

Full Length Research Paper

Capturing pre-service social studies teachers' perceptions about the concept of election through metaphor analysis

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Received 13 December, 2015; Accepted 10th February, 2016

The aim of this study is to analyze the perception of pre-service social studies teachers (PSSTs) about the concept of election via metaphors. A study group of this work consisted of 61 PSSTs from Niğde University, Faculty of Education, Social Studies Teaching Department. Implementation and data collection was done in 2014 to 2015 academic year. Thoughts of PSSTs about the concept of the election were analyzed by metaphorical analysis and content analysis. The PSSTs produced 42 metaphors and from an analysis of these metaphors, 8 categories were identified: election as a source of preference, election as a source of fallacy/time wasting, election as a source of diversity, election as a source of rivalry/race, election as a source of impact, election as a source of uncertainty, election as a source of tranquility, and election as a source of expectation.

Key words: Social studies, pre-service social studies teachers, election, and metaphor.

INTRODUCTION

One of the ways to govern people is the periodical and free elections. The source of governing the country is the people who are called citizens. Thus, citizens need mechanisms so that they can explain their preferences and wills. The first of these mechanisms is the concept of election (Erdoğan, 2013, p. 287). In a modern democracy, the large scale needs are: (1) elected governors, (2) free, fair and frequent elections, (3) freedom of expression, (4) alternative source for information, (5) corporate autonomy, and (6) inclusion of citizens (Dahl, 2001, p. 89). The concept of election is highlighted in the first two statements of Dahl's first two points.

Election can be defined as a preference for voting,

choosing someone from the society to carry on the public affairs by the citizens (Karaman, 2011, p. 9). Voting is essential in democracies to define the delegates who will act in the name of citizens. Partaking in the election of the representatives is ensured as widely by the citizens as it can be (Gözübüyük, 2003, p. 25). In this concept, protecting democratic values is related to every individual who takes part in elections.

When taken into consideration, education can be seen as the major role in making sense, gaining, and sustaining the democratic values. It is crucial from democracy viewpoint to provide for individuals to gain democratic values through education and active role taking in social

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events (Nelson, 2001, p. 30). In this concept, social studies aim to develop some attitudes and values in the citizens who are bound to democratic life (Öztürk, 2009, p. 10).

Metaphors, as literal structures, are reflections of an age, a culture, a setting. Metaphors tell us about the actions and thoughts of those who use them (Draaisma, 2014, p. 21). Our daily conceptual system is mainly metaphorical since we think with them and take action with them (like the concept of election). Our perception, the way we find out our way, and communication style is constructed with these metaphors. Everything belonging to mankind happens within this creational power. It is crucial to understand this creative power, because studying metaphors means that you have to understand who you are and what kind of society you belong to (Lakoff and Johnson, 2015, p. 13).

In educational discourse, the basic function of metaphors is being understood. Thus, it is a way to disclose the thoughts about learning and teaching (Woon and Ho, 2005). Researching with metaphors in educational situations creates a bond between the thought and action, because metaphors reflected by individuals in the texts give coherent tips about their thoughts (Cameron, 2003, p. 51). On the other hand, teachers and pre-service teachers have the ability to make sense out of the world, so they can be thought of as sense-makers. Metaphor analysis is a proper way to reveal the situations of especially pre-service teachers about meaning and sense (Black, 2013, p. 28).

A representational summary of how the data was accumulated and supported teachers' and pre-service teachers' meaning-making and sense-making is defined as: multiple forms of data representation; conversation and storytelling; drawing and metaphor; journal writing; recounting dilemmas and life history (Black, 2013, p. 28).

In literature, many studies can be encountered on the metaphorical perceptions of pre-service teachers about definite subjects. For this study, studies that examined perceptions of pre-service teachers that related to concept of election (democracy, ethics, value, diversity, tolerance, women, social participation, and education) (Köseoğlu, 2015; Taşgın and Köse, 2015; Aladağ and Kuzgun, 2015; Mutluer, 2015; Uslu, 2015; Guven, 2014; Güder and Yıldırım, 2014; Sözer and Özkan, 2014; Seyhan, 2014; Gültekin, 2013; Nalçacı and Bektaş, 2012; Sarı and Sadık, 2011; Brown et al., 2005). No studies have been found during literature research that aims to metaphorically analyze the subject of pre-service social studies teachers' (PSSTs') perceptions. Thus, it can be said that this study will positively affect the literature.

