

Perceptions of Primary School Students towards the Concept of Peace

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Abstract

In general, peace is considered to be the absence of hostility. Peace is so much of an important phenomenon that requires its teaching to be regulated. Instilling concept of peace in the individuals is one of the essential goals of every education system, which is done gradually in each level of education starting from basic education. It would be useful to make a situation assessment before deciding what and how to teach in education, and this can be done through the use of metaphors. Metaphors are one of the basic mental models that shape people's thoughts about the reality and the world. Metaphors allow the children to create their own perceptions and make sense of the situation or the event they encounter.

The aim of this study is to investigate the perceptions of elementary school students about the concept of "peace" through metaphor analysis. The study group of the research consists of second and third grade elementary school students. 41 of these students were Turkey, 54 students were from TRNC, and 22 these students were from Syria. The research data were collected from these students by asking them to express their opinions through filling in the missing parts of sentences included in the questionnaire form. These sentences were prepared in the following format: "I compare peace to Because"In this way, the students were required to use a metaphor to fill in the first blank and to explain their reasoning in choosing that metaphor in the second blank, and their answers were analyzed.

A total of 35 valid metaphors for the concept of peace were developed by the 117 elementary school students from three different countries. These metaphors were categorized under five themes, which are; *positive metaphors*, *negative metaphors*, *metaphors of social value*, *metaphors of vitality* and *imaginative metaphors*. On the other hand, in terms of the frequencies they were used by the students, metaphors of making peace (f = 24), friendship (f = 10), love (f = 9), mother-father (f = 8), war (f = 7) Ataturk (f = 6), beautifulnes (f = 6), and happiness (f = 6) were

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identified as the metaphors, which were developed by students the most. It was concluded as a result of the study that the students from Syria defined the concept of peace mostly based on interest, that the students from Turkey defined the concept of peace mostly based on friendship, and that the students from TRNC defined the concept of peace mostly based making peace. The differences observed in the answers of students from different countries were due to the different geographical characteristics of these countries as well as the differences in the historical processes these countries have been through.

Keywords: Peace, metaphor, elementary school, student

Introduction

Historically, one of the most important concepts from the day when humanity existed has been peace. During this time frame, humanity has entered into many fights, sometimes with each other in the form of wars and sometimes with the nature. The number of wars fought so far has been indicated as about 14,000 by the studies conducted in the relevant fields (Daver, 1991; Kanatlı & Schreglmann, 2017). Only 227 years during the timeframe from 1496 B.C. until 1861 A.D. has been without a war, which indicates that the humanity has fought with each other for 13 years for each year of peace (Bloch, 1914). This picture worsens even more when the struggles of humanity with the nature in the form of epidemics, etc. are taken into consideration. Many of these struggles have ended and the result has been peace and happiness. Thus, we could say that in spite of the belligerent nature of the humanity, its expectation has always been peace.

We would not be wrong to say that the world history is shaped around wars. In this context, even the periods described as periods of peace can be considered as a preparatory period for wars (Demir, 2017). A Latin proverb that draws attention to the relationship between war and peace is as follows: “If you want peace, be ready for war” (Calleja, 1994: 2). “Peace is the guiding principle of humanity and nature. Any effort to deviate from this principle will only lead to destruction (UNESCO; 2001: 4)”.

Today, although there are many international organizations that work for building peace, the humanity could not rid its killing nature (Aktaş & Safran, 2013). Wars stand before us as a historical and cultural reality since the existence of humanity (Demir, 2017). Wars continue and people continue to die. Nevertheless, it is necessary to separate a war from a fight, since wars reveal organized behaviors, which is not the case in fights. People use centralized tactics and strategies in wars to eliminate each other (Belge, 2011). It is the disappearance of peace that leads to wars and the resulting casualties.

The only way to rid wars and nurture peace is through the cooperation of all humanity, especially the leaders (Daver, 1991). As a reason, peace does not come on its own, it is necessary to nurture peace (John; 2011). Thus, it is necessary to understand the

concept of peace accurately and to develop a common understanding in this regard. Otherwise, there is the danger that peace can be perceived as an unrealistic and utopic ideal. On the other hand, it is a fact that peace evokes images of happiness and harmony in psychological, social and political sense (Grewal, 2003).

