Metaphorical Perceptions of Generation Z Music Education Students on the Concept of their Ideal Music Teacher

Özlem Ömür*

Conservatory of Nisantasi University, Istanbul, Turkey

Corresponding author: Özlem Ömür, E-mail: omrozlem@hotmail.com

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ABSTRACT

This research aims to reveal the perceptions of Generation Z music education students regarding the concept of music teachers in their ideals, through metaphors. The research was conducted with 92 Generation Z students studying in the music education departments of different universities in Turkey. The data was collected by having the students complete the sentence, "My ideal music teacher is like…because…". The answers given were subjected to content analysis and the metaphors that the students produced for the concept were determined. Students produced 50 valid metaphors. These metaphors were grouped under five different categories. The categories determined in line with the metaphors produced by Generation Z music education students were listed from the most given metaphors to the least. As a result of the ranking, it was revealed that the students perceived their ideal music teacher as enlightening-directing and guiding, helpful and informative, loving-nurturing and supportive, necessary and reassuring, and a source of change and happiness. In line with the findings, it was concluded that Generation Z music education students idealized a music teacher who would enlighten and guide them rather than a teacher who conveyed information.

Key words: Metaphor, Generation Z, Music Education, Music Teacher

INTRODUCTION

Concepts perceived as mental phenomena are designs that direct our thoughts and actions. The conceptual system, which affects how we perceive, where we position ourselves in the World, and the relationships we establish with other people, has great importance in determining our daily life and realities.

Although metaphor is generally thought of as rhetoric to embellish the discourse, its effect is much more than that. The French "métaphore" or the English "metaphor" is a quote from the word "symbolic expression". This word is borrowed from the Greek word "metaphorá", "transfer, metamorphosis, using a word outside of its natural meaning in rhetoric, meaning shifting". The Greek word, on the other hand, is derived from the verb "metaphérō", "to change, to carry, to transform" in Ancient Greek (etimolojiturkce.com, 2022). Considering that our conceptual system is largely metaphorical, it can be said that our way of thinking, our experiences, and what we do every day are also related to metaphors (Lakoff & Johnson, 1980, p. 103).

The metaphor structure has the potential to make complex and difficult situations understandable, with or without awareness. A rhetoric that can strengthen the expression so easily can be used in the field of education and training (Geçit & Gençer, 2011, p. 2). With metaphor studies, which are frequently used in educational sciences, especially in qualitative research, the perceptions of different age groups on various concepts are tried to be determined (Sonsel & Ömür, 2021, p. 1).

When the studies in the literature are examined, it is seen that metaphor studies are carried out in the field of music education, as in other fields of education. In his study conducted in 2010, Uygun aimed to determine the metaphorical perceptions of prospective teachers from different fields about traditional music genres. In their research, Koca (2012) and Sözbir and Çakmak (2016) analyzed the perceptions of pre-school teacher candidates, Umuzdaş and Umuzdaş (2013) primary school teacher candidates, and Babacan (2014) students studying in fine arts high school, about the concept of music, through metaphors. Yazıcı (2015) examined the metaphorical perceptions of primary school teacher candidates regarding the concept of music lesson. In addition to the study by Tez and Uygun (2016) investigating the metaphorical perceptions of secondary school students about music lesson and music teacher, Düzgören and Gerten (2017) investigated the metaphorical perceptions of Anatolian High School students about the concept of music lesson. Çevik Kılıç (2017a) conducted research that aims to reveal the perceptions of music teacher candidates about the concepts of "music education program" and the concepts of "teacher" (2017b) through metaphors. Ahmethan and Yiğit (2018), on the other hand, aimed to determine the perceptions of music teacher candidates about the ideal music teacher in their studies. Eren (2018) determined