One of the concrete indicators of a democratic life is the election. People can feel like a part of the democratic society via elections. Social studies lesson involves the concepts of election and democracy, so it is important to examine the perceptions of "election" concept of pre-service teachers who are going to teach these subjects.

The reason why metaphorical analysis is chosen to

examine the pre-service teachers' perceptions is that metaphorical analysis is regarded as an effective method of literature.

The main aim of this study is to analyze the PSSTs' perception of the concept of "election" (based on the thesis that via metaphors feelings and thoughts can be captured). With this purpose, these questions are asked to find an answer:

- (1) What are metaphors used by PSSTs to explain the concept of the election?
- (2) Under which categories do the metaphors created by PSSTs can be labeled regarding their common traits?

METHODOLOGY

Research design

This research used phenomenological design within the frame of qualitative research. The phenomenological design focuses on facts that are recognized, but about which cannot have a detailed and thorough comprehension. Phenomenology creates the base for research that aims to uncover the facts which we cannot comprehend thoroughly. Facts can be encountered as events, experiences, perceptions, indications, concepts and situations as we experience on the earth. The phenomenological design aims to reveal the experiences, perceptions and loaded meanings by the individuals (Yıldırım and Şimşek, 2008, p. 72).

Study group

Easily accessible situational sampling of qualitative research is chosen while defining the study group. In easily accessible situational sampling, researcher chooses a situation that is easy and close (Yıldırım and Şimşek, 2008, p. 113). This provides an opportunity for collecting rich and thorough data about the situations on purposeful sampling (Yıldırım and Şimşek, 2008, p. 107). Accordingly, the study group of this research consists of 61 PSSTs, who are educated in an educational faculty of a state university, social studies teaching department. Data collection and application of the project took place in 2014-2015 academic year. The study group consists of 30 female and 31 male students.

Data collection

In order to reveal their perception of the concept of election, PSSTs are asked to complete the sentences starting as "Election is like, because.....". Then, PSSTs are asked to use only one metaphor and explain the reason why they prefer this metaphor. Fifteen minutes are given to the PSSTs to write their own metaphors about the election. Essays written by the students themselves are the data collection tools for this research.

Data analysis

Analysis of documents that were reproduced by PSSTs in the study group about the concept of the election are done by the content analysis method and the results are interpreted by creating tables. Collected data are subjected to content analysis and tables as digitized qualitative frequency technique are presented, and then percentage distribution is provided. Participants are named as f (female), m (male) and f1, f2, m1, m2. Data analysis is done at five

levels: (1) naming level, (2) classification level, (3). developing category level, (4) Providing validity and reliability level, (5) transferring the data to digital platform Level (Yıldırım and Şimşek, 2008).

Naming level

In this level, a tentative list is made according to the metaphors created by participants. In this concept, whether participants clearly mention the metaphor or not is considered. Metaphors used by every participant are simply coded in this level (that is, "marriage", "game", "chastity"). And pages that do not include any metaphor or left blank are discarded.

Classification level

In this level, every metaphor has dissected the techniques of "metaphor analysis" and "content analysis" and analyzed by their resemblance and common parts with other metaphors. For this purpose, metaphors written by the students are read one by one and analyzed as subject, source, and the relation between the metaphor's source and subject. Rather than providing a metaphorical image, some participants provided personal thoughts about the election in general. Again, some participants did not provide the reasoning though they wrote the metaphors. These papers which did not include any metaphorical source or reasoning are not included in the classification. Excluded papers can be placed in two or more categories; illogical ones, and ones that do not present any idea. In this concept, 12 papers were eliminated.

Developing category level

At this level, metaphors created by the participants are examined about the common traits. While doing this, 8 cognitive categories are created by associating around certain themes, 49 metaphors are distributed into 8 cognitive categories which are created by the participants.