The observation made by Kant (1960) is very important in this sense. He said that individuals must react to any injustice that occurs in the world for the continuity of peace, as if the injustice was done to them, regardless of the place the injustice occurs and irrespective of the place that they live.

There can, and should, never be a good cause for the justification of a cruel phenomenon such as war, and to declare it as sacred, whether in Guernica, where Picasso illustrates the phenomenon of war or in the literary works, where war is narrated with beautiful descriptions. If there is anything that is sacred, it is Peace (Erseven, 2017), as it was the case in the ancient Iranian culture. In Avesta, which has an important place in Iranian culture, peace that has been referred to as the “âştî” was praised and war was dispraised. The fact that “âştî” is also the name of the god of peace is seen as an important evidence that peace was an esteemed value (Muin, undated; narrated by Balcı, 2017). Peace is an esteemed value in the religion of Islam, as well, and there are verses in Qur'an that emphasize the importance of self-possession in war and that call for the preference of peace (Surat al-Baqara). However, the fact that the terrorist organizations, which kill everybody but themselves without discrimination come to mind when it comes to Islam today, contradicts the way peace is esteemed in Islam. The increase in the number of individuals who have adopted the culture of peace and have shaped their lives within this framework is an important factor in the formation of a culture of peace (Önal & Arsal, 2015). It is not right to associate the Muslims, who normally should have been associated with peace, with war and brutality. Peace is a value that necessitates living without prejudice and discrimination and respecting the dignity of all people (Harris & Morrison, 2003), which is an order of Islam. The wars are still going on in the Middle East, also referred to as the Islamic geography, which is supposed to be the address of peace. One of these wars, the civil war in Syria is still going on today. All individuals of the society and particularly the children, who will be the architects of the future, are affected by the wars. Turkey is affected by the war in Syria in many respects, although it is not a side of the war. Many refugees and their children have come to Turkey to take refuge (Yavuz & Mızrak, 2016). The Turkish government provided overt support to Syrian refugees and provided natural protection for asylum seekers (Poyraz, 2012). According to UNICEF data, 54% (1.471.958) of the Syrian refugees living in Turkey are children (UNICEF, 2016). Syrians have become an important element of the social structure in Turkey, and this has led to many problems in the society. It should not be forgotten that resorting to education in emergency situations makes important

contributions to peace and increases social solidarity (UNESCO, 2015). Education allows the refugees to overcome the problem of alienation in the community they live in, which alleviates the cultural problems that have emerged in connection with them (Nicassio & Pate, 1984). In average, refugees stay for 17 years in the country where they have taken refuge. In a period that is as long as 17 years, new generations are born and grown, thus the best investment for the refugees would be allowing them to benefit from education (Ferris & Winthrop, 2010). Education enables the children that are in the position of refugees to avoid conflicts, to establish peace, to become sensitive to their homeland, to have a sense of belonging and to respect the environment they live in (Sinclair, 2007). Establishing peace is not as easy as it is said, but a common discourse adopted by everyone emerges as a means of ensuring peace in the shortest possible time. Peace education should not be limited to a specific class, level or course and should be included in all spheres of education (Kester, 2010).

