



An Issue in the Intersection of Science and Social Studies during the COVID-19 Pandemic: Socialization

COVID-19 Pandemisi sırasında Fen Bilimleri ve Sosyal Bilgilerin Kesişiminde Bir Mesele: Sosyalleşme

Sezgin ELBAY¹

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Abstract: Socialization is the process of individuals learning to live in a particular society and developing a set of attitudes and behaviors in accordance with the social dynamics of that society. In this way, individuals gain the skills to live together in society by adapting to the values and belief structure of the society. In this context, it is known that in Turkey, in primary, and especially secondary school years, the skills of living together in society are tried to be gained by students through Social Studies course. However, since the world has been facing the threat of a global epidemic since 2020, it can be said that the socialization practices of primary and secondary school students are at risk. With this research, it is aimed to reveal the reflections of socialization, which is a social issues during the COVID-19 pandemic, on the psycho-social health of secondary school students through metaphors. In this way, it was tried to compare the psycho-social health effects of socialization before and during the COVID-19 pandemic and reached a conclusion. In this context, descriptive model was used to achieve the aims of the research. The study group of the research consisted of 85 students selected by random sampling method among secondary school students. Data were collected through semi-structured interview (metaphorical form), and draw a picture forms. Content and Chi-Square Test for One Sample (X²) analysis were performed on the collected data. When the metaphors generated by the students regarding socialization before and during the COVID-19 pandemic were examined, it was concluded that there were fundamental differences between them. The main difference is students' tendency to perceive socialization on the axis of "social co-orientation / social isolation". In this context, it can be said that the psycho-social health of students is at risk during the COVID-19 pandemic.

Key Words: Socio-environmental issue, socialization, COVID-19 pandemic, psycho-social health

Öz: Sosyalleşme, bireylerin belirli bir toplumda yaşamayı öğrenme ve o toplumun sosyal dinamiklerine uygun olarak tutum ve davranış seti geliştirme sürecidir. Bu sayede bireyler, toplumun değer ve inanç yapısına uyum sağlayarak toplumda birlikte yaşama becerileri kazanmaktadırlar. Bu bağlamda Türkiye'de ilk ve özellikle ortaokul yıllarında toplumda birlikte yaşama becerilerinin Sosyal Bilgiler dersi aracılığıyla öğrencilere kazandırılmaya çalışıldığı bilinmektedir. Ancak 2020 yılından beri dünya, küresel bir salgın tehdidi ile karşı karşıya olduğu için ilk ve ortaokul öğrencilerinin sosyalleşme pratiklerinin risk altında olduğu söylenebilir. Bu araştırma ile COVID-19 salgını sırasında toplumsal bir mesele olan sosyalleşmenin ortaokul öğrencilerinin psiko-sosyal sağlığına yansımalarının metaforlar aracılığıyla ortaya çıkartılması amaçlanmaktadır. Bu şekilde COVID-19 pandemisi öncesi ve sırasında sosyalleşmenin psiko-sosyal sağlığa etkileri karşılaştırılmaya çalışılmış ve bir sonuca ulaşılmıştır. Dolayısıyla araştırmanın amaçlarına ulaşmak için betimsel model kullanılmıştır. Araştırmanın çalışma grubunu temel eğitimin 2. kademesindeki ortaokul öğrencileri arasından tesadüfi örnekleme yöntemi ile seçilen 85 öğrenci oluşturmuştur. Veriler yarı yapılandırılmış görüşme (metaforik form) ve resim çizme formları ile toplanmıştır. Toplanan veriler üzerinde İçerik ve Tek Örneklem Ki-Kare analizleri yapılmıştır. Öğrencilerin COVID-19 pandemisi öncesi ve sırasında sosyalleşmeye ilişkin ürettikleri metaforlar incelendiğinde aralarında temel farklılıkların olduğu sonucuna ulaşılmıştır. Temel fark; öğrencilerin sosyalleşmeyi "sosyal uyum/sosyal yalıtılmışlık" ekseninde algılama eğilimleri olmuştur. Bu bağlamda COVID-19 pandemisi sürecinde öğrencilerin psiko-sosyal sağlıklarının risk altında olduğu söylenebilir.

Anahtar Kelimeler: Sosyo-çevresel mesele, sosyalleşme, COVID-19 salgını, psiko-sosyal

¹ Teacher Dr, Ministry of Education, Turkey, sezgin_elbay@hotmail.com, <https://orcid.org/0000-0002-0601-8063>

Introduction

Nowadays, chronic diseases have become more important due to the increase in life expectancy, rapid urbanization and stresses in life, and have become an important health problem affecting the individual in all countries (Sakin, 2007). The level of mental and behavioral problems accompanying with physical illnesses affects the patient's compliance, care, treatment duration and costs, as well as negatively affecting the mortality and morbidity of the disease. Temporary or permanent adjustment disorders may be observed in individuals. Individuals' reactions and adaptations to the disease may be different. The disease may vary depending on the individual, his / her personality, physical and psychological strength, support from family members, the type of disease or loss, and the approach of the treatment team to the patient (Nehir & Çam, 2010: 5-10). In this case, the psycho-social environment should be taken into account as a critical factor that lays the groundwork for diseases, may be a direct cause of disease, affect the course and outcome of some diseases, and facilitate the spread of some diseases. In this framework, in order to understand the effects of the psycho-social environment on health, it is necessary to understand socialization, which is a core phenomenon of the psycho-social environment.

Socialization is the name of the process in which an individual learns to become a member of a certain society and hence culture, and learn to be a truly social and cultural entity and fulfill its requirements to a great extent (Edgar & Sedgwick, 2007). In this process, the individual becomes a "normal" member of the society by both internalizing the norms and values of the society and learning to fulfill their social roles (worker, friend, citizen, son, spouse, mother, father, etc.) and the requirements of these roles. Some prerequisites are needed for the human being born with the potential to socialize and has to socialize as a requirement of its nature to become a member of the society in which it is born. The first of these is that there is a social structure that is both the cradle and the goal of socialization. An individual can socialize only in a social structure, by being in the network of relationships in that structure. Because socialization is not an abstract process of information, but a process that takes place through experience (Vatandaş, 2020).