Providing validity and reliability level

The validity of this research is done in two steps: (1) The data analysis process is explained in detail; (2) Metaphors that are written by PSSTs are used as the primary source of data for processing the findings and interpreting. To create the dependability of the research, 3 different expert opinions are taken into consideration in order to clarify whether the metaphors classified in 8 cognitive categories are well represented within these categories. First-hand citations guarantee that participants are not recognizable. Experts are asked to match the 8 cognitive categories and their features in a different list of 42 metaphors are listed alphabetically. Matchings of the experts and matching of the researcher are checked. In order to calculate the reliability of comparison, the formula of Miles and Huberman's (1994, p. 64) (reliability = agreement / agreement + disagreement) is used. The expert who is consulted about reliability, placed only 3 metaphors into different categories. Thus, reliability is found as $= (39/39+3) \times 100 = 93\%$. It can be said that the desired percentage of harmony should be at least 90% between the researchers and the experts, 93% show that the desired level of reliability is accomplished. The metaphors which are the subjects of dissidence are a dustbin, chastity, and contagious disease.

Transferring data to computer environment

After defining 42 metaphors and developing 8 cognitive categories,

whole data is transferred to the computer environment. Upon this process, frequency (f) and percentage (%) of the 42 metaphors and 8 categories are calculated.

FINDINGS

The findings on the metaphorical perceptions of PSSTs are the following.

As shown in Table 1, 42 metaphors created the concept of "election" by PSSTs. These metaphors are: "Spouse", "Marriage", "Open buffet", "Disorder", "Game", "Painkiller", "Horse race", "Peace dove", "Boxing match", "Contagious disease", "Coquetry", "Dustbin", "Dancer", "Earthquake", "Big wheel", "Musical instrument", "Male", "Football", "Rainbow", "Heath", "Sun", "Illness", "Milestone in one's life", "Gamble", "Tale", "Math problem", "Chastity", "Ungrateful person", "Freedom", "Seller's Stall", "Marketing", "Color", "Wind", "Chess", "Serial Killer", "Passion", "Homicide", "Theatre play", "Lie detector", "Art of lying", "Star", "Prescription Glasses".

These metaphors which are created by the participants about the concept of "election" are, then subcategorized. The subcategories are: election as a source of preference, election as a source of fallacy/time wasting, election as a source of diversity, election as a source of rivalry/race, election as a source of impact, election as a source of uncertainty, election as a source of tranquility, election as a source of expectation.

In Table 2, frequency and percentages of these categories are shown about the metaphors on the concept of election.

When Table 2 is examined, it can be seen that PSSTs see the concept of "election" under the categories of election as a source of preference (20.41%) and election as a source of fallacy/time wasting (20.41%). Other categories are respectively "election as a source of diversity" (16.33%), "election as a source of rivalry/race" (16.33%), "election as a source of impact" (10.20%), "election as a source of uncertainty" (8.16%), "election as a source of tranquility" (4.08%), "election as a source of expectation" (4.08%).

PSSTs qualified the concept of "election" under the category of "election as a source of preference" (20.41%) with spouse (3), marriage (3), heart, and milestone in one's life, freedom, and passion. The reasons behind the given metaphors are as follows:

The election is like a "spouse", because when choosing a spouse, the main purpose is to have a life full of happiness, tranquility and prosperity. In elections, we choose the one who will govern us. We want them to govern us with justice. If we are governed as we expected, we will be happy (m36). We choose someone who is the best, the most beautiful, the most appropriate and the soul mate. In election, we want the perfect one for our country (m11). If we do not make a correct choice, the consequences can be dreadful. We have to make the correct choice.

Table 1. Metaphors created about the concept of election.

No	Metaphor	f	%	No	Metaphor	f	%	No	Metaphor	f	%
1	Spouse	3	6.12	16	Musical instrument	1	2.04	31	Marketing	1	2.04
2	Marriage	3	6.12	17	Male	1	2.04	32	Color	1	2.04
3	Open buffet	2	4.08	18	Football	1	2.04	33	Wind	1	2.04
4	Disorder	2	4.08	19	Rainbow	1	2.04	34	Chess	1	2.04
5	Game	2	4.08	20	Heart	1	2.04	35	Serial killer	1	2.04
6	Pain killer	1	2.04	21	Sun	1	2.04	36	Passion	1	2.04
7	Horse race	1	2.04	22	Illness	1	2.04	37	Homicide	1	2.04
8	Peace dove	1	2.04	23	Milestone in one's life	1	2.04	38	Theatre play	1	2.04
9	Boxing match	1	2.04	24	Gamble	1	2.04	39	Lie detector	1	2.04
10	Contagious disease	1	2.04	25	Tale	1	2.04	40	Art of lying	1	2.04
11	Coquetry	1	2.04	26	Math problem	1	2.04	41	Star	1	2.04
12	Dustbin	1	2.04	27	Chastity	1	2.04	42	Prescription glasses	1	2.04
13	Dancer	1	2.04	28	Ungrateful person	1	2.04				
14	Earthquake	1	2.04	29	Freedom	1	2.04				
15	Big Wheel	1	2.04	30	Seller's stall	1	2.04				

Table 2. Categorical distributions of metaphors about the concept of election.