A similar situation persists on the island of Cyprus. The Republic of Cyprus has been established as a bi-communal state in 1960 consisting of Christian Greeks on one hand and Muslim Turks on the other. From 1963 onwards, various conflicts started between the two communities, which have ended with a ceasefire that was achieved as a result of military interventions in 1974, and the peace talks are on since then with not much progress. Everyone wants peace, but it has not been achieved for 46 years now. According to Papastephanou (2014), the precondition for the reconciliation of both sides is the endeavors made by both sides to understand and recognize the other side. From this point of view, we can say that empathy plays an important role in establishing peace. Additionally, peace develops in societies that manage to communicate with each other, and that respect their differences (Aslan, Karaman-Kepenekçi, Karagül & Güldenoğlu, 2016). In short, peace cannot be achieved in the masses that do not know about each other, that ignore each other, and that have a one-way perspective about each other. And it is likely that this is what prevents peace from happening in Cyprus for about 46 years now. Many institutions such as United Nations and UNESCO are conducting studies on peace education to use peace education as a tool in resolving the problem in Cyprus and other similar places. Such studies, particularly the ones supported by UNESCO, primarily target the children. Peace education aims to develop children's feelings and thoughts about what peace means, why it is not easily achieved and what can be done to achieve it (Hagglund, 2004; Harris, 2004). Determining the perception of the children towards peace, especially in places where the line between war and peace is very thin, emerges as an essential and important step in order to nurture peace.

This study is very important as it is the very first study conducted on the children of Turkey, which is not a side of the war in Syria but is a neighboring country, on the children of Turkish Cypriots who have been through a war 46 years ago and still seeking

peace, and on the children of Syria, which is still in war. The general characteristic of the societies addressed in this study is that they have the same religious beliefs and live in similar cultures and geographies. In this study, metaphors have been used to determine how the children, who are the future of societies that have the said characteristics, perceive peace. Metaphor is a mental tool and is used to understand, make sense of and explain an abstract and complex phenomenon (Saban, Koçbeker & Saban, 2006). In order for the culture of peace to become widespread among people, it is necessary to cause the people to think that culture of peace will make things better than they are today (Boulding, 2000), and this is where peace education comes into play. Every individual in the society has some responsibilities in terms of removing violence and war from social life, and the institutions, where these responsibilities can be instilled in the individuals are the schools. In this framework, elementary schools have a great importance in the formation of a culture of peace (Kanathı & Schreglmann, 2017).

First of all, it is an important step to determine what students really think of and imagine when they are asked about peace, in order to decide what to address within the framework of peace education. In this context, revealing the perceptions of the elementary school children of three different countries towards the concept of peace signifies the importance of this study.

Objective of the Study

The aim of this study is to determine the perceptions of elementary schools students from three different countries that have similar cultural backgrounds; namely, Turkish students of Cyprus, which has faced a war in a not too distant history and continuing to face certain aspects of the same war even today, the refugee students of Syria, which is one of the neighbouring countries of Turkey and which is currently at war, and the Turkish students of Turkey.

For this purpose, answers to the following questions were sought:

- 1-
 - a. Through which metaphors do the primary school students of Turkey express their perceptions towards the concept of peace?
 - b. Through which metaphors do the primary school students of TRNC express their perceptions towards the concept of peace?
 - c. Through which metaphors do the primary school students of Syria express their perceptions towards the concept of peace?
- 2- Under which categories are these metaphors grouped in terms of their common characteristics?

METHOD

Research Design

“Phenomenology” was used as the research design in this study, which has been carried out as a qualitative study. Phenomenology focuses on the cases, which we are aware of but do not have in-depth and detailed understanding of. Phenomenology sets an appropriate research basis for investigating the phenomena that are not entirely foreign to us but which we cannot fully comprehend (Yıldırım & Şimşek, 2016).

Study Group

The study group consists of elementary school students that were enrolled in three different schools for the 2019-2020 academic year. Turkish Cypriot students of the study group have been enrolled in the elementary school located in the Güzelyurt district of TRNC, whereas the Turkish students from Turkey have been enrolled in the elementary school located in the Istanbul province of Turkey, and the Syrian students have been enrolled in the elementary school located in the Şanlıurfa province of Turkey, respectively.

The study has been limited to a total of 117 2nd and 3rd grade elementary school students. 1st grade elementary school students were not included in the study due to their developmental periods and considering the fact that they have just started to learn reading and writing. The schools and students included in the study group were determined by convenience sampling method. Convenience sampling is defined as the method of sampling performed taking ease of access, practicality, time, money and labor status into consideration (Büyüköztürk, 2012).