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In summary, the individual socializes within the society, under the influence of social structure and institutions. However, today it is observed that socialization has been interrupted due to the COVID-19 pandemic, so socialization appears to be negatively affected by the COVID-19 pandemic period. Because the COVID-19 pandemic quickly stopped socialization, and this has left many parents desperate. However, as it is known, interaction between children is a vital part of psycho-social development. In this context, in studies conducted by Canadian researchers, it has been reported that due to the COVID-19 pandemic, the psycho-social health of children is at risk as they are not sufficiently socialized, in addition, 3/4 of the parents were found to be quite anxious about their children not being able to socialize sufficiently (Dangerfield, 2020).

Literature Review

Socialization is defined as the learning process in which a person aligns individual behaviors and reactions with the norms and values of society (Rank, 2020). Therefore, it can be said that socialization is a lifelong learning process that starts with the complex interaction between society and the individual. In this context, learning the behaviors accepted and desired by the society can enable healthy relationships with others and maintain normal personal development. The behaviors desired by the society can be learned through various socialization agents.

It can be said to be one of the most basic socializing agents is the family because the environment in which the closest relationships are experienced is the family environment (Cüceloğlu, 2003). In this context, all of the parents, grandparents and siblings transfer values, behaviors, skills and attitudes that they see important to babies and young children (Zimbardo, 1988). However, as children grow and interact more intensely with the environment outside the family, others begin to play important roles in the socialization process. These are mass media (such as media and internet environments), friendships, law, places of worship and institutions such as schools. In other words, the relationships that the child establishes with his / her ecological environment (close and distant environment) affect the psycho-social development of the child in various ways. A visual image of this situation is presented in Figure 1.

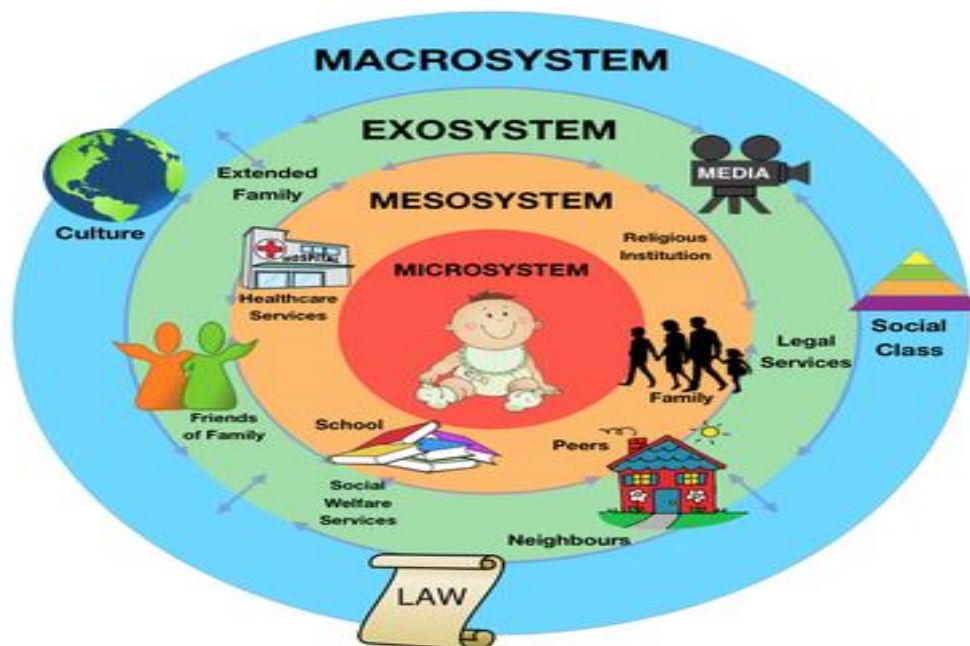


Figure 1. Ecological environment affecting the child's socialization (<https://hipokampusakademi.com/>)

When Figure 1 is examined, it is seen that place-based socialization (spatial socialization) plays a critical role in the socialization of the child. Children find themselves in a variety of ecosystems, from the home ecological system (microsystem), where the most intimate relationships typically take place, to the larger school system (mesosystem), and then to the broadest system that includes society (exosystem) and culture and global developments (macrosystem) (Bronfenbrenner & Morris, 1998). At the same time, it can be said that the effects that occur in the psycho-social ecological environment can directly affect the life of the child. Therefore, an approach called “The Social Ecological Model of Health Promotion (SEM)” has been developed on this subject. SEM explains how our psycho-social experiences are intertwined within layers that affect psycho-social health and well-being:

- Individual
- Interpersonal (familial)
- Communal (neighborhood)
- Societal (Glanz, Rimer & Viswanath, 2015: 159).

SEM is particularly useful for allowing researchers to study stressors at the micro-scale (cellular) macro-scale (social policy) and position their work in the wider social ecological context. The layer is tagged with the corresponding psycho-social health determinants (McLaren & Hawe, 2005: 7-12). Figure 2 shows this layer and its relationship corresponding.

