 100 \Rightarrow \text{Reliability} = \%97.30]$. In qualitative studies, when compliance between experts and researchers are more than 90%, desired reliability is achieved (Miles et al., 2014). Thus, the reliability of this study was met the criteria. In the last stage, the data was transferred to computer environment and participant numbers (f) that represent metaphors and conceptual categories and their percentage ratios (%) were calculated.

3. Results

In this section, findings related with sub-problems of this study will be presented. Opinions of educational institution school counsellors about these metaphors will be presented to support these findings.

Sub-Problem 1: What are the metaphors developed by school counsellors about "migration from Syria"?

There were 223 metaphors for "migration from Syria". Metaphors with highest frequency and percentage were given as follows: 1. hegira (4.12%), 2. flood (3.85%), 3. Migratory birds (2.66%), 4. disaster (2.37%), 5. death (2.37%) , 6. earthquake (2.07%), 7. escape (2.07%), 8. wind (2.07%), 9. nightmare (1.28%), 10. shoot (1.28%) , 11. tsunami (1.28%), 12.avalanche (1.18%), 13. hope (1.18%), 14. fire (1.18%), drama (0.9%), tribes migration (0.9%), bird (0.9%), rain (0.9%), rebirth (0.9%), necessity (0.9%), leaving the family (0.9%), stream (0.9%), fire (0.9%), wave (0.9%).

When metaphors used by school counsellors regarding migration from Syria were analyzed, 38 (11.2%) school counsellor presented positive 31 (13.9%), and 300 (88.8%) school counsellor presented negative 192 (86.1%) metaphors. Frequency and percentage of main negative metaphors were given as follows: hegira (f = 14, 4.14%), flood (f = 13, 3.85%), migratory birds (f = 9, 2.66%), disaster (f = 8, 2.2%), death (f = 8, 2.2%), earthquake (f = 7, 2.1%), escape (f = 7, 2.1%), wind (f = 7, 2.1%), nightmare (f = 5, 1.5%), shoot (f = 5, 1.5%) Some of the positive metaphors were given as follows: hope (f = 2, 1.2%), reborn (f = 3, 0.9%), guest (f = 2, 0.6%), wind (f = 2, 0.6%), convergence (f = 1, 0.3%), the bee's son (f = 1, 0.3%) is like the arrival of spring (f = 1, 0.3%), the crowd leading to the holiday prayer (f = 1, 0.3%), sometimes rain sometimes hail (f = 1, 0.3%).

When obtained metaphors were analyzed, it was seen that negative crises, disasters, negative migration and hijra, negative separation in family and unstoppable negative natural events were used. Metaphors associated with immigrants from Syria by school counsellors were; animal (stork, forest animals, hive bee, birds, ant etc.), articles (jeweler scale, pencil, train, a broken vase), nature event (tsunami, flood, storm, typhoon, landslide, earthquake, etc.), plant (pepper, spicy turnip, wheat ear, removing the plant from the soil, walnut etc.), action (emigration, a test, free swimming, escape from the war, leaving the boyfriend, etc.), human (a crowd trying to cling to the hopeless life, the crowd going to the holiday prayer, the person who abandons his family, the boy who was forced to leave his mother, etc.), the emotion (human drama, fear, suffering, hope, helplessness, etc.), place (Africa, under the themes of mystery, hell, etc.). Color, season, and music themes were not used as metaphors by school counsellors.

Sub-Problem 2: Which conceptual categories can be selected for metaphors developed by school counsellors regarding "migration from Syria"?

Based on analysis of metaphors developed by school counsellors, 7 different conceptual categories were created. Frequency and percentage level of these categories were as follows: (1) disaster/sadness (f = 100, 29.6%), (2) escape/salvation/helplessness (f = 67, 19.8%), (3) separation /exile (f = 65, 19.2%), (4) hopeful future expectation (f = 38, 11.2%), (5) increase/no end/uncertainty (f = 35, 10.2%), (6) big game/elephants and grasses (f = 17, 5.0%), (7) were unintentional (f = 16, 2.7%). Detailed information and explanation regarding these conceptual categories and percentage levels were given below.