Categories	f	%	Metaphors
Election as a source of preference	10	20.41	Spouse (3), Marriage (3), Heart, Milestone in One's Life, Freedom, Passion
Election as a source of fallacy/time wasting	10	20.41	Painkiller, Coquetry, Dancer, Big Wheel, Male, Tale, Wind, Theatre Play, Lie Detector, Art of Lying
Election as a source of diversity	8	16.33	Open Buffet (2), Disorder (2), Rainbow, Seller's Stall, Color, Dustbin
Election as a source of rivalry /race	8	16.33	Game (2), Horse Race, Boxing Match, Earthquake, Football, Serial Killer, Chess
Election as a source of impact	5	10.20	Contagious Disease, Musical Instrument, Illness, Marketing, Star
Election as a source of uncertainty	4	8.16	Gamble, Ungrateful person, Homicide, Prescription Glasses
Election as a source of tranquility	2	4.08	Peace dove, Chastity
Election as a source of expectation	2	4.08	Sun, Math Problem

Election is like marriage because we tend to choose the best, most beautiful, most suitable and soul mate as a spouse. And in election, we want the best person in the country (m11). It's like choosing one desire no matter what they are

(m8). If you have a rightful and rational marriage, you will be the one who wins. This situation is same for the election: if you do the right things you will have something better for you (f40). Election is like the heart because at the election

you vote for your heart's desire. You liked it and wanted a life with it. That's why election is about our choices. Your heart Election is like a contagious disease because it can easily be transmitted (f31).

restricts your election (m33).

Election is like a milestone in one's life because even the smallest decisions have an effect on your future. It is not important to choose and vote, but evaluate these (f47).

Election is like freedom, because we are free to vote for anyone. If we desire, we are free not to attend voting. Like this, our voting is free to vote for any political party and many other things (m1).

The election is like passion because election reveals the inner self and thought patterns of individuals. Passions are secret lovers (f43).

These results can be related to Turkish socio-culture. In Turkish socio-culture, choosing the right spouse is a crucial decision. This is a very important thing that affects their lives.

PSSTs qualified the concept of "election" under the category of "election as a source of fallacy/time wasting" (20.41%) with painkiller, coquetry, dancer, big wheel, male, tale, wind, theatre play, lie detector, art of lying. The reasons behind the given metaphors are as follows:

Election is like a painkiller because applying the promises presented in election are not always implemented and they are tentative as painkillers (m3)

Election is like coquetry because during the election you lie a lot. When the election is over, politicians get lost (m9).

Election is like a big wheel because politics is the art of lying in which you turn daytime to nighttime and vice versa (m6).

Election is like a male because politicians are only interested in you till they got what they want. Like the men who acts in a different way till his mission is accomplished. We have a saying for this: fake it till you make it (f6).

Election is like a tale because it's a chain reaction that ends with elderly putting us to sleep. At the end, all of it gets ties (f14).

Election is like the wind, because, like a summer breeze, everyone promises good things, but when the election is over it gets back the same way it was. Like the effect of a cool breeze on a hot summer day (f29).

Election is like a lie detector because the lies that have been said during an election is processed. At the end, it can be seen that they were all lies. In the lie detector, you input a promise and output is a lie (f17).

Election is like the art of lying because leaders of political parties make numerous promises during the election process. The one who can tell the perfect believer lies gets the power. Honest men cannot hold on to politics (m25).

PSSTs qualified the concept of "election" under the category of "election as a source of diversity (16.33%) with open buffet (2), disorder (2), rainbow, seller's stall,

color, and dustbin. The reasons behind the given metaphors are as follows:

Election is like an open buffet because you choose the ones that you desire among many options (m41).

Election is like an open buffet because somebody puts some alternatives in front of you and you cannot say I want these or those. You simply have to choose what you are being offered (m22).

