

Metaphors about Violence by Preservice Teachers

Nilüfer Özabacı¹ and Zülal Erkan²

¹»Eskişehir Osmangazi« University, School of Education Guidance and Counselling, Eskişehir, Turkey

² Mersin University, School of Education Guidance and Counselling Department, Mersin, Turkey

ABSTRACT

Violence consists of a pattern of coercive behaviors used by a competent adult or adolescent to establish and maintain power and control over another competent adult or adolescent. These behaviors, which can occur alone or in combination, sporadically or continually, include physical violence, psychological abuse, talking, and nonconsensual sexual behavior. Research indicates that different types of violence are used as a means of enforcing discipline in the family and the school context. Children and adolescents who grow up in an environment where violence has a natural place tend to resort to violence at every stage of their lives without question. The aim of this research was therefore to preservice teachers' perception of the concept of violence through the use of metaphors. Accordingly, answers to the following questions were sought: What metaphors do the youth use to describe the concept of violence? Under which conceptual categories can these metaphors be grouped in terms of their common features? How do the conceptual categories vary in relation to the students' gender and the subjects they study at university? The study was conducted in 2009 with the help of 303 students at Mersin University and Eskişehir Osmangazi University (Faculty of Education). Incomplete statements such as »Violence is like..., because...« were used in an attempt to understand the students' perception of violence. The students were given questionnaire to complete the statements. Demographic questions were also asked on the students' age, gender and departments. The data were analyzed through qualitative analysis, and processes such as frequency distribution and quantitative correlation data were evaluated through SPSS data analysis. It emerged that the students used 74 metaphors of violence that could be divided into seven categories: (1) Violence as a way of controlling others; (2) Violence as part of social and affective life; (3) Violence as devastation; (4) Violence as learned helplessness; (5) Violence as a consequence of poor communication; (6) Violence as a phenomenon with psychological and physical effects; (7) Violence as a state of mind with long-term ongoing effects. The findings on these categories are presented and recommendations made. The analysis of the research results according to the students' departments indicated that the metaphors describing violence were grouped mainly under the theme (category) of »Violence as a way of controlling others«. As the students in these fields of study received an education focused more on concrete and precise facts, they tended to perceive violence in a more conceptual way.

Key words: *violence, metaphor, teacher, rough stuff*

Introduction

Violence consists of a pattern of coercive behaviors used by a competent adult or adolescent to establish and maintain power and control over another competent adult or adolescent. These behaviors, which can occur alone or in combination, sporadically or continually, include physical violence, psychological abuse, talking, and nonconsensual sexual behavior. Each incident builds upon previous episodes, thus setting the stage for future violence. Forms of physical violence include assault with weapons, pushing, shoving, slapping, punching, choking, kicking, holding, and binding. Psychological abuse includes threats of physical harm to the victim or others, intimidation, coercion,

degradation and humiliation, false accusations, and ridicule. Sexual abuse may include nonconsensual or painful sexual acts often unprotected against pregnancy or disease¹.

Some acts of violence have no symbolic meaning: they are meaningless acts, and they begin and end with the visceral excitement or somatic gratification derived from the violent onslaught on another person. Such cases are most evident in people with severe psychopathic or antisocial personality disorders² whose violence is horrifying to the observer. Violence is not a generic, homogeneous phenomenon. Although violence is a problem throughout

the world, research findings suggest that the types and sources of violence may vary according to the cultural environment³. Whereas in the East and the Middle East physical, emotional and verbal abuse tends to be committed by teachers on their students^{4–7}.

Violent adolescents maintain that violence is necessary to protect themselves, their peers and their families from threats^{8,9}. Even if they exhibit violent behavior, they often do not see themselves as »violent«¹⁰. Research data reveal the negative effect of violence on children and adolescents who are not the victims of direct violence but mere witnesses to violence perpetrated on others in the school environment. According to Roeser, Eccles and Sameroff (2000), Teachers need to protect adolescents from situations they perceive as threatening to their self or threatening to their social image. If they do not, adolescents will feel less motivated to learn unhappy and will be more likely to manifest academic or social problems¹¹.

Research carried out on violence in Turkey shows that although physical violence is declining among young people, verbal and emotional violence is increasing. According to the Ministry of National Education, the number of violent incidents in schools in 2009 was 1 716, in 2010 it was 1 550, and, with the implementation of special measures, it was hoped that this figure would decrease to 1 395 in 2011. An examination of the work done on the subject – violence at schools – reveals that most of the research in Turkey has focused on young people^{12,13}, which also reflects the world trend. Children and adolescents who are the victims of violence themselves tend to be more likely to commit violence than their peers who have not had such experiences^{12,14–16}.