2. a) Metaphors and similarity aspects for "Disaster/ Sadness" category

In "disaster/sadness" category, 63 (28, 25%) different metaphors by 100 (29, 6%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) death (f = 8, 8%), 2) disaster (f = 7, 7%), 3) earthquake (f = 6, 6%), 4) nightmare (f = 5, 5%), 5) tsunami (f = 2, 2%), 6) fire (f = 2, 2%), 7) drama (f = 3, 3%), 8) flood (f = 3, 3%) 9) the person who left his family (f = 2, 2%), 10) fever (f = 2, 2%).

Similarities of school counsellors who used death and disaster metaphors were as follows: "Migration from Syria is like death; because they lost a lot even if they live (55M5)", "Migration from Syria is like death; because you leave yourself (335F2)", "Migration from Syria is like death; because people left their country and they are in really bad shape in social, economic, and emotional way (10M5)", "Migration from Syria is like disaster; because there is humanitarian drama

(91M3)". Additionally, "death" metaphor was related with "escape from death" in "escape/salvation/helplessness" category. "Wave" metaphor was also reflected in "disaster/sadness" category with "dispersed with waves of Black Sea" metaphor and reflected in "were unintentional" category with "multi-dimensional unpredicted waves" metaphor.

Death metaphor was related with "escape from death" in "escape/salvation/helplessness" category. "Escape from death" was also represented with "drama" and "disaster" metaphors in "Disaster/Sadness" category. It was seen that disaster metaphor was related with "disturbing order of society" in "were unintentional" category (190M2). In this category, it was seen that imageries were used in empathy and pity perspectives. There were differences between expert opinions.

Karagozolu (2017, pp.518-519) studied metaphors related with "refugee" concept on 202 middle school students in Ankara and found that students that related refugee with winter had the highest percentage (27.05%). When similarity aspects were considered, some students showed reflexive expressions with blaming perspective, others emphasized on experienced emotional challenges. Some of the blaming expressions were as follows: "There are beautiful ones like white snow but some of them are cold people, like thieves.", "If they learned to be loyal to their country, they would not live on streets on a winter day". Some of the emotional expressions were as follows: "Their life turned into winter, they do not know what to do.", "They are dispersing like snowflakes" and "Bullets rained over them instead of snow". Also, it was seen that refugees were resembled to red color in this study. When similarity aspects were considered, "Their nation is bleeding, even the children are covered with blood", "This is violence, tears, and blood.", "Life is always hard, it does not feel safe, it is under treat." opinions that emphasize violence, disaster, and sadness are in line with the findings of this study (Karagozolu, 2017). In another study, "Esad is bombing where we live. Houses, schools are demolished and there is nothing on the ground (Adana-Yuregir), another Syrian said.

"Now, I feel like I forgot everything. I knew everything about Syria. Streets, I saw lots of places from the balcony of my aunt. I feel like I am forgetting my friends there, what I bought from shop, our games, and like the names of mosques. Most importantly, I believe that this thing we are experiencing is ripping us from our country (Saklan, 2018).

2. b) Metaphor and similarity aspects in "Escape/ Salvation/Helplessness" category

In "escape/salvation/helplessness" category, there were 58 (26%) different metaphors by 67 (19, 8%) school counsellors. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given below: 1) escape (f = 7, 10. 2%), 2) necessity (f = 2, 3%), 3) escape from death (f = 1, 1.5%), 2) (forest) forest animals running from fire (f = 1, 1.5%), 5), a bitter drama (f = 1, 1.5%), 6) stream (f = 1, 1.5%), 7) Bison herd escaping from the attack of lions (f = 1, 1.5%), 8) Saving the life of the game animal (f = 1, 1.5%), 9) fish out of the water to try to live on land (f = 1, 1.5%), 10) escape from hell (f = 1, 1.5%).