Table 1

Table of the students who participated in the study

Gender	Cypriot Turk		Syrian		Turkish	
	2 nd grader	3 rd grader	2 nd grader	3 rd grader	2 nd grader	3 rd grader
Female	12	16	5	7	10	13
Male	12	14	6	4	8	10
Total	54		22		41	

Collection of the Research Data

In this study, the students were asked to express their opinions through filling out the missing parts of sentences included in the questionnaire form. These sentences were prepared in the following format: “I compare peace to Because”, which required students to use metaphors to express their perceptions towards the concept of peace. The students were given sufficient time to fill in these forms.

Analysis of the Data

Content analysis method was used to evaluate the collected data. Content analysis aims to identify the data and reveal the facts that may be hidden in the data (Yıldırım&Şimşek, 2016). Firstly, metaphors used by the students to express the concept of peace were listed by frequency. Secondly, these metaphors were analyzed in terms of significance of relation between these metaphors and their justifications. Answers that were left blank or answers, which include the metaphor but do not include the justification for using that metaphor, were not taken into consideration at this stage. 117 of the 134 answer forms were deemed to have been properly filled in, and used as the main data source of this study. Country information of the students has been coded by the initial letter of the student's country of origin, and provided in brackets. For example, the letters 'NC' in (K3-5) indicates that the students is from Northern Cyprus (NC: Northern Cyprus, S: Syria, T: Turkey), whereas the first number following 'NC' denotes the student's grade level (2nd grade or 3rd grade), and the second number denotes the sequential number of the student.

The metaphors obtained in the research were classified according to their justifications, leading to the creation of five themes, which are; *Positive Metaphors*, *Negative Metaphors*, *Metaphors of Social Value*, *Metaphors of Vitality and Imaginative Metaphors*. These themes were named taking into consideration the common features of metaphors expressed about the concept of peace.

Validity and Reliability

After the data obtained in the study were classified as themes, a checklist was created for the metaphors and the justifications provided by the students for using these metaphors. This checklist has been sent to an expert in the field and revised based on the feedback provided. The revised checklist and the checklist prepared by the researchers have been compared and the number of agreements and disagreements between these check lists have been determined. The reliability of the study was calculated by using the formula of “Reliability = (Number of Agreements): (Number of Agreements + Number of Disagreements) x 100” (Miles & Hubermann, 1994) and the reliability of the study was calculated as 0.85.

Findings

In this section, the metaphors developed by the students about the concept of “peace” have been provided. The similarities and differences between the metaphors developed by the students have been shown on the basis of their countries of origin. The information about the students who have developed the metaphors have been coded and these codes were provided in brackets next to the metaphors developed by the students.

Table 2

Metaphors developed by students about the concept of peace

Metaphor	f	Metaphor	f	Metaphor	f
Making Peace	24	Behavior	2	Eye	1
Friendship	10	Goodness	2	Trust	1
Love	9	Pencil	2	Peace Between the States	1
Mother-Father	8	Friend	2	Grapes	1
War	7	Playground	2	Blue	1
Ataturk	6	Treaty	1	Sharing	1
Beautifulness	6	Soldier	1	Surrendering	1
Happiness	6	Notebook	1	Dream	1
Life Without War	4	Monkey	1	Homeland	1
Tree	4	Rainbow	1	Life	1
Fight	3	Flying	1	Butterfly	1
Children	2	Apple	1		
			Total		117

The participants developed a total of 35 metaphors about the concept of peace. Metaphors of treaty, soldier, notebook, peace between the states, rainbow, eye, trust, monkey, fight, blue, sharing, surrendering, dream, grapes, apple, homeland, life, butterfly, and flying were developed by one participant each, whereas metaphors of friend, behavior, goodness, pencil, playground, and children were developed by two participants each. Other metaphors developed by the students and number of students who have used these metaphors were as follows; peace (f = 24), friendship (f = 10), love (f = 9), mother-father (f = 8), war (f = 7) Ataturk (f = 6), beautifulness (f = 6), happiness (f = 6), life without war (f = 4), tree (f = 4), and fight (f = 3).