Election is like disorder because one cannot say what is going on and it is a process of making comments. One cannot use their rights to vote by their own thoughts, but with pressure and profits (f34). Election is like disorder because everyone speaks at once. There is not a valid situation, nonsense, fight and announcements, initial meetings (m42).

Election is like a rainbow, because as a rainbow has different colors, an election has different points of view (f23). Election is like a seller's stall because front line is better while back line is bitter (f4). Election is like the color because the election is something that consists of different thoughts. Every color stands for a different political thought. Everybody chooses their favorite color (f32). Election is like a dustbin because you have to do it voluntarily or involuntarily (f27).

PSSTs qualified the concept of "election" under the category of "election as a source of rivalry/race (16.33%) with game (2), horse race, boxing match, earthquake, football, serial killer, and chess. The reasons behind the given metaphors are as follows:

Election is like a game because it is not real, but just a pair for show-off. And many have different games to get out of the box as the winner (f46). Election is like a game because actions said by politicians and the sayings, their interactions, ambition of winning all exist. They are always trying to win the game. Somebody loses and somebody wins (f49).

Election is like a horse race because the fastest horse wins. Being fast is not enough all by itself, your opponents also have to be bad and they have to help you to win by being bad (m2).

Election is like a boxing match because some political parties stand still while others just broke down. I got this metaphor because the rivalry is utmost (m35).

Election is like an earthquake because some political parties fall into pieces while others stand. In the earthquake, the ones with hardpan stand still while the rest collapses (f16).

Election is like football because every party is in a race as a league. As in the transferring season, they try to include new and powerful politicians to their parties. These parties will be first as in the league (m10).

Election is like a serial killer because everybody digs for someone else. They try to eliminate each other. There aren't any rules about the elimination (m7).

Election is like chess, because if you play the right pawn at the right time you will win; if you do not, you will not (f7).

PSSTs qualified the concept of "election" under the category of "election as a source of impact (10.20%) with contagious disease, musical instrument, illness, marketing, and star. The reasons behind the given metaphors are as follows:

Election is like a musical instrument because you are being encouraged to vote by using music (f15).

Election is like an illness because people decide who to take over the country. The illness affects the body and becomes the director (m13).

Election is like marketing because every political movement tries to sell the promises during the election. Those who can influence people even though they cannot sell very well, gets the profit. But propaganda is not enough by itself. Rooted ideas will not change anything, but those which are new can be the sole determiners. Anything can happen till you get to the voting booth and vote (m24).

Election is like a star because the brightest one enlightens the world (m21).

PSSTs qualified the concept of "election" under the category of "election as a source of uncertainty (8.16%) with gamble, ungrateful person, homicide, and prescription glasses. The reasons behind the given metaphors are as follows:

Election is like a gamble because you have to make a choice. And the result is not immediate, but you have to wait and see. This is why it is like a gamble (f26).

Election is like an ungrateful person because you cannot see what will happen in the elections. An election can be ungrateful: you think that you made a bad choice or a good choice, but the result can be very different. This means that it can be ungrateful to you (f5).

Election is like homicide, because only then you can clearly see who is the best and who is the worst (m38).

Election is like prescription glasses because things that cannot be seen clearly or at all before the election can be seen thoroughly (f49).

PSSTs qualified the concept of "election" under the category of "election as a source of tranquility (4.08%) with peace dove, and chastity. The reasons behind the given metaphors are as follows:

Election is like peace dove because the result of an election can be a peace dove as the best politician is chosen, the best is made for the happiness of all members of the society (f37).

Election is like chastity, because you have to be honest with the ballot box, and should not play a trick while counting the votes (m19).

PSSTs qualified the concept of "election" under the category of "election as a source of expectation (4.08%) with sun and math problem. The reasons behind the given metaphors are as follows:

Election is like the sun, because with election you can differentiate good and bad, even a little. What is desired by the country becomes clear and actions will be taken in order to create democracy (f48).

Election is like a math problem, because when you cross check the results you have the same results (m28).

DISCUSSION

Some definite findings are obtained from the research that aims to investigate the perceptions of PSSTs on the concept of "election" via metaphor analysis. It is seen that PSSTs created 42 metaphors which are then placed under 8 different categories. These categories from most to least are: election as a source of preference, election as a source of fallacy/time wasting, election as a source of diversity, election as a source of rivalry/race, election as a source of impact, election as a source of uncertainty, election as a source of tranquility, election as a source of expectation.