Main metaphor used by school counsellors in "escape/salvation/helplessness" category was "escaping" to save their lives. Escaping was described by metaphors of war, death, fire, catastrophe, cruelty, nest, enemy (cat, big fish, hunter, lion, etc.). Some of the statements of school counsellors about escaping were as follows: "Migration from Syria is like bison herd escaping from lions; because they are vulnerable" (250M2), "Migration from Syria is like escaping herd; because they do not know where to run to save their lives and seek asylum in Turkey." (285M5) "Migration from Syria is like mouse escaping from cat; because weaker one is running away from stronger (263M2)". "Migration from Syria is like animals escaping from forest fire; because while strong escapes, the weak dies (79M2)". "Migration from Syria is like escape; because they escaped from war without fighting back (182M3)". "They escaped from war without fighting back" comment were condemned by Syrians. Uzun and Özcan (2017) stated that in blaming/branding (18.07%) category, "Syrian refugees are like cowards because they lost their sense of nation", "Syrian refugees are like guests, because we cannot be equal with guests. "We worked for our country, but they are taking everything readily prepared for them" were stated. However, escape was also seen as a metaphor explaining hope for salvation among expert opinions. According to expert opinions the expression "Migration from Syria is like struggling to escape from flood; because Turkey is salvation for them (181M3)" in "hopeful future expectation" category, should be under "escape/salvation/helplessness" category due to "escape". Similarly, in another study, some of the middle school students resembled refugees to autumn and expressed them as leaves on tress that experience autumn, they left their nation and dispersed around" (Karagozolu, 2017).

These findings that emphasize despair of Syrians were also found in findings of similar studies. Tikman, Yildirim and Senturk (2017) studied on 200 students from 2nd to 7th grade regarding migration. 20% of 6th grade class students expressed their emotions about migration with sadness metaphor. Some of the statements of the students in this study were as follows: "...I hope God will not make anyone to lose their homes. Syrians left their country and came to Kilis, Antep, shortly to Turkey. Grave of their parents left there." In the same study, it was emphasized by the 5th grade students that migration reminds them "Syrians". For example, they said; "Syrians were forced to migrate because of bombs. They are afraid of bombs and leave their country. They come to İstanbul and Antep."

Many of the studies on migration from Syria showed this metaphor. Uzun and Özcan (2017, p.12) stated that in

“statelessness (not belonging anywhere)” category, “migratory bird” was the most common metaphor (28%) which was stated as “forcefully leaving their country” and “kite” metaphor (2%) was stated as “they walk around like a kite gliding in the wind far away from their land. Maybe they will never go back”.

2. c) Metaphor and similarity aspects in “Separation/Exile” category

In “separation/exile” category, 38 (17.02%) different metaphors by 65 (19.2%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) hijra (f = 12, 18.5%), 2) migratory birds (f = 8, 12.3%), 3) exile (f = 5, 7.7%), 4) wind (f = 3, 2.6%), 5) migration of tribes (f = 2, 3.1%), 6) bird (f = 2, 3.1%), 7) stork (f = 2, 3.1%), 8) Africa (f = 1, 1.5%), 9) pain (f = 1, 1.5%), 10) leave the family (f = 1, 1.5%). When “separation/exile” category was analyzed, the main metaphor was “hijra”. Hijra was connected with forceful separation, leaving their country, escaping from death and torment metaphors. It was seen that similarity aspect in school counsellors’ expressions in “escape” category and hijra metaphor were similar. Some of the expressions of school counsellors were as follows: “Migration from Syria is like hijra; because it is not voluntarily, it was forced (5M6)”, “Migration from Syria is like hijra; because right of belief and living are gone (87M3)”. “Migration from Syria is like hijra; because to protect their lives, properties, and honors (212M2)”, “Migration from Syria is like hijra; because leaving their country is mandatory (111F1)”, “Migration from Syria is like hijra from Mecca to Medina; because Syrians escaped from torment and came to Turkey (72M3)”. There were school counsellors that expressed migration from Syria as migration of tribes. “Migration from Syria is like migration of tribes when it is considered with its results and size (23M2)”, “Migration from Syria is like migration of tribes; because there is chaos and there nowhere to live (130M2)”. Also, it was seen that animal metaphors were common in this category. For example, migratory birds, stork, antelope herd, ant, bird, cranes, wild geese metaphors were related with “continue living and migrating to safe places” in similarity aspect.