Table 3

Distribution of metaphors developed by students about the concept of peace by their country of origin

Metaphor	f	Country	Metaphor	f	Country	Metaphor	f	Country
Soldier	1	NC	Tree	4	S	Treaty	1	T
Ataturk	4	NC	Friend	2	S	Ataturk	2	T
Making Peace	17	NC	Making Peace	4	S	Making Peace	3	T
Mother-Father	3	NC	Notebook	1	S	Mother-Father	5	T
Peace	1	NC	Eye	1	S	Behavior	2	T
Between the States								
Friendship	1	NC	Pencil	2	S	Friendship	9	T
Trust	1	NC	Fight	3	S	Rainbow	1	T

Beautifulness	5	NC	Grapes	1	S	Beautifulness	1	T
Goodness	1	NC	Love	2	S	Monkey	1	T
Happiness	3	NC	Flying	1	S	Goodness	1	T
War	6	NC	Apple	1	S	Blue	1	T
Life Without War	4	NC				Happiness	3	T
Love	2	NC				Sharing	1	T
Homeland	1	NC				Surrendering	1	T
Playground	2	NC				Dream	1	T
Children	2	NC				War	1	T
						Love	5	T
						Life	1	T
						Butterfly	1	T
Total	54		Total	22		Total	41	

Country Codes: NC: Northern Cyprus, S: Syria, T: Turkey

It was observed that the metaphors of “peace” and “love” were developed by the students from all three countries, and that the metaphors of “Ataturk, mother-father, friendship, beautifulness, goodness, happiness, and war” were developed by the students of Northern Cyprus and Turkey.

Distribution of Metaphors Developed About the Concept of Peace by Themes

Metaphors developed by the students about the concept of “Peace” have been analyzed and categorized under five themes as a result. These themes are; *Positive Metaphors*, *Negative Metaphors*, *Metaphors of Social Value*, *Metaphors of Vitality and Imaginative Metaphors* (Table 4).

Table 4

Themes, Frequencies and Percentages of the Metaphors Developed by the Elementary School Students about the Concept of Peace

Themes	Metaphors	Number of Metaphors	Frequency of Metaphors	Percentage (%)
Positive Metaphors	making peace (f=24), life without war (f=4), treaty (f=1), peace between the states (f=1), surrendering (f=1),	5	31	26,50
Negative Metaphors	war (f=7), soldier (f=1), fight (f=3)	3	11	9,40
Metaphors of Social Value	friendship (f= 10), love (f=9), Ataturk (f=6), beautifulness (f=6), happiness (f=6), homeland (f=1), friend (f=2), goodness (f=2), trust (f=1), sharing (f=1)	10	44	37,61
Metaphors of Vitality	mother-father (f=8), children (f=2), behavior (f=2), eye (f=1), monkey (f=1), tree (f=4), life (f=1), butterfly (f=1), apple (f=1), grapes (f=1)	10	22	18,80
Imaginative Metaphors	pencil (f=2), playground (f=2), dream (f=1), notebook (f=1), rainbow (f=1), blue (f=1), flying (f=1),	7	9	7,69
	Total	35	117	100

As can be seen in Table 4, among the metaphors developed by the students for the concept of peace, 5 of them were categorized under the theme of positive metaphors, 3 of them were categorized under the theme of negative metaphors, 10 of them were categorized under the theme of metaphors of social value, another 10 of them were categorized under the theme of metaphors of vitality, and 7 of them were categorized under the theme of imaginative metaphors. On the other hand, in terms of the frequencies that the metaphors were used, it was observed that 31 students have developed metaphors that were categorized under the theme of positive metaphors, 11 students have developed metaphors that were categorized under the theme of negative metaphors, 44 students have developed metaphors that were categorized under the theme of metaphors of social value,

22 students have developed metaphors that were categorized under the theme of metaphors of vitality, and 9 students have developed metaphors that were categorized under the theme of imaginative metaphors.