Lakof and Johnson (1980) argue that human beings live in terms of metaphors. Grounded in subjective experience, emotion and imagination, metaphors provide ways of comprehending experience; they give order for making sense of what goes on around us. Accordingly, although often associated with myth or primitive reasoning, metaphors should be seen as an integral component of scientific thought, providing insight and direction to even the most technical or theoretical constructions. Metaphors are an essential mental tool that should be harnessed as an instrument of imaginative rationality¹⁷.

Metaphors are broadly defined as »any comparison that cannot be taken literally« Metaphors have the power to enhance students' understanding of educational problems and thus increase their focus on a subject¹⁸. Metaphors are used mainly to highlight people's philosophical and symbolic comprehension system. They help transfer the meaning between two objects that have relative perceptual similarity¹⁷.

Metaphors are created, either implicitly or explicitly, by specifying the way in which, for example, phenomenon X is similar to phenomenon Y Metaphors not only embellish everyday language but contain meaning beyond mere words. Metaphorical thinking is thus said to affect and construct individuality^{19,20}.

According to Moser, metaphors can support the work of researchers as they (metaphors) provide information in diverse ways. Moser (2000) lists the following characteristics of metaphors: (1) Metaphors affect the cognitive structure of the individual for the world and for himself or herself. (2) Metaphors enable individuals to define concepts that they cannot express in ordinary words. (3) Metaphors present the knowledge and perceptions of individuals holistically. (4) Metaphors are widely used for comparisons. (5) Metaphors are important as they reflect common social and cultural perceptions of concepts.

Research indicates that different types of violence are used as a means of enforcing discipline in the family and the school context. Children and adolescents who grow up in an environment where violence has a natural place tend to resort to violence at every stage of their lives without question.

The aim of this research was therefore to determine preservice teachers' perception of the concept of violence through the use of metaphors. Accordingly, answers to the following questions were sought: What metaphors do the youth use to describe the concept of violence? Under which conceptual categories can these metaphors be grouped in terms of their common features? How do the conceptual categories vary in relation to the students' gender and the departments they study at university?

Methods

Participants

The sample consisted of 303 university students at Eskişehir Osmangazi University and Mersin University (Faculty of Education) in Turkey. Of this population, 88 (29.0%) were men and 215 (71.0%) women. Forty-four of the students (14.5%) were in the Computer Science Teacher Education Program, 31 (10.2%) in the Guidance and Counselling Program, 15 (5.0%) in the Primary School Teacher Education Program, 42 (13.9%) in the Kindergarten School Teacher Education Program, 60 (19.8%) in the English Teacher Education Program, 4 (1.3%) in the Turkish Literature Teacher Education Program, 7 (2.3%) in the Physical Education Program, 53 (17.5%) in the Mathematics Teacher Education Program and 47 (15.5%) in the Science Teacher Education Program.

Data collection

Data was collected in Turkish through sentence completion exercises: »Violence is like ... (metaphor topic) because ... (metaphor vehicle)«. An otherwise blank piece of paper with this sentence completion exercise at the top of the page was distributed to all the participants (students).

Research procedure

Permission to conduct the study was obtained from the dean of the faculty in the city concerned prior to the collection of the data. The participants were assured of the

confidentiality of their responses and gave their informed verbal consent. Their consent was also obtained by the researchers.

The participants were asked to complete the questionnaire during a 15-minute classroom period in the presence of the researchers. They did not put their names on the sentence completion paper. The researchers told them how to fill in the blanks after the sentence completion paper had been handed out.

The participants were thus expected to make their implicit beliefs explicit. By including the word because in the sentence completion exercise, we wanted to encourage the participants to give reasons for their personal metaphors. At the end of the day, we wanted to determine their implicit beliefs about violence.

Data analysis

The data were analyzed through metaphor analysis (Moser, 2000). According to Moser (2000), metaphor analysis is a qualitative research methodology related to content analysis, but it also allows researchers to apply quantitative procedures to the categorical data that emerge from uncovering the meanings and reasoning behind the participants' conscious use of each metaphorical relationship.

The analysis of the metaphors in the present study consisted of the following stages/actions: (1) the naming/labelling stage, (2) the sorting (clarification and elimination) stage, (3) choosing the unit of analysis, (4) compiling and categorizing sample metaphors, (5) establishing the inter-rater reliability, and (6) analyzing the data quantitatively.

Naming/labelling stage

In the first stage, we compiled a preliminary alphabetical list of all the metaphors provided by the participants. In this stage, we coded the type of the metaphor (e.g. horror film, man). If we could not identify a metaphor in a participant's response, we marked the paper as either »description« or »no metaphor at all«.