2. d) Metaphors and similarity aspect for “Hopeful Future Expectation” category

In “hopeful future expectation” category, 31 (13.9%) different metaphors by 38 (11.2%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) hope (f = 2, 10.5%), 2) reborn (f = 3, 7.9%), 3) guest (f = 2, 5.3%), 4) wind (f = 2, 5.3%), 5) convergence (f = 1, 2.6%), 6) son of the bee (f = 1, 2.6%), 7) spring (f = 1, 2.6%), 8) to the crowd (f = 1, 2.6%), 9) sometimes rain sometimes hail (f = 1, 2.6%), 10) a test (f = 1, 2.6%).

Karagozoglul (2017, p.520) studied metaphors for “refugee” concept. When the analogies of the students who resembled refugee to spring (5.39%) were examined, it was seen that the emphasis was on “patience and hope”. For example, “spring tells that winter days are over, for them spring will begin when the war ends,” “As Turkish have this conscience, winter will end and spring will come for them,” “Complex, one side it is hot and on the other side it is rainy and cold.” In the same study, students resembled refugee to summer and expressed “Each day, they hope that this will pass”. Students who selected “white color” metaphor (9.8%) for refugees expressed it as “they migrate to open a white page in their life.” Also, “this dark day will become a light one day” metaphor was seen (0.98%). In other study conducted by Uzun & Özcan (2017) on metaphorical perceptions of Sociology undergraduate SOSuTP, it was seen that resistance and happiness metaphors were used under “struggle” (15.07%) category. Some of the students’ opinions were as follows: “Syrian refugees/immigrants are like happiness; because regardless of what happens they are after happiness and dreams. They need to fight for that,” “Syrian refugees/immigrants are like laborers; because they need to resist in different areas even though they are exploited.”

“Syrian refugees/immigrants are like exams; because their drama made people like us to question where do we come from” and “Syrian refugees/immigrants are line litmus paper; because humanity of people who act bad against them is clearly come forward. This is a good humanitarian act.” (Uzun & Özcan, 2017). “Migration from Syria is like an exam due to God’s mercy (78M2)” and “Migration from Syria is like opportunity, because this strengthened our way of communication and other aspects” were expressed in hope and opportunity category (Kara, Yiğit & Ağırman, 2016). Studies on perception of Turkish teaching students regarding Syrian refugee were shown that in “has no one and needs help” category, “guest” metaphor (9.18%) was used. “Syrian refugee is like guest. Because in our culture, we do not close doors to needy, we open our doors.”

2. e) Metaphors and similarity aspects for Increase/No End/Uncertainty category

In “increase/no end/uncertainty” category, 22 (10.76%) different metaphors by 35 (10.2%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) flood (f = 8, 22.9%), 2) avalanche (f = 2, 11.2%), 3) river (f = 2, 5.7%), 4) herd of goats (f = 1, 2.9%), 5) flowing river (f = 1, 2.9%), 6) river (f = 1, 2.9%), 7) The exploding barrage’s water (f = 1, 2.9%), 8) swamp (f = 1, 2.9%), 9) wave (f = 1, 2.9%), 10) domino stone sequence (f = 1, 2.9%).