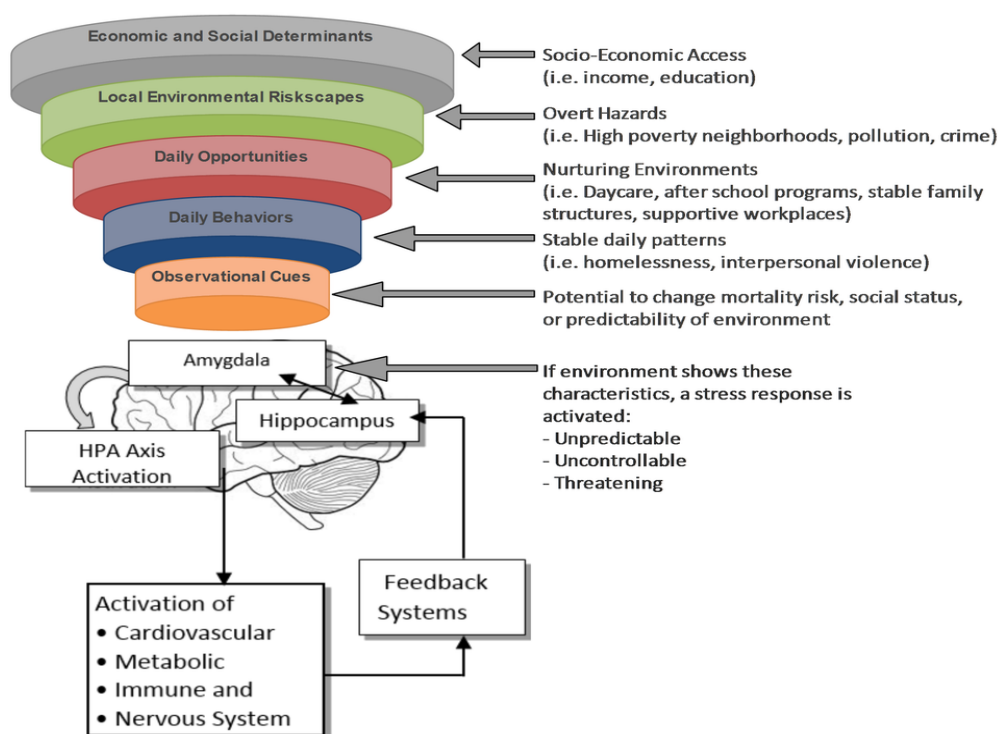


Figure 2. Psycho-social layer and its relationship corresponding (Walker, 2021)

When Figure 2 is examined, it is seen that the brain sends signals to the body to create a stress response, according to the level of activity created by the psycho-social environment in the brain (Aneshensel, 2009). In this framework, SEM is a useful approach to understanding the factors that affect psycho-social health in terms of levels. These levels are categorized in accordance with place-based socialization from the level where the most intimate relationships are established to the broadest. Space is a concept derived from the Arabic word “kevn”. Kevn means to exist / to come into being (Hançerlioğlu, 1976). In this sense, it can be defined as the shaped form of economic, social and cultural processes (Gürsel, 1992). However, the transformation of space into a place depends on the existence of human relations within it (Moles, 1992). In this context, space means the plane perceived and evaluated by its inhabitants (Kefeli, 2009). In other words, human relations occur within a certain space and people's view of life is formed in this way. This situation shows that while human relations develop within a certain space, the space affects the self. However, when space-based (place-based) human relations cannot develop sufficiently, psycho-social development is negatively affected by this situation.

Alienation, as a phenomenon of not being able to socialize negatively, affects the psycho-social development of children. Alienation can be defined as the get away from and separation of a person from his / her social environment and self (Doğan, 2012). In this context, according to Hegel, man becomes a social being by opening himself up to culture (Hilav, 1970). Thus, the human gets closer to the social environment and himself. Otherwise, self-behaves with selfish desires and becomes alienated by opening itself to nature (Gökberk, 1974). As a result of this, human beings are excluded from social relations and can be isolated from society by experiencing the feeling of being alone. On the other hand, Marx tried to define alienation by explaining its characteristics. He stated that man can be alienated from himself, nature, social environment and all humanity (Zhu et al., 2021). As a result, alienation can be defined as the distance between the social environment and human being gradually getting wider and the relationships in the daily life of the human being directly affected. In this context, it can be said that as a result of the disintegration of social relations, individuals cannot socialize as desired and become alienated from their own social systems (Tolan, 1981).

Another phenomenon that negatively affects social development in children is social isolation. Social isolation is a concept that defines the limited relationship with other people or communication involving very few meaningful ties (Jong Gierveld, Tilburg & Dykstra, 2006; Zavaleta, Samuel &

Mills, 2014). Social isolation is categorized in two different types in the literature as objective and subjective social isolation. Objective social isolation is true social isolation, and subjective social isolation is defined as social isolation defined as loneliness (Cacioppo, Hawkley & Thisted, 2010). According to these definitions, being “very lonely and away from other people” corresponds to objective social isolation. On the other hand, “feeling lonely often because there are few close friends with whom problems can be shared” corresponds to subjective social isolation because of perceived loneliness (Mavruk & Kiral, 2019).

Loneliness and alienation are more important than social isolation as determinants of harmful outcomes in population-based studies (Cacioppo et al., 2006; Cacioppo & Hawkley, 2009). Social isolation is a strong risk factor for morbidity and mortality risks such as smoking, obesity, sedentary lifestyle, and high blood pressure (House, Landis & Umberson, 1988: 46). In this context, social isolation turns into a kind of social pain and new social connections must be established in order to survive (Cacioppo et al., 2011).

It is necessary to increase the quality of social interaction of children in order to cope with the phenomena that negatively affect social development (such as alienation and social isolation). Therefore, it should be aimed to transfer experiences from child to child through social contact. However, in periods when social contact is limited (for example COVID-19), how the transfer should be is a controversial issue. Moreover, it is possible to socialize according to social distance during these periods. Various evaluations can be made regarding social distance. First of all, individuals can communicate more comfortably with individuals and social groups that they typically perceive to be similar to their social groups. In this context, it can be said that individuals prefer a closer social distance when interacting with individuals and social groups with similar characteristics (Parrillo & Donoghue, 2005). However, in periods when people are away from each other, the intense social exchange cannot take place, causing an increase in the social distance between the groups in the society. Increasing social distance between groups in the society can open the way to discrimination and violence (Bolgün, 2020). This situation is clearly seen in research studied on socialization.

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Research studies on socialization have primarily focused on a few issues. First of all, the problems caused by the negative effects of lack of socialization were emphasized (Dangerfield, 2020; Dossey, 2020; Kaya & Öner, 2017; Mavruk & Kiral, 2019; Puurunen et al., 2020; Zhu et al., 2021). Secondly, the effect of socialization agents was examined (Genner & Süss, 2017; Kochanska, Boldt & Goffin, 2019; Lunkenheimer et al., 2020; Wang et al., 2020). However, during the COVID-19 pandemic, it has been determined that studies on the reflections of socialization, which is a social issues on the psycho-social health of secondary school students, have not been conducted. Whereas during the COVID-19 pandemic period, children's perceptions of socialization should be known in order to realize the expected benefits (on the basis of skills and value) from socialization. Thus, contextual patterns that shape children's socialization needs and social interactions can be revealed. In addition, clues as to whether or not children are affected by psycho-social health risks can be uncovered. In this context, the aim of the research is to reveal the reflections of socialization, which is a social issue during the COVID-19 pandemic, on the psycho-social health of secondary school students through metaphors. The sub-questions formulated within the scope of the main purpose of the research are as follows:

- i. Under which categories are the metaphors generated by students regarding socialization before the COVID-19 pandemic?
- ii. Is there a significant difference between the distributions of the metaphors generated for socialization according to categories before the COVID-19 pandemic?
- iii. Under which categories are the metaphors generated by students regarding socialization during the COVID-19 pandemic?
- iv. During the COVID-19 pandemic, is there a significant difference between the distributions of the metaphors generated related to socialization according to categories?
- v. Are there any similarities among the metaphors students generated regarding socialization before and during the COVID-19 pandemic?
- vi. Are there any differences among the metaphors students generated regarding socialization before and during the COVID-19 pandemic?