Sorting (clarification and elimination) stage

In the second stage, we went through the raw data again and analyzed each metaphor to establish its elements: (1) the topic, (2) the vehicle, (3) the ground. The topic is the subject of the metaphor (in our case, violence). The vehicle is the term the topic is compared with, and the ground refers to the nature of the relationship between the topic and the vehicle. Using this approach, we were able to break down each metaphor into analyzable parts and identify salient features/images, common elements and similarities among the various metaphors¹⁹. At this stage, we eliminated a total of 20 poorly structured papers based on the following criterias: (1) Plain description or no metaphor at all. For example, Violence is a corner of life. (2) Mention of a metaphor but no provision of a rationale. For example, Violence is like the black shiny night.

Choosing the unit of analysis

After eliminating 20 papers in the second stage, we were left with what we called »well-articulated metaphors«. Before organizing these metaphors into particular conceptual themes, we brainstormed about the unit of analysis, that is, the lowest number of metaphors needed for the formation of a category. In order to satisfy statistical analytical needs regarding gender and university fields of study, we devised the following criteria: categories should be based on metaphors that were used (a) by more than one participant and (b) by male as well as female participants.

Each eliminated metaphor corresponded fairly closely with one or more of the characteristics constituting the conceptual categories derived from the remaining 74 metaphors.

Sample metaphor compilation and categorization stage

In the fourth stage, we reorganized the remaining 74 metaphors (again in alphabetical order) and reviewed the raw data for the fourth time in order to choose a sample expression that represented each metaphor. The participants' metaphors contained varying degrees of detail. Some were explained in only one sentence while others were elaborated extensively (sometimes one handwritten page or longer).

We consequently first picked one phrase or expression that we believed best represented the specific metaphor. In addition, where the metaphorical expression was too long, we took only its most important features and used ellipsis to represent the unnecessary and eliminated words, sentences and/or paragraphs. Thus, we produced a list of the 74 metaphors with a verbal description (title) for each metaphor in order to (a) use it as a reference point for grouping the metaphorical images into certain categories and (b) validate our analysis and interpretations of the study data. Our ultimate aim in the fourth stage was to abstract from the 74 exemplar metaphors the conceptual themes or categories that they represented. To do so, we used Schon's (cited in Vadeboncoeur & Torres, 2003) distinction between two types of metaphors: (1) generative metaphors and (2) surface metaphors. According to Vadeboncoeur and Torres (2003), A generative metaphor provides a set of assumptions that establish a way of seeing whereas a group of surface metaphors provides us with clues to unveil the deep generative metaphor. As far as the present study is concerned, the individual metaphors formulated by the participants represent the surface images of As a result of our inductive analysis, seven major categories were identified. Overall, the development of these categories was guided by (a) the pertinent research literature and (b) the handwritten metaphorical expressions of the participants.

Each exemplar metaphor, for instance, corresponded with one or more of the characteristics of the category it represented (Table 1).

TABLE 1
THEMATIC CLASSIFICATION OF 74 METAPHORS ABOUT VIOLENCE

Categories of metaphor	F (%)	Metaphors
1. Violence as a way to control	77 (25.4)	Impotency 19, Show of power 19, Ignorance 12, Bestiality 7, women exposed to violence 5, Brutality 4, Male 2, Bullying 2, A vampire 2, Not knowing his limits 1, My father 1, Unrestrained 1, Capitalist system 1, Discharging 1
2. Violence as a phenomenon that affects social and emotional life	63 (20.8)	Bestial behavior 20, Traffic accident 6, Wound 4, A dark night 3, Barb 3, Dehydration 2, Damage 2, Deviant behavior 2, Dagger 2, Clamp 1, Blood spilled in milk 1
3. Violence as devastation	64 (21.1)	Disaster 20, Deadly virus 11, Unfairness 10, Storm 6, Lightning 5, Sea 4, Hurricane 2, Failed target 2, Wing 1, Marsh 1, Volcanic mountain 1, Avalanche 1, Mom's dishes 1
4. Violence as a learned helplessness	30 (9.9)	Disease 9, Nightmare 5, Darkness 4, An eternal road 3, Trap 2, Game 2, Method of discipline 2, Hitting the wall 1, Custom 1
5. Violence as a consequence of poor communication	21 (6.9)	Oppression 9, Poison 4, Lovelessness 4, Way of Agreement 3, Fight 1, Massacre 4, Knife 3, Hot pepper 2, Cactus 2, Scary movie 2, Torture 2, Unhappy child 1, Bitter fruit 1, Wall 1, Ashes 1
6. Violence as a phenomenon with psychological and physical impacts	19 (6.3)	War 7, Bomb 6, Mirror 4, Full 3, Broken glass 3, Burning wood 1, Boomerang 1, Insect 1, Nail 1, Life rasp 1, Mushroom 1
7. Violence as a state of mind with long-term ongoing effects	29 (9.6)	