When metaphors and similarity aspects in “increase/no end/uncertainty” category were analyzed, increase/no end were

emphasized. Some of the metaphors were as follows; natural events metaphors such as flood, avalanche, stream, wave, river, torrential rain, tsunami, river, landslide, storm, equatorial rains, and snow were used. “Migration from Syria is like flood; because they collectively moved and dispersed (16M2),” “Migration from Syria is like uncontrolled flood, because their region was unprepared (231M2),” “Migration from Syria is like river, because if it is left alone, it will destruct all obstacles and damage around. But if you build dam, or watering dam, you can turn it something beneficial (161M3),” “Migration from Syria is like avalanche; because it cannot be stopped (38F3),” “Migration from Syria is like goat herd; because they have flooded into our country without looking back (271M2)” Uncertainty was used both for Syrians and their future and for Turkey. Some of the metaphors about it were as follows: “Migration from Syria is like fear; because you need courage to start again in a foreign country (321F2),” “Migration from Syria is like rain; because it has continued for years and there is possibility for every year (90M2),” “Migration from Syria is like flood, because what it brings and takes away is uncertain (7M2).”

2. f) Metaphors and similarity aspect for “Big game/Elephants and Grasses” category

In “big game/elephants and grasses” category, 16 (7.17%) different metaphors by 17 (5%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) ash (f=2, 11.8%), 2) migration from the Balkans (f= 1, 5.9%), 3.) Chinese Checkers (f= 1, 5.9%), 4) dramatic film (f=1, 5.9%), 5) film (f=1, 5.9%), 6) forces clash (f=1, 5.9%), 7) stinky tomato (f=1, 5.9%), 8) Fractured finger (f= 1, 5.9%), 9) jeweler scale (f=1, 5.9%), 10) obligation (f=1, 5.9%).

When metaphors and similarity aspects in “big game/elephants and grasses” category were analyzed, it was emphasized that big games were played in the region by different powers. Some of the metaphors of school counsellors were as follows: “Migration from Syria is like Chinese checkers, because while local people go somewhere, others try to get their place (236F2),” “Migration from Syria is like power war, because it is the war area of the US, Russia, and other countries.” “Migration from Syria is like dispersion of unattended people, because only value in modern capitalist society is money and power (262M2),” “Migration from Syria is like oppressed with a place, because this is what capitalists want (227M2),” “Migration from Syria is like mandatory, because who is fighting who is not clear (103M2).”

In a study conducted by Saklan (2018), one Syrian refuge expressed his opinions regarding “war” in Syria as follows: “When the war first started, it was clear who was fighting with whom. There were the state and opponents who do not want Esad. But in time, there were so many groups that we could not make sense. There were no people or rights to fight for. This is nothing but more than fight of states.” One Syrian refugee in İstanbul stated that “They are asking us why did not fight back. Okay, but when we were there, there were no single fight. There were five different groups and I did not know any of their motives. ...Brother was shooting brother. They said I did not want to kill so I run away.”

2. g) Metaphors and similarity aspect for “Were Unintentional” category

In “were unintentional” category, 15 (6.73%) different metaphors by 16 (2.7%) school counsellors were included. When frequency and percentage of metaphors in this category were analyzed, some of the imageries used by school counsellors were given as: 1) flood (f=2, 12.5%), 2) spicy turnip (f=1, 6.3%), 3) an unexpected rain (f= 1, 6.3%), 4) wheat ear (f= 1, 6.3%), 5) wave (f= 1, 6.3%), 6) natural disaster f= 1, 6.3%), 7) disaster (f=1, 6.3%), 8) illegitimate child (f= 1, 6.3%), 9) permanent guest (f= 1, 6.3%), 10) a broken vase (f= 1, 6.3%).

When metaphors and similarity aspects in “were unintentional” category were analyzed, it was emphasized that events that are not desired by Syrians and Turks happened. Some of the metaphors of school counsellors were as follows: “Migration from Syria is like wild grass, because they ruin what is happening inside. They need effort. They use our energy. (172M2)” “Migration from Syria is like illegitimate child, because we find them when we are least expecting (131M2),” “Migration from Syria is like permanent guest, because they are used to stay (Turkey) (56F2),” “Migration from Syria is like spicy turnip, because you drink it although it is spicy (175M2)”. In this category, flood metaphor was used. Flood was resembled to the reason for these events that created problems. For example: “Migration from Syria is like flood; because they have destructive effect on the order here (183M2),” “Migration from Syria is like flood, because problems came with migration (175M2).” It was seen that “disaster” metaphor was resembled for “disrupting social order (190M2)”.