the perceptions of special education teacher candidates regarding the concept of music through metaphors. Altun and Musmul (2018) investigated the concept of "music" of individuals who participated in the violin training course, and Girgin (2019) investigated the metaphorical perceptions of music teacher candidates about instrument education. In his research, Çetinkaya (2019) determined the metaphorical perceptions of the Music Department students regarding the concept of music. Özaydın (2019) analyzed the perceptions on the concept of sound, and Akça et al. (2019) analyzed the perceptions of the music students of science and art centers regarding the concept of music, again through metaphors. In this study, it was examined how Generation Z music education students, who were born into the digital age and are digitally literate, perceived the concept of music teacher in their ideals through metaphor.
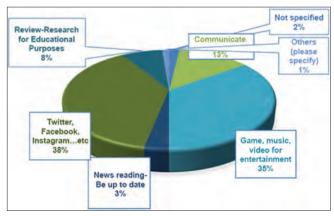
Although there are differences in years, according to researchers, the generation born between the 1990s and the mid-2000s is called Generation Z (Şahin, 2018, p. 92). Mohr and Mohr (2017, p. 86) showed the birth years of the X, Y and Z generations as in Figure 1 in their research examining the generations (Table 1).

Generation Z, who express their wishes and preferences more easily through different communication channels and differ from previous generations due to their continuous access to digital media, perceives the time they are away from the internet and social media as a loss. Generation Z is very fast both in terms of learning and thinking, and growing and consuming. In addition, the lack of attention and concentration caused by the excess of opportunities, the fact that they care less about the concept of authority than other generations show that it is necessary to develop different education models for this generation (Oyman et al., 2013, pp. 80-81; Sanıyer, 2015, p. 33).

In recent years, it has been observed that research on generational studies in the field of education has increased. Considering that especially technological developments and

Table 1. Comparison of recent generations (Mohr & Mohr, 2017)

Perspective	Gen X—Busters	Gen Y— Millennials	Gen Z— Digital Natives
Birth Years	1965-1980	1981-1994	1995-2010

Figure 1. Data on the communication tool most used by the Z generation (Özdemir, 2021, p. 297)

digital literacy change and transform the lifestyles of generations, it has become very important to examine the impact of this change and transformation on education and students (Ardıç & Altun, 2017, p. 18). Today, Generation Z students can access information more easily than previous generations. However, it is difficult to say that these students have sufficient skills in finding, evaluating, using and presenting information (Lorenzo & Dziuban, 2006, p. 8). This situation reveals that the thinking skills of the students are not sufficiently developed (Figure 1).

In a previous study by the author, the perspectives of piano educators on the characteristics of Generation Z piano students were examined. In the present study, it is aimed to examine the perceptions of music teachers in the ideals of Generation Z music education students through metaphors. This research is important in terms of determining what kind of music teacher concept Generation Z students, who chose to be a student of the field with the aim of becoming a music teacher, have in their ideals and to understand what kind of music teacher they aim to be. In the light of the stated purpose and importance, answers to the following questions were sought:

1. Through which metaphors do Z generation music education students explain their ideal music teacher?
2. Under which conceptual categories can the metaphors used by students be shown in terms of their common characteristics?
3. Which feature of the teacher do the students give the most importance in the metaphors they use for their ideal music teacher?

METHOD

Research Model

In this research, which aims to determine the metaphorical perceptions of Generation Z music education students about the ideal music teacher, "phenomenology", one of the qualitative research designs, was used. Through phenomenology, which is a method that focuses on evaluating lived experience (Miller, 2003, as cited in Kocabıyık, 2015, p. 55), situations, concepts, perceptions, and orientations that cannot be fully grasped can be investigated (Yıldırım & Şimşek, 2008). Metaphors can be used as a powerful mental tool to reveal students' personal values, philosophies, and beliefs about learning and teaching (Saban et al., 2006, p. 319). In the content analysis of the expressions obtained, it is important to conceptualize the data and determine the categories that will define the phenomenon.