Method

Research Design

This research, which aims to identify the metaphors that secondary school students use to explain their perceptions of socialization during and before the COVID-19 pandemic, is a research in a descriptive model. In the research, the trend scanning design of the descriptive model was used. The purpose of such design is to interpret trends in past and present data and make predictions for the future. A trend scan is a design that aims to statistically analyze the trend in data from a series of repeated measurement scans and make future predictions about the phenomenon under investigation (Rohrbeck, 2013). In this context, the trend scanning design was used in the research since students' opinions were taken at various intervals before and during the COVID-19 pandemic, the data obtained for the socialization phenomenon were analyzed, and as a result, future predictions about socialization were made. Metaphors are useful to achieve this purposes because metaphors are very beneficial in presenting a creative and rich picture regarding the subject studied (Yıldırım & Şimşek, 2013).

Study Group

This research was conducted in the spring semester of the 2020-2021 academic year. A total of 85 students enrolled in state secondary schools in the city of Sakarya participated in the study. Simple random sampling method was used in the selection of schools. In this context, three secondary schools in a district of Sakarya were determined by random and research was conducted in three secondary schools. 3 out of 85 volunteer students participating in the study were excluded from the study because they could not explain the reasons for their statements as desired, and the data collected from 82 students were analyzed. 45 of these students included in the study are female and 37 of them are male. The frequency (f) and distribution of the students in the study group according to their classes and gender are presented in Table 1.

Table 1. Some demographic characteristics of the study group

Section	Gender				Total	
	Male		Female		f	%
	f	%	f	%		
5 th grade	5	50	5	50	10	12
6 th grade	6	40	9	60	15	18
7 th grade	10	40	15	60	25	30
8 th grade	16	50	16	50	32	40
Total	37	45	45	55	82	100

Data Collection Tools

Semi-Structured Interview Form (Metaphors): Metaphors are frequently used as a data collection tool on subjects such as developing creative and critical thinking, planning teaching, developing curricula, and directing teacher practices (Vadeboncoeur & Torres, 2003). While preparing the data collection tool of the research, related studies were examined in which metaphors were used as a tool to reveal students' perceptions about socialization (Aktepe, Uzunöz & Sarıçam, 2020; Çatak, 2018; Kırmızı & Tarhan, 2020). As a result of the examinations, it was determined that although different data collection tools were used in metaphor research, semi-structured questions were generally preferred. For this reason, this question form has been molded in this research. In other words, in this study, the data were collected from the semi-structured question using a metaphor form. In the form, each student was asked to complete the following sentences in order to determine students' perceptions of the concept of socialization.

“Socialization during the COVID-19 pandemic is similar to Because.....” and “Socializing before the COVID-19 pandemic is similar to Because.....”

In this questionnaire, the concept of “similar” is often used to more clearly evoke the link between “the subject of the metaphor” and “the source of the metaphor”. Because it is stated that in order for any phenomenon to be a metaphor, it must be able to answer the following questions: (Forceville, 2002: 1-70):

- What is the subject of the metaphor?
- What is the source of the metaphor?
- What are the features that are considered to be attributed to the subject of the metaphor from its source?

In this study, the concept of “Because” was used, and the participants were asked to state a “justification” for their metaphors. Yıldırım and Şimşek (2013) state that metaphor itself cannot reveal the descriptive and visual power of metaphor sufficiently, and the question of “why” must be asked. For this reason, it was aimed to determine the perceptions of the students towards the concept of socialization in detail by asking the question “Because” in order to explain in what sense the students used their metaphors. These points can be described more clearly when exemplified as follows:

Example:

Subject of the metaphor	Source of metaphor
Socialization during the COVID-19 pandemic is similar to how bats communicate with sound waves at a distance.	Because in this period, we communicate with each other distance on social media. Like bats from afar.

Pictures: In order to add meaning and depth to the data collected through the semi-structured interview form (metaphors), pictures of socialization were drawn by the students before and during the COVID-19 pandemic. Later, these pictures were analyzed by two experts in accordance with the “main theme, characters, line, coloring, personalization” criteria. As a result of the analysis, it has been detected that 30 pictures match some categories obtained as a result of metaphorical analysis. These pictures are presented in the result section; other pictures are excluded from analysis.

Data Analysis

Content analysis was used to answer questions 1, 3, 5 and 6 of the study, and Chi-Square Test for One Sample (X²) was used to answer questions 2 and 4. Content analysis is an approach that allows the oral, written and other materials to be examined objectively and systematically and organized according to certain categories (Bogdan & Biklen, 2007). In this study, content analysis was used to gather similar data within the framework of certain concepts and categories and to organize and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2013: 253-280). On the other hand, X² is a statistic that enables to test whether the individuals or objects falling into the levels of a categorical variable show a significant difference. In order to use this test, the number of categories with an expected value of less than 5 (<5) must not exceed 20% of the total number of categories and this value must be greater than 1 (<1) in all categories (Büyüköztürk, 2020). In these studies, it was seen that the number of categories with an expected value of less than 5 (<5) did not exceed 20% of the total number of categories and this value was greater than 1 (<1) in all categories, so the X² statistic was used. Content analysis was carried out in 5 stages:

Naming Stage: It was checked whether the forms given to the students were written appropriately, and those that were filled in appropriately in both the subject of the metaphor and the source parts of the metaphor were evaluated. In other words, the papers where no metaphor was defined, the participants did not write anything, or the metaphor was not explained logically was marked as “no metaphor” (to be eliminated later). In this context, the forms were numbered from 1 to 82. Then, the metaphor that each student expressed on paper was simply coded (e.g. tree, flying bird, family, and book).