4. Discussion and Conclusion

In this study, where metaphoric perceptions of school counsellors towards “Migration from Syria” were analyzed, the following results were obtained:

1) Based on participant groups’ opinions, the total of 223 valid metaphors were obtained. First five metaphors used by participants based on their frequencies were as follows: 1. hegira (2.12%), 2. flood (3.85%), 3. migratory birds (2.66%), 4. disaster (2.37%), 5. death (2.37%). When metaphors were analyzed, it was seen that 38 (11.2%) school counsellors had 31 (13.9%) positive perceptions while 300 (88.8%) school counsellors had 192 (86.1%) negative perceptions. Main negative metaphors were given as: hijra (f=14, 4.1%), flood (f=13, 3.8%), migratory birds (f= 9, 2.7%), disaster (f= 8,

2.2%), death ($f = 8$, 2.2%). Some of the positive metaphors were given as follows: hope ($f = 2$, 1.2%), reborn ($f = 3$, 0.9%), guest ($f = 2$, 0.6%), wind ($f = 2$, 0.6%), concurrence ($f = 1$, 0.3%).

In news that deals with refugees as they logged bulk of the refugees in Turkey; this has been conceptualized with metaphors like flock, flood, and wave, thus creating the perception that 'refugees are threats that will lead to various dangers' (Keneş, 2016). Similar metaphors are also found in this study. This may indicate that the media may have also guided people to these metaphors. Such approaches from media may cause studies to diverge from focus. Education of millions of children of school age under temporary protection in Turkey and guidance to them are greatly important in terms of finding jobs, harmony, future potential social problems, economy and quality of life. Conditions may be much difficult for untrained refugee children. Refugee children who cannot stand on their feet are more vulnerable to neglect and abuse. For example, they can be cheap labor, be members of radical ideological groups, be forced into early marriage (Karatas et al. 2016; Tastan & Çelik, 2017). Thus, especially in news about children and families within the scope of SOSuTP, it should be transparent in order to show sensitivity to the society and to provide accurate information. Otherwise, some people or illegal structures may want to benefit from this situation.

2) Based on valid metaphors, 7 conceptual categories were determined using expert opinions. According to frequency distribution, "disaster/sadness" was the main category. Percentage order of conceptual categories were as follows: (1) disaster/sadness ($f = 100$, 29.6%), (2) escape/salvation/helplessness ($f = 67$, 19.8%), (3) separation/exile ($f = 65$, 19.2%), (4) hopeful future expectation ($f = 38$, 11.2%), (5) increase/no end/uncertainty ($f = 35$, 10.2%), (6) big game/elephants and grasses ($f = 17$, 5.0%), (7) were unintentional ($f = 16$, 2.7%).

3) When obtained metaphors were analyzed, it was seen that negative crises, disasters, negative migration and hijra, negative separation in family and unstoppable negative natural events were used. Generally, it was seen that metaphors linked with migration from Syria by school counsellors were under animal, goods, nature event, plant, action, human, emotion, and place. In this study, color, season, and music themes were not used as metaphors by school counsellors.

In SOSuTP many live in fear of death, depression due to separation from loved ones and leaving their country, adjustment problems, may experience post-traumatic stress disorder. In world news, it was seen that refugees were conceptualized with metaphors such as "hope passengers", "the journey of death" and "fugitive" in the limited number of information about who they were and why they made these trips. The incompatibility of living conditions, hunger, study possibilities of limitation, health and access the most natural rights such as education are reasons for them for a better life and even dangerous mortal journeys. In this study, the use of metaphors such as flood, migratory birds, migration, rebirth, death etc. is meaningful. Instead of judging these people, solutions should be found to their problems regardless of causes and the war around the world should be ended. In this way, this generation can be saved from being a "lost generation". Metaphors used in the creation of news discourses worldwide; the causes and consequences of the refugees problem; It should be prevented all over the world that the refugees (Erdogan et al.; 2017), who are affected by all aspects, including their right to live in this problem, are the functional means of perception blur in the public.