Establishing the inter-rater reliability rate

Inter-rater reliability indicates the consistency of a coding system implemented in a research study. In the present study, we considered the data as a whole from the outset of the data analysis process. All decisions were based on discussions in order to reach consensus. However, since the critical step of the analytical process was the abstraction of the seven generative categories and the classification of the 74 exemplar metaphors into the seven categories, two outside researchers (colleagues in the Faculty of Education) were asked to independently sort the metaphors into the seven categories.

For this purpose, we provided each coder with (a) the list of the 74 exemplar metaphors, organized in alphabetical order, including a sample expression for each metaphor and (b) a second list randomly presenting the seven conceptual categories that we had developed, also including a short description for each category.

We also asked the coders not to leave out any of the 74 metaphors. The coders were familiar with the research literature on metaphors but had not themselves undertaken or published any studies on metaphors. To estimate the inter-rater reliability rate, we used Miles and Huberman's (1994) formula (i.e. Reliability = Agreement/Agreement + Disagreement). The 74 metaphors were duly classified by the two independent coders, and the level of agreement between their individual ratings and ours was 0.98. Miles and Huberman (1994) suggest that the final inter-coder agreement rate in qualitative data analysis should approach or exceed 90%.

Analyzing data quantitatively

In the last stage, we entered the study data into the SPSS program to calculate counts/frequencies (f) and percentages (%) of the metaphors in each category.

Results

In this section, the overall findings of the study are presented first, followed by the introduction of the seven conceptual metaphor categories: (1) Violence as a way of controlling others; (2) Violence as part of social and affective life; (3) Violence as devastation; (4) Violence as learned helplessness; (5) Violence as a consequence of poor communication; (6) Violence as a phenomenon with psychological and physical effects; (7) Violence as a state of mind with long-term ongoing effects.

Overall Findings

The university students in the Faculty of Education produced a total of 74 valid metaphors regarding the concept of violence. Of the 74 metaphors, 215 (71.0%) were produced by the female students, and 88 (29.0%) were produced by the male students.

Conceptual Themes

Violence as a way of controlling others. Violence is used by people in order to dominate and control others. Under this theme, 77 (25.4%) of the participants produced 14 metaphors: Impotency 19, Show of power 19, Ignorance 12, Bestiality 7, Women exposed to violence 5, Brutality 4, Male 2, Bullying 2, A vampire 2, Not knowing his limits 1, My father 1, Unrestrained 1, Capitalist system 1, Discharging 1. Impotency, Show of power and Ignorance were the most frequently used metaphors. Regarding the source of the metaphors, the following explanations were given by the participants (only lightly edited to preserve the authenticity of the responses).

Violence is impotency. An unconscious person uses violence as he cannot think wisely. Choosing violence in-

stead of talking shows people's weakness. It is because the person using violence sees its results as a victory won against the other person.

Violence is ignorance. Because this is the way an ignorant person expresses him/herself because ignorant people know no other way to get what they want.

Violence as part of social and affective life. Under this theme, 63 (20.8%) of the participants produced 11 metaphors: Bestial behavior 20, Traffic accident 6, Wound 4, Dark night 3, Barb 3, Dehydration 2, Damage 2, Deviant behavior 2, Dagger 2, Clamp 1, Blood spilled in milk 1. Bestial behavior, Traffic accident and Wound were the most frequently used metaphors. Regarding the source of the metaphors, the following explanations were given by the participants.

Violence is bestial behavior. Because people who can think and feel would not choose to use violence because it is unconsciousness and lack of control over your behavior.

Violence is a traffic accident. Because the consequences can be severe; because you would be out of control if you did not break.

Violence is a wound. Because it bleeds when it is scratched.

Violence as devastation. Under this theme, 64 (21.1%) of the participants produced 13 metaphors: Disaster 20, Deadly virus 11, Unfairness 10, Storm 6, Lightning 5, Sea 4, Hurricane 2, Failed target 2, Wind 1, Marsh 1, Volcanic mountain 1, Avalanche 1, Mom's dishes 1. Disaster, Deadly virus and Unfairness were the most frequently used metaphors. Regarding the source of the metaphors, the following explanations were given by the participants:

Disaster

- because it happens suddenly and the results are bad but are not felt immediately;
- because it leaves people with aftershocks and damages their self-confidence at first;
- because it ruins everything once it takes place;
- because it breaks even the strongest ties;
- because it shakes people to their core.