Classification Stage: At this stage, each metaphor was decomposed using metaphor analysis and content analysis (Yıldırım & Şimşek, 2013) techniques and analyzed in terms of similarities or common features with other metaphors. In this context, Forceville (2002) stated that in order for anything to be accepted as a metaphor, at least the following three questions should be answered. They are:

- What is the subject of the metaphor?
- What is the source of the metaphor?
- What are the features that are considered to be attributed to the subject of the metaphor from its source?

For this purpose, the metaphors written by the students were read and reviewed one by one, and each metaphor image was analyzed in terms of (1) the subject of the metaphor, (2) the source of the metaphor, and (3) the relationship between the subject of the metaphor and the source of the metaphor.

The forms of 82 students in the study group were listed according to their sequence numbers, along with their metaphors and justifications. Of the 3 participation forms that were eliminated in this study, 1 of them was left blank, and 2 of them were excluded from the scope of the study because they did not contain any completed metaphors. For example, one of the students stated, "Socializing is like an airplane. Because it gets higher and higher." He was eliminated because he did not establish a meaningful relationship between the subject of the metaphor and the source of the metaphor.

The extraction process was based on four main criteria: (a) papers with only descriptions or that do not contain any metaphor source, (b) papers that did not provide any justification for a metaphor despite mentioning a certain metaphor, (c) metaphors containing features belonging to more than one category, and (d) are metaphors that do not contribute to a better understanding of the concept of socialization.

Category Development Stage: At this stage, it was aimed to examine the metaphors generated by the students in terms of their common features regarding "Socialization". In line with this goal, firstly, especially in the second stage, each metaphor image was analyzed based on the sample metaphor list and associated with a certain code. In this context, 29 different metaphors and 7 categories related to socialization before the COVID-19 pandemic, and 30 different metaphors and 5 categories were created during the COVID-19 pandemic.

Validity and Reliability Stage: Three criteria were determined in order to ensure the validity of the study. They are:

- a) The coding of the data and the data analysis process are explained in detail (Hruschka et al., 2004),
- b) For each of the categories obtained in the study, samples from the student descriptions that are supposed to represent him best were selected, and these explanations were included in the findings section (Yıldırım & Şimşek, 2013),
- c) The literature was examined in detail to ensure consistency between related studies (Ratcliff, 1995).

In order to ensure the reliability of the research, the two researchers worked in harmony at every stage from the beginning to the end of the study (for example, at the stages of creating the research design, writing research questions, collecting data, developing conceptual metaphor categories and interpreting the results). Then, the matches made by these two researchers were compared with their own categories. The number of consensus and disagreement was determined in all comparisons, and the (internal) reliability of the research was calculated using Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}}$). According to Miles and Huberman (1994), if the agreement between expert and researcher evaluations is 90% or exceeds 90%, it means that an acceptable level of reliability has been achieved. In the reliability study conducted specifically for this study, a consensus was reached by 89% for the metaphors generated regarding socialization before the COVID-19 pandemic and 91% during the COVID-19 pandemic, respectively.

Transferring Data to SPSS Package Program (22) for Quantitative Data Analysis: After all data were transferred to the SPSS statistics program, firstly the number (f) and percentage (%) of students representing each metaphor and category were calculated. Then, whether there is a significant difference between the distributions of the categories was tested through X2.

Results

Metaphors that Students Generated about Socialization before the COVID-19 Pandemic

The metaphors generated by the students regarding socialization before the COVID-19 pandemic are presented in Table 2.

Table 2. Metaphors that students generated about socialization before the COVID-19 pandemic

Item	Metaphors	f	%	Item	Metaphors	f	%
1	Tree	11	13	16	Collection of marbles	2	2
2	Flying bird	7	9	17	Shared values	2	2
3	Family	6	7	18	Love	2	2
4	Book	6	7	19	Move	2	2
5	Speaking without fear	5	6	20	Bomb	1	1
6	Doing homework	4	5	21	Laundry in the	1	1
7	together	4	5	22	dishwasher	1	1
8	Grass	4	5	23	Hazelnut greens	1	1
9	Courier	3	4	24	Armageddon	1	1
10	Brother/Sister	3	4	25	The test is high	1	1
11	Hospitality	3	4	26	Exam question	1	1
12	Philanthropy	2	2	27	Circle	1	1
13	Shopping mall	2	2	28	Magnet	1	1
14	Hairdresser	2	2	29	Squeezed tangerine	1	1
15	Apartment	2	2	Total	Problem solving	82	100
	Pomegranate grains				29		

When Table 2 is examined, it is seen that the students generated a total of 29 different metaphors for the concept of ‘‘Socialization’’ and expressed 82 opinions. In addition, students use the most tree metaphors (f=11) related to the concept of socialization and it was found that the metaphors of flying bird (f=7), family (f=6) and book (f=6) followed, respectively. However, metaphors were found to be composed of material (like bomb) and spiritual (such as hospitality) elements. In addition, the word cloud of the metaphors obtained in the research is included in Figure 3. As can be seen in the word cloud, the metaphors that students emphasize the most are visualized.



Figure 3. Word cloud of metaphors determined for socialization before the COVID-19 pandemic

The metaphors generated are collected under the categories of intertwined relationships, needing agents of socialization, jump on the bandwagon, and shared values, being mobilized, place-based and devastating impact. In this context, the distribution of the metaphors generated by the students for the concept of socialization by categories is shown in Table 3.