Theme of Positive Metaphors

The metaphors developed by the students and which were categorized under the theme of positive metaphors and the justifications provided by the students for using these metaphors are as follows:

I compare peace to the peace we make with somebody after getting angry with him/her. Because we apologize to the person that we are vexed with, and that person starts talking to us. (K2-4)

I compare peace to life without war. Because if there was no peace, there would always be resentment and there would be no such thing as friendship.(K2-12)

I compare peace to the peace between the states. Because Turkey and the USA made peace.(K3-11)

I compare peace to surrendering that takes place when I fight with Kuzey. Because peace reminds me of my surrender.(T3-11)

I compare peace to treaty. Because a treaty is made when there is peace.(T2-18)

Theme of Negative Metaphors

The metaphors developed by the students and which were categorized under the theme of negative metaphors mostly reflect the situations that occur in the absence of peace. Such metaphors and the justifications provided by the students for using these metaphors are as follows:

I compare peace to a fight. Because all fights end with peace. (S2-7)

I compare peace to war. Because when I say peace, I think of war.(K2-5)

I suppose I compare peace to war... Because the antonym for peace is war.(K3-7)

I compare peace to soldiers. Because soldiers fought for us.(K2-8)

Theme of Metaphors of Social Value

The metaphors developed by the students and which were categorized under the theme of metaphors of social value reflect the social values that evoke peace. Such metaphors and the justifications provided by the students for using these metaphors are as follows:

I compare peace to friendship. Because during the time of peace, everyone makes peace and this peace turns into a friendship. (T2-12)

I compare peace to love. Because it is manifested as is love. Whenever we treat someone with love, this always makes us happy. We can make peace with the person that we are angry with if we affectionately ask to make peace. (K3-26)

I compare peace to happiness. Because people feel happy when they make peace. (T2-11)

I compare peace to beautifulness. Because peace is the best thing in Cyprus.(K2-17)

I compare peace to trust. Because peace is like living beautifully for everyone.(K3-21)

Peace at home is like peace in the world. Because this is the saying of Ataturk and we will abide with what he says.(K3-27).

I compare peace to Ataturk. Because it was he who has brought peace to our country.(T3-21)

I compare peace to a friend. Because I love peace. (K3-4)

I compare peace to goodness. Because, for example, we should congratulate the other team after a football game.(K3-23)

I compare peace to sharing. Because peace is like everything that is good. For example, when a war breaks out, parties to the war fight for land... then they make peace and share the land.(T3-6)

I compare peace to the homeland. Because we cannot exist without it.(K2-9)

Theme of Metaphors of Vitality

The metaphors developed by the students and which were categorized under the theme of metaphors of vitality reflect the human, animal and plant elements included in the natural flow of life. Such metaphors and the justifications provided by the students for using these metaphors are as follows:

I compare peace to grapes. Because peace is grapes. (S3-7)

I compare peace to a butterfly. Because peace is as fragile as a butterfly.(T2-6)

I compare peace to a monkey. Because it makes everyone laugh.(T3-17)

I compare peace to treating everyone well. Because it is about getting along well with everyone, being a good person, being respectful and tolerant.(T3-14)

I compare peace to children. Because every child deserves peace. (K3-20)

I compare peace to an apple. Because it is so nicely watered. (S3-4)

I compare peace to an eye. Because eye has a very beautiful blue color.(S3-11)

Analysis of the metaphors used by the students for the concept of peace reveals that it is likely that the students used metaphors of vitality to point out to the “at the right place and at the right time” aspect of peace. Fruits, for instance, are perishable and should thus be stored carefully and consumed within a certain period of time. Otherwise, their consumption may cause more harm than good. Likewise, it is important to act as needed where needed. We can see the same connotation in the butterfly metaphor. Butterflies have a limited lifespan. They get rid of their cocoons leading to the emergence of a magnificent beauty, which then ends. There are several ways and methods to shorten or lengthen this process. We can shorten this process by killing the butterfly or we can immortalize the butterfly by photographing its beauty. Likewise, the process for making peace should not be prolonged too much, otherwise we may not find the chance to experience peace. Cypriot children are the live witnesses of such a situation. Children who have witnessed the war in Cyprus 46 years ago have become the grandmothers and grandfathers of today, yet they still have not reached peace. Similarly, Syrians, who were children when the war in Syria had started, have their own children today, but peace still has not come and it is very questionable whether it will ever come.