Unfairness

- because it interferes with people's right to respect;
- because there is no situation that can justify violence;
- because it abuses a person's right to be an individual and to live.

Deadly virus

- because people using violence deliberately or unconsciously cannot be aware of its results at the outset; because they will realize the negative results only over time;
- because the individual using violence is like a ruined harvest;
- because violence will have negative effects.

Violence as learned helplessness. Under this theme, 30 (9.9%) of the participants produced nine metaphors: Disease 9, Nightmare 5, Darkness 4, Eternal road 3, Trap 2, Game 2, Method of discipline 2, Hit the Wall 1, Custom 1. Disease, Nightmare and Darkness were the most frequently used metaphors.

Disease

- because it is highly pervasive among people;
- because it is difficult to find the exact treatment and solution.

Nightmare

- because you would like to wake up as soon as possible but cannot do so;
- because it is something nobody would like to experiment with but he or she is still faced with from time to time.

Darkness

- because emotional deprivation and cries of pain accompany violence. Such cries of pain darken people's hearts;
- because darkness always afflicts people.

Violence as a consequence of poor communication. Under this theme, 21 (6.9%) of the participants produced five metaphors: Oppression 9, Poison 4, Lovelessness 4, Way of agreement 3, Fight 1. Oppression, Poison and Lovelessness were the most frequently used metaphors. Regarding the source of the metaphors, the following explanations were given by the participants (only lightly edited to preserve the authenticity of the responses).

Oppression

- because most women experience violence;
- because men use stupid methods to put pressure on women;
- because strong people choose to pressurize weaker people through psychological and physical blows.

Lovelessness

- because lovelessness makes people aggressive;
- because violence increases when there is a lack of love and respect.

Violence as a phenomenon with psychological and physical impacts. Under this theme, 19 (6.3%) of the participants produced 10 metaphors: Massacre 4, Knife 3, Hot pepper 2, Cactus 2, Scary movie 2, Torture 2, Unhappy child 1, Bitter fruit 1, Wall 1, Ashes 1. Massacre, Knife and Hot Pepper were the most frequently used metaphors.

Massacre

- because, like a massacre, violence is deliberate;
- because the use of violence is equal to killing someone;

- because disproportionate power used improperly leads to violence.

Hot pepper

- because the more you eat, the more you will feel scorched.

Bitter fruit

- because the more you eat, the more discomfort you will feel.

Violence as a state of mind with long-term ongoing effects. Under this theme, 29 (9.6%) of the participants produced 11 metaphors: War 7, Bomb 6, Mirror 4, Full 3, Broken glass 3, Burning wood 1, Boomerang 1, Insect1, Nail 1, Life rasp 1, Mushroom 1. War, Bomb and Mirror were the most frequently used metaphors.

War

- because war is difficult to stop once it starts;
- because it exists when there is no agreement;
- because it damages both parties.

Bomb

- because it destroys everything it falls on. The victims cannot recover for a long time;
- because it burns the place it falls on;
- because if it explodes, it damages everything.

Mirror

- because people who use violence are those who were subjected to violence themselves; because violence reflects back on those who once used it.

Comparison of the seven conceptual categories according to gender and program type

As can be seen in Table 2, the violence metaphors varied significantly in accordance with the gender of the participants (Pearson χ^2 df=6=5.095). These differences are summarized below.

1. Violence as a way of controlling others was a category that was more accepted by the women (17.5) than the men (7.5).
2. Violence as part of social and affective life as a category was more accepted by the women (13.9) than the men (6.9).
3. The category of Violence as devastation was more accepted by the women (16.2) than the men (5.0).
4. Violence as learned helplessness as a category was more accepted by the women (7.9) than the men (2.0).
5. The category of Violence as a consequence of poor communication was more accepted by the women (5.6) than the men (1.3).
6. The category of Violence as a phenomenon with psychological and physical effects was more accepted by the women (3.6) than the men (2.6).
7. Violence as a state of mind with long-term ongoing effects was once again a category more accepted by the women (6.3) than the men (3.3).

As can be seen in Table 3, the violence metaphors varied significantly in accordance with the departments of the participants (Pearson χ^2 df=6=5.095). These differences are summarized below.