Table 3. Distribution of metaphors generated by students for the concept of socialization before the COVID-19 pandemic by categories

Category	Metaphor	f	Total cities	%
Intertwined relationships	Tree	11	32	40
	Speaking without fear	5		
	Grass	4		
	Apartment	2		
	Pomegranate grains	2		
	Collection of marbles	2		
	Hazelnut greens	1		
	Armageddon	1		
	Exam question	1		
	Circle	1		
	Magnet	1		
Needing agents of socialization	Problem solving	1	22	27
	Family	6		
	Book	6		
	Doing homework together	4		
	Brother/Sister	3		
Jump on the bandwagon	Hospitality	3	8	10
	Flying bird	7		
Shared values	Laundry in the dishwasher	1	7	9
	Philanthropy	3		
Being mobilized	Value	2	6	7
	Love	2		
	Courier	4		
Place-based	Move	2	4	5
	Shopping mall	2		
Devastating impact	Hairdresser	2	2	2
	Squeezed tangerine	1		
	Bomb	1		

Intertwined Relationships

A total of 12 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphors were “tree, speaking without fear and grass”.

Tree: “Socialization is like trees growing together in the forest. Because as we socialized, the trees grow together as we mature.” (Taner)

Speaking without fear: “Socializing is like speaking without fear. Because both require intertwining with people.” (Ceyda)

Grass: “Socializing is like grass. Because before the COVID-19 pandemic, we were intertwined with each other.” (Derya)

Needing Agents of Socialization

A total of 5 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphors were “family, book and doing homework together”.

Family: “Socialization is like a family. Because together we form a community with our relatives. After all, socialization takes place in a community.” (Betül).

Book: “Socializing is like your favorite reading book. Because they both improve you.” (Nermin).

Doing homework together: “Socializing is like doing homework together. Because in both of them, we all spend time together and socialize.” (Tarık).

Jump on the Bandwagon

A total of 2 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “flying bird”.

Flying bird: “Socialization is like birds flying in groups. Because we're supposed to have friends. When there's a problem, we may not be able to solve it alone. Not to be alone; that is, society, people are necessary to comply with the group. Just like birds in groups.” (İrem).

Shared Values

A total of 3 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “philanthropy”.

Philanthropy: “Socializing is like philanthropy. Because the more we help others, the more we socialize.” (Asım).

Being Mobilized

A total of 2 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “courier”.

Courier: “Socialization is like a courier. Because when we socialize, we travel left and right, couriers go around to leave the products.” (Sibel).

Place-based

A total of 2 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “shopping mall”.

Shopping mall: “Socializing is like a shopping mall. Because they are both place-based.” (Nevin).

Devastating Impact

A total of 2 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “bomb”.

Bomb: “Socialization is like a bomb. Because as you socialize, problems increase and events explode like a bomb.” (Özlem).

The Significance between the Distributions of Metaphors for Socialization before the COVID-19 Pandemic by Categories

The metaphors generated by the students for socialization before the COVID-19 pandemic were collected in 7 categories. Whether there is a significant difference between these categories has been tested with X². The results of this test are shown in Table 4.

Table 4. X² test results on the distributions of metaphors for socialization before the COVID-19 pandemic by categories

Category	Metaphor		
	Observed N	Expected N	Residual
Intertwined relationships	32	11,6	20,4
Need agents of socialization	22	11,6	10,4
Jump on the bandwagon	8	11,6	-3,6
Shared values	7	11,6	-4,6
Being mobilized	6	11,6	-5,6
Place-based	4	11,6	-7,6
Devastating impact	2	11,6	-9,6
Total	81		

Test Statistics	
	Metaphor
Chi-Square	63,926 ^a
df	6
Asymp. Sig.	,000

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 11,6.

According to the analysis result of the One Sample X2 test shown in Table 4; before the COVID-19 pandemic, a significant difference was found between the distribution of metaphors for socialization by categories ($X^2 [df=6, n=81]=63,926, p<.05$).

Metaphors Generated by Students Regarding Socialization during the COVID-19 Pandemic

The metaphors generated by the students regarding socialization during the COVID-19 pandemic are presented in Table 5.

Table 5. Metaphors generated by students regarding socialization during the COVID-19 pandemic

Items	Metaphors	f	%
1	Loneliness	14	17
2	The Internet	6	7
3	Fight	6	7
4	Bee sting	4	5
5	Philanthropy	4	5
6	Playing volleyball	4	5
7	Walking the street without a mask	2	2
8	Playing a game of chance	2	2
9	Apocalypse	2	2
10	Getting the flu	2	2
11	Eating biscuits	2	2
12	Invade	2	2
13	Way	2	2
14	Being a needle	2	2
15	A battery-powered toy	2	2
16	A person in prison speaks to a visitor in a limited way	2	2
17	Watching a show	2	2
18	Brother/Sister	2	2
19	Playing table tennis	2	2
20	To have a dialogue by avoiding	2	2
21	Distance communication of bats with sound waves	2	2
22	Writing	2	2
23	A blind person	2	2
24	Video chat	2	2
25	Making virtual shopping	2	2
26	Playing Pubg	2	2
27	Fruit cut in the middle	1	1
28	A rose left alone in the branch	1	1
29	Magnet in the opposite direction	1	1
30	Making logos	1	1
Total	30	82	100

When Table 5 is examined, it is seen that the students generated a total of 30 different metaphors for the concept of “Socialization” and expressed 82 opinions. In addition, students use the most metaphor of loneliness related to the concept of socialization ($f=14$) and it has been found that the internet and fight ($f=6$) metaphors follow it. However, it can be said that metaphors are created from a wide variety of different elements. In addition, the word cloud of the metaphors obtained in the research is included in Figure 4. As can be seen in the word cloud, the metaphors that students emphasize the most are visualized.



Figure 4. Word Cloud of Metaphors Determined for Socialization during the COVID-19 Pandemic

The metaphors generated were collected under categories of social isolation, physical distance, devastating impact, non-contact active games and limited interaction. In this context, the distribution of the metaphors generated by the students for the concept of socialization by categories is shown in Table 6.