The abundance of negative metaphors that emerged in this study may have caused these people to feel pity, compassion and helpless. Also, it was found that Syrian students' poor language skills negatively affect their communication with school counsellors. Moreover, Turk et al. (2018) found that Turkish and Syrian primary school students had difficulties in understanding each other's perspectives and experiences. In addition, it was seen that they communicate very well with the school counsellor who speaks their language and shows understanding, and even express their communication with these teachers as the reason for coming to school.

Metaphor, which coincides with the findings of this study and similar to Turk et al. (2018) 's, is that Syrian students who are prominent in their study not being able to use Turkish effectively as a foreign language. According to Vorauer & Sakamoto (2006), mutual positive affection and mutual interest depend on interpersonal communication effectively. If people cannot perceive and understand each other correctly, they can give up their efforts. Similarly, Harwood (2010) states that those with less language and communication skills will have a disadvantage in directing the flow of intergroup interaction to a positive outcome. When the discourses of both authors and the results of the current study are taken into account, it is seen that there is an insufficiency in the use of Turkish at the beginning of many problems they experience while studying in the same class with other children. In order to be able to communicate well with SOSuTP, rapid and effective studies are needed to eliminate the language barrier. Other than these, problems that may occasionally be exceeded by the professional counsellors of the school psychological counsellors or outside their professional competencies may be observed. It is important to support school psychological counsellors with in-service trainings in order to be able to overcome this situation and not to be deprived of education with SOSuTP's existing rights by providing healthier services. In addition, as stated in a study conducted by Eren (2019), there may not be any psychological counsellors that students who continue their education in Temporary Education Centers (TECs) can be directed or benefited from.

Under the HEP and with the support of other international aid agencies, the number of school counsellors hired temporarily is also insufficient. There may be some problems in providing guidance services without the support of foreign language specialists required for communication with up to millions of SOSuTP. This situation causes the process to be prolonged or the problems cannot be resolved when SOSuTP struggles with these problems. For the solution of this difficulties that students experience in accessing psychological counselling service, school counsellors who are hired with temporary EU projects or who work in TECs temporarily should be brought to permanent status. For this, increasing EU project budgets and increasing the number of experts is important in terms of providing SOSuTP personality services and psychological support. It may also be effective to provide in-service training for school counsellors and administrators of students who attend school for SOSuTP students.

It may be important to identify both potential risks and protective factors in order to increase the awareness of SOSuTP working school counsellors about the problems they face. It may also be important to provide psychological support by creating psycho-training programs in order to increase the psychological resilience of children under temporary protection (SOSuTP) in line with the determined goals.

4) Most of the school counsellors stated that this was the first time they have participated to such qualitative study. The data presented in this study once more showed the importance of mixed studies where quantitative studies are conducted with qualitative studies. As a result, it was found that although there were some positive opinions of school counsellors regarding “migration from Syria”, general opinions were negative.

Many studies on SOSuTP have been carried out with great benevolence for years. However, there is much more to be done. Public institutions, academics and relevant non-governmental organizations should work together to create a higher mind. Mutual communication channels should be opened more at the local level. Syrian children should be ensured to attend school. Follow-up on absenteeism should be done. Separate units for Syrian youth should be created in existing youth centers.

The asylum seeker problem is not just about distributing aid. These people are building a new life. The refugee problem has different dimensions such as security, shelter, health, education and cultural harmony. This problem of Syrian refugees in the sense that requires patience both from Turkey for the Syrians is a complex and challenging process.

Multicultural in-service training should be provided to school administrators, teachers and school counselors in order to provide the best possible education according to their culture for SOSuTP. In addition, courses can be given in education faculties to improve the competence of teacher candidates for multicultural education in their professional life.

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