The theme (category) of Violence as a way of controlling others was chosen (favored) by the students in the Computer Teaching Program (6.0), the Science Teaching Program (5.9) and the Mathematics Teaching Program (5.0) to a greater extent than by the students studying in the other programs. The theme of Violence as part of social and affective life was chosen by the students in the Mathematics Teaching Program (5.3) and the English Teaching Program (4.6) to a greater extent than by the students studying in the other programs. The theme of Violence as devastation was chosen by the students in the Pre-school Teaching Program (4.3), the English Teaching Program (5.6) and the Mathematics Teaching Program (3.3) to a greater extent than by the students studying in the other programs. The theme Violence as learned helplessness was chosen by the students in the English Teaching Program (2.6) and the Pre-school Teaching Program (2.09) to a greater extent than by the students studying in the other programs. The theme of Violence as a consequence of poor communication was chosen by the students in the

TABLE 2
COMPARISON OF THE SEVEN MAIN CATEGORIES ACCORDING TO GENDER

Groups of metaphors	Women	Men	Total
1. Violence as a way of controlling others	53 (17.5)	24 (7.5)	77 (25.4)
2. Violence as part of social and affective life	42 (13.9)	21 (6.9)	63 (20.8)
3. Violence as devastation	49 (16.2)	15 (5.0)	64 (21.1)
4. Violence as learned helplessness	24 (7.9)	6 (2.0)	30 (9.9)
5. Violence as a consequence of poor communication	17 (5.6)	4 (1.3)	21 (6.9)
6. Violence as a phenomenon with psychological and physical effects	11 (3.6)	8 (2.6)	19 (6.3)
7. Violence as a state of mind with long-term ongoing effects	19 (6.3)	10 (3.3)	29 (9.6)
Total	215 (71.0)	88 (29.0)	303 (100.0)

TABLE 3
COMPARISON OF THE SEVEN MAIN CATEGORIES ACCORDING TO PRESERVICE TEACHERS' DEPARTMENTS

Groups of metaphors	Comput. teacher	Guid. and Couns.	Class teacher	Pre-sch. teacher	Engl. Teach	Turkish language and literature	Physical train. teacher	Maths teacher	Science teacher	Total
1. Violence as a way of controlling others	18 (6.0)	9 (3.0)	1 (0.3)	5 (1.6)	7 (2.3)	0 (0.0)	4 (1.3)	15 (5.0)	18 (5.9)	77 (25.4)
2. Violence as part of social and affective life	6 (2.0)	5 (1.7)	4 (1.3)	8 (2.6)	14 (4.6)	0 (0.0)	2 (0.7)	16 (5.3)	8 (2.6)	63 (20.8)
3. Violence as devastation	5 (1.7)	7 (1.3)	3 (1.0)	13 (4.3)	17 (5.6)	1 (0.3)	1 (0.3)	10 (3.3)	7 (2.3)	64 (21.1)
4. Violence as learned helplessness	4 (1.3)	3 (1.0)	1 (0.3)	6 (2.0)	8 (2.6)	2 (0.7)	0 (0.0)	4 (1.3)	2 (0.7)	30 (9.9)
5. Violence as a consequence of poor communication	10 (3.3)	1 (0.3)	0 (0.0)	2 (0.7)	4 (1.3)	0 (0.0)	0 (0.0)	1 (0.3)	3 (1.0)	21 (6.9)
6. Violence as a phenomenon with psychological and physical effects	1 (0.3)	2 (0.7)	3 (1.0)	2 (0.7)	7 (1.3)	0 (0.0)	0 (0.0)	3 (1.0)	1 (0.3)	19 (6.3)
7. Violence as a state of mind with long-term ongoing effects	0 (0.0)	4 (1.3)	3 (1.0)	6 (2.0)	3 (1.0)	1 (0.3)	0 (0.0)	4 (1.3)	8 (2.6)	29 (9.6)
Total	44 (14.5)	31 (10.2)	15 (5.0)	42 (13.9)	60 (19.8)	4 (1.3)	7 (2.3)	53 (17.5)	47 (15.5)	303 (100)

Computer Teaching Program (3.3) and the Science Teaching program (1.0) to a greater extent than by the students studying in the other programs.

The theme of Violence as a phenomenon with psychological and physical effects was chosen by the students in the English Teaching Program (1.3) to a greater extent than by the students studying in the other programs. Finally, the theme of Violence as a state of mind with long-term ongoing effects was chosen by the students in the Science Teaching Program (2.6) and the Pre-school Teaching Program (2.0) to a greater extent than by the students studying in the other program.

Discussion and Conclusions

The present study examined Faculty of Education students' metaphors about the concept of violence. The results indicated that the students perceived violence as negative. For example, »violence« was described metaphorically as a way of controlling others, as part of social and affective life, as having devastating effects, as learned helplessness, as a consequence of poor communication, as a phenomenon with psychological and physical effects, and as a state of mind with long-term ongoing effects.