Table 6. COVID-19 pandemic distribution of metaphors generated by students for socialization during the COVID-19 pandemic by categories

Category	Metaphor	f	Total cities	%
Devastating impact	Fight	6	26	32
	Bee sting	4		
	Walking the street without a mask	2		
	Playing a game of chance	2		
	Apocalypse	2		
	Getting the flu	2		
	Eating biscuits	2		
	Invade	2		
	Way	2		
	Being a needle	2		
Physical distance	The Internet	6	20	24
	To have a dialogue by avoiding	2		
	Distance communication of bats with sound waves	2		
	Writing	2		
	A blind person	2		
	Video chat	2		
	Making virtual shopping	2		
	Playing Pubg	2		
Social isolation	Loneliness	14	18	22
	Fruit cut in the middle	1		
	A rose left alone in the branch	1		
	Magnet in the opposite direction	1		
	Making logos	1		
Limited interaction	Philanthropy	4	12	15
	A battery-powered toy	2		
	A person in prison speaks to a visitor in a limited way	2		
	Watching a show	2		
	Brother/Sister	2		
Non-contact active games	Playing volleyball	4	6	7
	Playing table tennis	2		

Devastating Impact

A total of 10 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphors were “fight and bee sting”.

Fight: “Socialization during COVID-19 is similar to people fighting. Because people who fight are separated from each other. Now that there is a virus, people are separated from each other.” (Mualla)

Bee sting: “Socialization is like a bee sting. Because the closer we are to each other, the more we hurt each other. This is the same as when the bee stings when it is close to us.” (Derya)

Physical Distance

A total of 8 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “internet”.

Internet: “Socializing is like the Internet. Because in both of them there is communication by staying away from people.” (Hale)

Social Isolation

A total of 5 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “loneliness”.

Loneliness: “Socializing is like loneliness. Because you can't just lock yourself in a house and see anyone.” (Baran)

Limited Interaction

A total of 5 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “philanthropy”.

Philanthropy: “Socialization during COVID-19 is similar to helping health workers. Because people get caught up in this epidemic. Medics try to help people by socializing so they don't get infected.” (Gülcan)

Non-Contact Active Games

A total of 2 metaphors were specified by the students in this category. Among these metaphors, the most frequently repeated metaphor was “playing volleyball”.

Playing volleyball: “Socializing is like playing volleyball. Because volleyball is also a distant activity, and so is socialization.” (Sibel)

The Significance between the Distributions of Metaphors for Socialization during the COVID-19 Pandemic by Categories

The metaphors generated by the students for socialization during the COVID-19 pandemic were collected in 5 categories. Whether there is a significant difference between these categories has been tested with “X²”. The results of this test are shown in Table 7.

Table 7. X² test results

Category	Metaphor		
	Observed N	Expected N	Residual
Devastating impact	26	16,4	9,6
Physical distance	20	16,4	3,6
Social isolation	18	16,4	1,6
Limited interaction	12	16,4	-4,4
Non-contact active games	6	16,4	-10,4
Total	82		
Test Statistics			
	Metaphor		
Chi-Square	14,341 ^a		
df	4		
Asymp. Sig.	,006		
a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 16,4.			

According to the analysis result of the One Sample X2 test shown in Table 7, during the COVID-19 pandemic, a significant difference was found between the distribution of metaphors for socialization by category ($X^2 [df=4, n=82]=14,341, p<.05$).

Similarities between Metaphors Generated by Students Regarding Socialization before and during the COVID-19 Pandemic

Table 8. Similarities between metaphors generated by students regarding socialization before and during the COVID-19 pandemic

Metaphors generated before the COVID-19 pandemic	Common category	Metaphors generated during the COVID-19 pandemic
Squeezed tangerine, Bomb	Devastating impact	Fight, Bee sting, Walking the street without a mask, Playing a game of chance, Apocalypse, Getting the flu, Eating biscuits, Invade, Way, Being a needle

When Table 8 is examined, it is seen that the category of “devastating impact” is common from the metaphors generated by students regarding socialization before and during the COVID-19 pandemic. The category of devastating impact is included in both cases (COVID-19 pandemic and before); however, it is a category that contains different metaphors. In addition, the metaphors generated before the COVID-19 pandemic are few in number and generated from concrete concepts, during the COVID-19 pandemic, it is seen that the metaphors generated are both more and generated from abstract and concrete concepts.

Differences between Metaphors Generated by Students Regarding Socialization before and during the COVID-19 Pandemic

Table 9. Differences between metaphors generated by students regarding socialization before and during the COVID-19 pandemic

Metaphors generated before the COVID-19 pandemic	Different categories		Metaphors generated during the COVID-19 pandemic
	Before	During	
Tree, Speaking without fear, Grass, Apartment, Pomegranate grains, Collection of marbles, Hazelnut greens, Armageddon, Exam question, Circle, Magnet, Problem solving	Intertwined relationships	Social isolation	Loneliness, Fruit cut in the middle, A rose left alone in the branch, Magnet in the opposite direction, Making logos
		Limited interaction	Philanthropy, A battery-powered toy, A person in prison speaks to a visitor in a limited way, Watching a show, Brother
Shopping mall, Hairdresser	Place-based	Physical distance	The Internet, To have a dialogue by avoiding, Distance communication of bats with sound waves, Writing, A blind person, Video chat, Making virtual shopping, Playing Pubg
		Non-contact active games	Playing volleyball, Playing table tennis
Family, Book, Doing homework together, Brother, Hospitality	Needing agents of socialization	-	-
Flying bird, Laundry in the dishwasher	Jump on the bandwagon	-	-
Philanthropy, Value, Love	Shared values	-	-
Courier, Move	Being mobilized	-	-

When Table 9 is examined it has been observed that metaphors are generated by students before the COVID-19 pandemic in the categories of “intertwined relationships, place-based, needing agents of socialization, jump on the bandwagon, shared values and being mobilized”; in contrast, during the

COVID-19 pandemic, metaphors were generated by students in the categories of “social isolation, limited interaction, physical distance and non-contact active games.” In addition, when the pictures drawn about socialization before and during the COVID-19 pandemic were examined, it was found that socialization before the COVID-19 pandemic was characterized by the verb “laughing”; on the other hand, it was determined that socialization was symbolized by “distance” during the COVID-19 pandemic. Examples are presented in Figure 5 and 6.



Figure 5. Laughing



Figure 6. Distance

Discussion and Conclusion

With the research, it is aimed to reveal the reflections of socialization, which is a social issue during the COVID-19 pandemic, on the psycho-social health of secondary school students through metaphors. Thus, it was tried to compare the metaphorical perceptions of the students regarding their socialization status before and during the COVID-19 pandemic.