The findings of the first category, "election as a source of preference" includes these metaphors created by PSSTs: spouse, marriage, heart, milestone in one's life, freedom, and passion. It can be said that these metaphors are created by PSSTs, because personal preferences come first and the election has a solid place in their lives.

The findings of the second category, "election as a source of fallacy/time wasting" includes these metaphors created by PSSTs: painkiller, coquetry, dancer, big wheel, male, tale, wind, theatre play, lie detector, and art of lying. It can be said that these metaphors are created by PSSTs, because PSSTs have an insecure way of approach to the concept of election.

The findings of the third category, "election as a source of diversity" includes these metaphors created by PSSTs: open buffet, disorder, rainbow, seller's stall, color, and dustbin. It can be said that these metaphors are created by PSSTs, because election includes many features of everyday and political life at the same time.

The findings of the fourth category, "election as a source of rivalry/race" includes these metaphors created by PSSTs: horse race, boxing match, earthquake, football, serial killer, and chess. It can be said that these metaphors are created by PSSTs, because they loaded the meaning of outdistancing and getting ahead for the individuals by their preferences.

The findings of the fifth category, "election as a source of impact" includes these metaphors created by PSSTs: contagious disease, musical instrument, illness, marketing, and star. It can be said that these metaphors are created PSSTs, because election can affect people in every aspect of natural and nonmaterial ways.

The findings of the sixth category, "election as a source of uncertainty" includes these metaphors created by PSSTs: gamble, ungrateful person, homicide, and prescription glasses. It can be said that these metaphors are created by PSSTs, because of the insularity brought by not knowing what will happen after the election.

The findings of the seventh category, "election as a source of tranquility" includes these metaphors created by PSSTs: peace dove, and chastity. It can be said that these metaphors are created by PSSTs, because when the right choices are made, the peaceful and trustful environment can be provided.

The findings of the eighth category, "election as a source of expectation" includes these metaphors created by PSSTs: Sun and Math Problem. It can be said that these metaphors are created by PSSTs, because every other election that is being held can create a new expectation.

Turkish socio-culture affected the thinking ways of PSSTs. Outstanding findings of the discussion are these: election as a source of fallacy/time wasting (sample metaphor: painkiller). In Turkish society, people make decisions in the elections, but their decisions may not help with the solutions. Turkish education and teacher training policies offer temporary solutions to problems. In every 4 to 5 years, policies on education change. Turkish policy-makers prefer temporary solutions to permanent solutions. In a society which has temporary solutions, it is meaningful that PSSTs use the metaphor of painkiller for the election concept. Election as a source of diversity (sample metaphor: rainbow): Turkey has a great variety of citizens, especially with the refugee situation. Throughout history, Turkey has had a great socio-cultural diversity and population. This diversity became crucial upon the refugee situation. In a society which has great diversity solutions, it is meaningful that PSSTs use the metaphor of the rainbow for the election concept. Election as a source of rivalry/race (sample metaphor: horse race): every level of Turkish education has a great rivalry. During the process of preparation for the examinations, rivalry reaches its limit and students of every level are affected by it. In a society with high rivalry rate, it is meaningful that PSSTs use the metaphor of the horse race for the election concept. Election as a source of uncertainty (sample metaphor: gamble): Turkish society lives in a very cosmopolitan geography. Economic, social, and geopolitical developments are rapid. Conditions in the Middle East affect Turkish society directly. Taking these mentioned facts into consideration, uncertainty dominates the society. This uncertainty reflects on education. In a society which has a high rate of uncertainty, it is meaningful that PSSTs use the metaphor of a gamble for the election concept.

CONCLUSION AND RECOMMENDATIONS

This pioneering research is conducted via the

metaphorical analysis of PSSTs on the concept of election. Metaphors created by PSSTs can be seen as a crucial data source for understanding their perception of the election, the reason for their choice of metaphors, and explaining the preferences they do. Knowing the perception of PSSTs on the concept of the election will also contribute to knowing the perception of the democracy culture. Thus, same research can be conducted with different groups (different teaching branches, students, teachers, and principals), because the election is a critical and crucial concept that people encounter in everyday life, between the levels of education and politically socializing process.

Conflict of interests

The author has not declared any conflict of interests.

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