Theme of Imaginative Metaphors

The metaphors developed by the students and which were categorized under the theme of imaginative metaphors sometimes reflect concrete objects and other times reflect colors. There was also a metaphor, where an abstract phenomenon such as dream has been used. Such metaphors and the justifications provided by the students for using these metaphors are as follows:

I compare peace to a rainbow. Because it has a colorful personality.(T2-14)

I compare peace to blue. Because it has a soothing effect.(T3-8)

I compare peace to a notebook. Because it is very beautiful.(S3-5)

I compare peace to a pencil. (S3-9)

I compare peace to a dream. Because world peace is the dream of us all.(T3-12)

I compare peace to flying. Because I like flying. (S2-1)

I compare peace to a playground. Because the playground of peace is very beautiful. (K2-14)

Discussion and Conclusion

A total of 35 valid metaphors for the concept of peace were developed by the 117 elementary school students from three different countries. These metaphors were categorized under five themes that were named taking into consideration the common features, which are; *positive metaphors*, *negative metaphors*, *metaphors of social value*, *metaphors of vitality* and *imaginative metaphors*. On the other hand, in terms of the frequencies they were used by the students, metaphors of making peace (f = 24), friendship (f = 10), love (f = 9), mother-father (f = 8), war (f = 7) Ataturk (f = 6), beautifulness (f = 6), and happiness (f = 6) were identified as the metaphors, which were developed by students the most. Analysis of the metaphors by the students' countries of origin revealed that the metaphors of "making peace" and "love" were used by the children of all three countries. Although societies change in time, qualities of "making peace" and "love" are continued to be seen as the major outcomes of peace. We see that peace is also perceived as a matter of avoiding war. In this context, avoiding war seems to be the most important issue for Syrian and Cypriot Turkish students. It is remarkable that Cypriot Turkish students have used the metaphor of making peace for 17 times, which may have been due to the unsettled peace process going on in the island since the end of the war 46 years ago until today. The effects of the peacemaking process, which is referred to as the "Annan Plan", can be seen on the island even today (Akmaral, 2004). When it comes to the Turkish students from Turkey, we can say that they are affected by the wars that take place in the neighboring countries. However, metaphors categorized under the category of imaginative metaphors were mostly developed by Syrian students. This may be related to the fact that Syrian students are currently living in war conditions. Their use of imaginative metaphors including educational materials such as pencils or notebooks or imaginative metaphors including foods and fruits such as grapes, apples, trees, etc. suggest that they are evaluating peace within the framework of convergent thinking. It should not also be forgotten that peace has to occur at the right place and at the right time. As a reason, the content of the concept of peace differs as the time progresses. Nowadays, peace is perceived by the Syrian children as a benefit to be acquired, and thus it is seen by them as something that has been taken from them, whereas it is perceived by the Cypriot Turkish children as something that is desired, but they are also curious about the outcomes of such a peace, if it is ever achieved.

Metaphors of Ataturk, mother-father, friendship, beautifulness, goodness, happiness, and war are metaphors developed jointly by Turkish students from both Northern Cyprus and Turkey. Among these metaphors, use of war as a metaphor about peace can be said to be due to the fact that Turks are culturally a warrior nation. Additionally, Ataturk is still seen as a very important figure as a social leader, by the Turks from both Northern Cyprus and Turkey.