According to the X2 test analysis outputs, it was concluded that students perceived socialization more as “intertwined relationships” before the COVID-19 pandemic, since the difference between the categorical distributions of the metaphors generated by the students was significant before the COVID-19 pandemic. In addition, it has been determined that the category of intertwined relationships is followed by “needing agents of socialization, and jump on the bandwagon” categories. Since the students perceived socialization as “intertwined relationships, needing agents of socialization, jump on the bandwagon” before the COVID-19 pandemic, it was concluded that students tend to perceive socialization as a process that enables transition from “I” to “we”. This situation shows that students have a way of thinking that social knowledge can be acquired through socialization. Because, within the scope of “social knowledge”, which is socially structured knowledge, some attitudes and behaviors that basically enable the individual to change from “I” to “we” play a role (Brooks-Gunn & Lewis, 2017). In this context, among the standards of social studies education determined by the National Council for Social Studies (NCSS, 2010), it was emphasized that people should acquire social knowledge while regulating their social and physical environment and social environment in the context of time and spatial. Accordingly, the students stated together the social (intertwined relationships, and jump on the bandwagon) and cultural (agents of socialization) factors that affect the processes of being “me” and “us”. Similarly, it was determined that socialization / socializing metaphors related to the concept of social studies were generated in studies conducted (Büyükalın & Yaylacı, 2018).

Since students’ perceived socialization as “shared values” before the COVID-19 pandemic, it was concluded that students used metaphors for abstract symbols that hold society together. The values,

which are the source of behavior and also used to judge the tendencies and preferences of individuals, are the basic building blocks of society (Bayrak & Ecerkale, 2020). Values can be indispensable to a community for their associated aspects and they can enable individuals and society to reach a better life and maintain their existence. The values that will be obtained and internalized in this way can affect not only the social lives of students, but also their entire lives. For this purpose, when the data obtained from the metaphors related to socialization were analyzed, it was revealed that the students had a tendency to perceive the values (such as philanthropy and love) at the center of socialization. In this respect, it is important for students to refer to the values at the center of socialization in terms of developing social belonging and social self (Pfaff-Czarnecka, 2020). On the other hand, in some studies, it was determined that a distinction was made between personal and socialization values, and the value of openness to change was rated higher than a personal value as socialization (Tamm, Tulviste & Martinson, 2020).

Since students perceived socialization as “being mobilized and place-based” before the COVID-19 pandemic, it can be said that students emphasized the importance of place-based socialization. This situation shows that the perception of spatial in the child is more open to social interactions. Thus, place-based socialization can form the character of individuals and their identity in society. As a result of this, spatial that is perceived physically is gradually socialized and the child's social spatial perception develops. In this context, spatial formations do not only determine the way a social group perceives the world; at the same time, it enables the group to shape itself in accordance with this perception style (Harvey, 2003). As a result, place-based socialization provide a material infrastructure where individuals form their identities. Especially in the studies conducted, it was determined that the relationship between identity and place-based socialization was emphasized (Elbay, 2021; Våland & Georg, 2018).

According to the X2 test analysis outputs, it was concluded that students perceived socialization more as “devastating impact” during the COVID-19 pandemic, since the difference between the categorical distributions of the metaphors generated by the students was significant during the COVID-19 pandemic. In addition, it has been determined that the category of devastating impact is followed by “physical distance, social isolation, and limited interaction” categories. This situation is thought to be caused by incomplete socialization. As a result of this situation, it can be said that students may face the problem of alienation from society. Because it has been determined that students generate metaphors that point to the lack of social contact, which is one of the indicators of alienation. Studies conducted in parallel with this report indicate that social isolation negatively affects socialization (Coyle & Dugan, 2012; Dossey, 2020; Grant, Hamer & Steptoe, 2009; Holt-Lunstad et al., 2015; Novotney, 2019). In this context, Cigna (Global Health Service Company) released the results from a national survey exploring the impact and the underlining root causes of loneliness and social isolation in the United States (Demarinis, 2020). On the other hand evidence shows, say the experts from the Centers for Disease Control and Prevention (CDC), “Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019...” (CDC, 2020).

In addition, it was determined that the students generated metaphors that were categorized with the devastating impact of socialization during and before the COVID-19 pandemic. On the other hand, before the COVID-19 pandemic process, the number of metaphors included in the devastating impact category was 2 (2% for all metaphors); during the COVID-19 pandemic process, this number was 26 (32% of all metaphors). This shows that students prefer concepts that evoke negative meanings of socialization during the COVID-19 pandemic process. In this context, students may have thought that socialization during the COVID-19 pandemic process may have negative consequences. In addition, it was concluded that the pictures about socialization before the COVID-19 pandemic had more positive associations, whereas the pictures about socialization during the COVID-19 pandemic had negative connotations. In similar studies, it was determined that metaphors that evoke negative meanings of socialization were generated during the COVID-19 pandemic process (Kozlova, 2021; Semino, 2021).

When the metaphors generated by the students regarding socialization before and during the COVID-19 pandemic were examined, it was concluded that there were fundamental differences between them. The main difference is that students' tendency to perceive socialization on the axis of “social co-orientation / social isolation”. In this context, before the COVID-19 pandemic, metaphors for social co-operation were generated in accordance with socialization agents and spatial socialization; in

contrast, during the COVID-19 pandemic, it is seen that metaphors are generated that socialization occurs in isolation from society, away from socializing agents. When the results is evaluated as a whole, it can be said that the psycho-social health of students is at risk during the COVID-19 pandemic.

This research is limited to 2 secondary schools, and 82 students. In addition, student perceptions about socialization were tried to be determined through metaphors, and pictures. Based on the results and limitations of the study, the following are recommended:

- ✓ In order not to interrupt the socialization of students in the face of global disasters such as the COVID-19 pandemic, the concept, skill and values network of the secondary school curriculum should be restructured for distance socialization.
- ✓ The framework of research and studies conducted on secondary school students in the context of socialization should be expanded.
- ✓ The perceptions of students at different grade levels towards socialization should be investigated more contextually and in depth using case studies or mixed methods.
- ✓ Action research should be conducted to help students cope with situations such as loneliness and social isolation.
- ✓ In order to socialize in the network community, chat, and sharing platforms should be organized in online environments where students can come together with their teachers.

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