Participants

The study group of this research consists of studied 92 music education students who are studying at Kastamonu University, Gazi University, Marmara University, Bolu Abant İzzet Baysal University, Uludağ University, Muğla Sıtkı Koçman University, Konya Necmettin Erbakan University and Ankara Fine Arts University Music Education Department in the 2021-2022 academic year. The study is limited to Generation Z music education students. For this

reason, the age limit range of the students forming the study group was determined as 18-25. The demographic characteristics of the study group are shown in Table 2.

Data Collection and Analysis

It is thought that the data collection technique with metaphors is more advantageous than other data collection techniques, especially in examining human perceptions. Before preparing the data collection tool, the studies in which metaphors were used as a tool in the field of music were examined (Uygun, 2010; Koca 2012; Sözbir & Çakmak, 2016; Umuzdaş & Umuzdaş, 2013; Babacan, 2014; Yazıcı, 2015; Tez & Uygun, 2016; Düzgören & Gerten, 2017; Kılıç, 2017a; 2017b; Eren, 2018; Altun & Musmul, 2018; Girgin, 2019; Çetinkaya, 2019; Özaydın, 2019; Akça et al., 2019).

In order to directly reach the metaphorical perceptions of Generation Z music education students, the data of the research were collected through open-ended questions. In the research, in order to reveal the perception of music teacher in the ideals of Generation Z music education students, each student completed the sentence, "My ideal music teacher is like. because…".

A semi-structured "Generation Z music education student metaphorical perception form" prepared by the researcher was used to collect the data. The form, which consisted of students' demographic information and the open-ended question to be completed, was converted into Google Documents and sent to the students. The answers given were subjected to content analysis and the metaphors that the students produced for the concept were determined. Content analysis is to gather similar data within the framework of certain themes and concepts, and to organize them in a way that the reader can understand (Yıldırım & Şimşek, 2011). While analyzing the metaphors, the following stages determined by Saban (2008, pp. 464-467) were followed.

1. Naming stage: At this stage, metaphors produced by students were listed and each metaphor was coded (for example, compass, pole star, tree, breath, etc.).
2. Classification stage: The metaphors produced by Generation Z music education students were analyzed in terms of their similarities or common features.

Table 2. Demographic characteristics of the participants

		f	*%*
Gender	Female	49	53.3
	Male	43	46.7
University	Kastamonu University	20	21.7
	Gazi University	17	18.5
	Marmara University	15	16.3
	Bolu Abant İzzet Baysal University	13	14.1
	Bursa Uludağ University	10	10.9
	Muğla Sıtkı Koçman University	7	7.6
	Konya Necmettin Erbakan University	6	6.5
	Ankara Fine Arts University	4	4.3
Total		92	100

3. Category development stage: At this stage, the metaphors produced by the students were categorized according to their content and meanings. Thus, a total of 5 different conceptual categories were created.
4. Validity and reliability stage: Expert opinion was sought to ensure the validity and reliability of the study. At this stage, two expert music educators, whose opinions were consulted, categorized only two metaphors (mirror, sound) differently from the researcher. Necessary arrangements were made in line with the opinions of three field experts regarding the codes and themes obtained. The reliability of the study was calculated by Miles & Huberman's (1994) Reliability Formula = Consensus/Consensus + Disagreement. The consensus rate was found to be 92%.
5. Digitization stage of data: All data were digitized and tabulated by calculating frequency (f) and percentages (%). Then, it was explained by the researcher and made ready for interpretation.

Along with all this, the process of identifying and analyzing the metaphors in the research was explained in detail, and direct quotations were made from the answers given by Ggeneration Z music education students in the findings part of the research. Detailed descriptions and examples are thought to be important in terms of increasing the reliability of the research.

RESULTS

Generation Z music students produced a total of 50 valid metaphors for their ideal music teacher perceptions. In Table 3, the metaphors developed by the students participating in the research are listed in alphabetical order, and the number (frequency) of students representing each metaphor is shown.

The metaphors used by Generation Z music education students regarding their ideal music teacher were gathered under five categories. The categories, the metaphors included in the categories, the student and the number of metaphors were tabulated separately and interpreted with examples.