This study revealed that the concept of violence is based on many factors making it impossible to describe it with a single metaphor. The metaphors created by the students in the Faculty of Education indicate that violence is used as an element of power to control others. The meta-

phors also indicate that violence has negative effects on people, socially and emotionally.

People feel desperate when they cannot communicate, and they then resort to violence as the only way that they know to impress or persuade others. According to a research (2000), people, depending on their personalities, use different strategies to solve problems when they are foiled or when they perceive threats to themselves.

Various other factors may have shaped the university students' views on violence. Such factors include gender and the departments in the university. The female students generated more metaphors on the themes (categories) than the male students. For example, the female students generated more metaphors in the category of violence as a way of controlling others than did the male students. It was found that children with significant emotional and behavioral problems responded less positively to others, which, in turn, elicited fewer positive responses and more negative responses from others¹¹.

The analysis of the research results according to the students' field of study indicated that the metaphors describing violence were grouped mainly under the theme (category) of Violence as a way of controlling others. It also emerged that the students studying Computer Teaching and Science Teaching created more metaphors in this category. As the students in these fields of study received an education focused more on concrete and precise facts, they tended to perceive violence in a more conceptual way.

According to researchers metaphors reveal various concepts of control and power. Violence control is the behavioral enactment of power in a formal setting. The classroom environment implies a set of power relationships, which are almost always asymmetrical, that is, one person has more authority than the others²⁶.

Several important limitations should be considered when interpreting the results of this study. For example, during the third stage of the data analysis process, a number of metaphors were »dropped« even though some of them could have been placed in a recognizable conceptual theme or category. As a result, some insights germane to the students' personal ways of conceptualizing violence may have been lost. Despite these limitations, the study also had a number of strengths. For example, it used an

appropriate sentence completion exercise to provide valuable information on the students' metaphors about violence thus allowing for a more accurate representation of the metaphors in this particular population.

The study results can be used to identify groups of university students who are most vulnerable and in need of assistance on the basis of their metaphors about violence. The results may also provide valuable information to parents and educators on more democratic child-rearing methods. Further qualitative and quantitative studies are needed on the perception of violence during individuals' developmental process. Supporting studies on violence involving parents, educators and teacher candidates should also be considered.

REFERENCES

1. HUGL-WAJEK JA, CAIRO D, SHAH S, MCCREARY B, J Emerg Med, 43 (2012) 860. DOI: 10.1016/j.jemermed.2009.07.031. — 2. KERNBERG OF, Severe personality disorders. (Yale University Press, New Haven, 1984). DOI: 10.12987/yale/9780300101805.003.0009. — 3. FISHER K, KETTL P, J Pediatr Health Car, 17 (2003) 79. DOI: 10.1067/mp.2003.20. — 4. KIM DH, KIM KI, PARK YC, ZHANG LD, LU MK, LI D, Child Abuse Neglect, 24 (2000) 1163. DOI: 10.1016/s0145-2134(00)00175-7. — 5. KHOURY-KASSABRI M, Child Abuse Neglect, 30 (2005) 691. DOI: 10.1016/j.chiabu.2005.12.003. — 6. STONE S, ASTOR R, BENBENISHTY R, Int J Ed R, 48 (2009) 194. DOI: 10.1016/j.ijer.2009.07.002. — 7. ZEIRA A, ASTOR RA, BENNEISHTY R, Soc Work, 48 (2003) 471. DOI: 10.1093/sw/48.4.471. — 8. Everett S, Price J, J Adolescent Health, 17 (1995) 345. DOI: 10.1016/1054-139x(94)00185-h. — 9. MALEK M, CHANG B, DAVIS T, J Adolescent Health, 23 (1998) 94. DOI: 10.1016/s1054-139x(98)00024-x. — 10. QUINN G, BELL-EL-LISON B, LOOMIS W, TUCCI M, Public Health, 121 (2007) 357. DOI: 10.1016/j.puhe.2006.11.012. — 11. PACE TM, MULLINS LL, BEESELY D, HILL JS, CARSON K, Contemp Educ Psychol, 24 (1998) 140. DOI: 10.1006/ceps.1998.0986. — 12. DEVECI SE, ACIK Y, AYAR A, Child Care Hlth Dev, 34 (2007) 25. DOI: 10.1111/j.1365-2214.2007.00756.x. — 13. SÜMER ZH, AYDIN G, Int J Adv Couns, 21 (1999) 335. DOI:

10.1023/a:1005694929669. — 14. HYMAN IA, PERONE DC, J School Psychol, 36 (1998) 7. DOI: 10.1016/s0022-4405(97)87007-0. — 15. PIKIN M, ZORBALIĞI O, Kuram ve Uygulamada Eğitim Bilimleri, 2 (2002) 531. — 16. ÖĞÜLMÜŞ S, Turkey Procedia – Social and Behavioral Sciences, 15 (2011) 2481. DOI: 10.1016/j.sbspro.2011.04.132. — 17. LAKOF G, JOHNSON M, Metaphors We Live By. (University of Chicago Press, Chicago, 1980). DOI: 10.1017/s002222670000760x. — 18. BARTEL R, Metaphors and Symbols: Forays into Language. (National Council of Teachers of English, Urbana, IL, 1983). DOI: 10.1632/ade.81.49. — 19. SABAN A, KOCBEKER BN, SABAN A, Learn Instr, (2007) 23. DOI: 10.1016/j.learninstruc.2007.01.003. — 20. MOSER KS, Forum: Qualitative Social Research, 1 (2000). Available from: URL: www.qualitative-research.net/index.php/fqs/issue/view/28. — 21. PATTERSON RJ, The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships. (New Harbinger Publications, CA, 2000). — 22. VADEBONCOEUR JA, TORRES MN, Discourse: Studies in the Cultural Politics of Education, 24 (2003) 87. DOI: 10.1080/0159630030303034. — 23. WEI HS, WILLIAMS JH, CHEN JK, CHANG HY, Child Youth Serv Rev, 3 (2010) 137. DOI: 10.1016/j.childyouth.2009.08.004.

N. Özabaci

»Eskişehir Osmangazi« University, School of Education Guidance and Counselling, Esogü Meşelik Yerleşkesi, 26480 Eskişehir, Turkey
e-mail: niluferozabaci@hotmail.com

METAFORE O NASILJU MEĐU NASTAVNICIMA EDUKATORA

SAŽETAK

Nasilje se sastoji od obrasca ponašanja prisile kojeg koristi sposobna odrasla osoba ili adolescent kako bi se uspostavila ili održala moć i kontrola nad drugim sposobnim odraslim osobama ili adolescentima. Ovakvo ponašanje, koje se može pojaviti pojedinačno ili u kombinaciji, povremeno ili stalno, uključuje fizičko nasilje, psihičko zlostavljanje, govor i seksualno ponašanje bez pristanka. Istraživanje pokazuje da se različite vrste nasilja koriste kao sredstvo jačanja discipline u obiteljskom i školskom okruženju. Djeca i adolescenti koji odrastaju u okruženju u kojem je nasilje prirodno, sklone su pribjeći nasilju u svakoj fazi svog života, bez iznimke. Cilj ovog istraživanja bila je, dakle, percepcija edukatora nastavnika o pojmu nasilja kroz korištenje metafora. Sukladno tome, traženi su odgovori na sljedeća pitanja: Koje metafore koristite mladi za opisivanje pojma nasilja? Pod koje konceptualne kategorije se te metafore mogu grupirati u smislu

njihovih zajedničkih obilježja? Kako konceptualne kategorije variraju u odnosu na spol učenika i predmete koje uče na fakultetu? Istraživanje je provedeno tijekom 2009. godine, uz pomoć od 303 studenata Sveučilišta Mersin i Sveučilišta Eskisehir Osmangazi. Nepotpune izjave poput »Nasilje je kao..., jer...« su se koristile za razumijevanje učeničke percepcije nasilja. Učenici su dobili upitnik za dovršetak izjave. Demografska pitanja su se sastojala od dobi, spolu i odsjeka. Podaci su analizirani kroz kvalitativne analize, a procesi, kao što su distribucija frekvencije i kvantitativni podaci korelacije su obrađeni kroz SPSS analizu podataka. Pokazalo se da učenici koriste 74 metafore o nasilju, koje bi mogle biti podijeljene u sedam kategorija: (1) nasilje kao način kontroliranja drugih; (2) Nasilje kao dio društvenog i emocionalnog života; (3) nasilje kao razaranje; (4) nasilje kao naučena bespomoćnost; (5) nasilje kao posljedica loše komunikacije; (6) nasilje kao fenomen s psihičkim i fizičkim učincima; (7) nasilje kao stanje uma s dugoročnim kroničnim učincima. Rezultati i preporuke o tim kategorijama su predstavljeni u ovom radu. Analiza rezultata prema odsjeku studenata ukazuje da su metafore koje opisuju nasilje grupirani uglavnom pod temom (kategorijom) »Nasilje kao način kontroliranja drugih«. Budući da su studenti ofredjenih područja studija dobila obrazovanje koje je više usredotočeno na konkretne i precizne činjenice, oni su skloni percipirati nasilje na više konceptualan način.