The metaphors of love, friendship, sharing, Ataturk, happiness, goodness, tree, rainbow, sharing, homeland, and life were also found to be used by the elementary and middle school students who have participated in the study conducted by Çapar (2019). On the other hand, metaphors of life without war, goodness, tree, rainbow, trust, life, friendship and love were found to be used by the classroom teachers who have participated in the study conducted by Kentli (2017). The fact that the classroom teachers have developed similar metaphors about the concept of peace may mean that certain aspects of peace are common to all. It was concluded as a result of a study conducted by Kanatlı & Schreglmann (2017) that the metaphors developed by the students about the concept of peace are positive in general and that students perceive peace positively. The metaphors of love, mother-father, friendship, sharing, Ataturk, friend, and happiness were also developed by the students participated in this study about the concept of peace. Thus, it can be said that the results of comparable studies are parallel. The fact that Ataturk is the only leader that comes to mind when it comes to peace, in the broad geographic regions, where Turks live, is a striking result of this study. Ataturk is a leader who has made peace by gaining independence through winning big wars and his name is remembered with peace, which reveals the importance Ataturk attaches to peace and proves that peace has to be acquired at the right place and at the right time.

It would be beneficial to discuss the metaphor of love used about the concept of peace, which has been used by the students participated in this study as well as by the students participated in all other studies mentioned in this article. Aside from being a virtue, love is also a quality that sustains life. No man is devoid of love. Love leads to order, whereas hate leads to disorder and deficiency. Where there is no love, hatred and grudge appear, and hostility emerges. The only source of social peace, justice, unity, fraternity and happiness is love (Demirkol, 2015). There may be some situations that are deemed to be unavoidable, where the importance of love is disregarded. Such situations, as determined by Altınay (2009), are covered especially in textbooks related to history, under the theme of “inevitability of war” associating this theme with the geopolitical position of Turkey. In these kind of situations, the separation between soldier-civilian is eliminated with emphasizing an “army-nation” concept, and citizenship is defined within the framework of military values and processes. In conclusion, making such emphases in the textbooks emerges as an issue to be taken into consideration in preparation of both the curricula and the textbooks, with respect to the perception of the concept of peace.

Recommendations

Educational institutions have important responsibilities in raising new generations. In this context, due care must be exercised with respect to the acquisitions, concepts and values included in the education programs that are implemented in schools,

and about the tools and materials as well as the methods and techniques to be used in relation to the teaching of said acquisitions, concepts and values. Particularly the textbooks must be reviewed by certain institutions to that respect. Attention should be paid to avoid situations that may result in the students to perceive important concepts inaccurately, and thus a common framework of reference for language must be established. Care must be taken to establish a common understanding around values that are accepted as common for a concept. Considering that elementary school students tend to perceive the concrete forms, it is necessary to pay special attention to the issue of concretization of concepts. In this context, it can be recommended to employ methods with proven effectiveness and retention such as drama. The characteristics of the group to which the respective education is to be provided should also be taken into consideration, since some children may be more sensitive to certain issues than others given the events they have been through. Thus, it would be beneficial to eliminate such negative situations by foreseeing them in advance. These recommendations are deemed to be expedient considering the result of this study indicating that Syrian students were found to have defined the concept of peace more on the basis of interest, whereas that the Cypriot Turk students were found to have defined the concept of peace in a way that reflects their aspirations for peace. Education of teachers is also very important in the sense that they must be the correct role models in instilling the desired acquisitions in the students. It is a requirement of their profession that the teachers internalize the concepts and values they are to instill in the students, and know how to use tools and methods that pertain to the target audience, conditions and environment. Impreciseness in this matter may pose different problems in the future. It is understood within the framework of the results of this study and similar studies available in the literature that the children's understanding of peace is shaped by on their interaction with their families, schools, and society (Memişoğlu & Çatlak, 2015). The concept of peace emerges as a value that develops along the lines of metaphors such as peace, friendship, sharing, goodness, love, mother and father, and in the axis of Atatürk in case of Turkish students. This result proves that certain skills should be engaged in the efforts shown for the development of the concept of peace. In this context, development of skills such as critical thinking, problem solving, respecting diversity, showing empathy and effective communication will contribute to peace (Imamoglu & Bayraktar, 2014; Mardin, 2012; Memisoglu & Catlak, 2016).

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