As Table 4 shows, in the category of "enlightening-directing and guiding", 32 students produced 17 metaphors. The category in which the most metaphors were produced in the study was this category. The sun metaphor has been the most used metaphor among the enlightening-direction and guiding metaphors. It is seen that this metaphor is followed by the metaphors of compass, light, and lamp. In line with the findings, it can be said that Generation Z music education students idealize a music teacher who will enlighten them and guide them. Below are examples of the views of Generation Z music education students in this category. The statements of the students were transferred without any change and indicated by the student number.

My ideal music teacher is like the sun, because they prepare students for both their lessons and life, and is a light for their student's future. [S5]
My ideal music teacher is like a lamp because they should illuminate the students and guide and be a light to them. [S17]
My ideal music teacher is like a compass because they guide our future. [S33]

My ideal music teacher is like a guide. Because art is something that accompanies us in our perception of life. As the teacher explains art and music, we can

Table 3. Alphabetical order and frequencies of metaphors about the ideal music teacher

No	Metaphor	f	No	Metaphor	f
1	Tree	4	26	Guide	1
2	Key	3	27	Book	7
3	Mom	3	28	Pole Star	2
4	Encyclopedia	1	29	Library	2
5	Car	2	30	Lamp	3
6	Mirror	1	31	Fun fair	1
7	Spring	1	32	Candle	1
8	Gardener	1	33	Happiness	1
9	Walking Stick	2	34	Breath	2
10	Flower	1	35	School	1
11	Sea	2	36	Ocean	1
12	File	1	37	Compass	4
13	World	1	38	Directory	2
14	Parent	4	39	Picture	1
15	Hand	1	40	Rhythm	1
16	Instrument	3	41	Artist	1
17	Universe	1	42	Sound	1
18	Torch	1	43	Love	1
19	Boat	1	44	Water	2
20	Rainbow	2	45	Song	2
21	Daytime	1	46	Chef	1
22	Sun	5	47	Telescope	1
23	Light	3	48	Soil	3
24	Medicine	1	49	Rain	1
25	Captain	2	50	Star	1
Total					92

Table 4. Metaphors and numbers for category 1

Categories	Metaphors	Number of Students (f)	Number of Metaphors
Enlightening-directing and guiding	Car (2) World Torch Boat Daytime Sun (5) Light (3) Captain (2) Guide Pole Star (2) Lamp (3) Candle Compass (4) Guide (2) Chef Telescope Star	32	17

learn something not only about these but also about life itself. [S47]

As Table 5 shows, in the "helpful and informative" category, there are 13 metaphors and 23 students. In this category, the metaphor of the book was the most produced metaphor, which was followed by the metaphor of the instrument. The metaphors show that Generation Z music education students care about help and knowledge transfer. Below are examples of the views of Generation Z music education students in this category. The statements of the students were transferred without any change and indicated by the student number.

My ideal music teacher is like a book because they help expand the student's world. [S2]

Like an instrument because the more you get to know it, the more information you can learn. [S21]

Like rhythm because they help us organize what we've learned. [S56]

My ideal music teacher is like the ocean because they have unlimited knowledge. [S77]

As Table 6 shows, category 3 is defined as loving- nurturing and supportive. In this category, 7 metaphors of 18 students were evaluated. While the most produced metaphors were tree and parent metaphors, these metaphors were followed by mother and earth metaphors. Based on the findings, it is possible to say that Generation Z students attach importance to love and support in the learning process. Below are examples of the views of Generation Z music education students in this category. The statements of the students were transferred without any change and indicated by the student number.

Table 5. Metaphors and numbers for the 2nd category

Category	Metaphors	Number of Students (f)	Number of Metaphors
Helpful and informative	Encyclopedia Gardener Sea (2) File Hand Instrument (3) Book (7) Library (2) School Ocean Picture Rhythm Artist	23	13

Table 6. Metaphors and numbers for the 3rd category

Category	Metaphors	Number of Students (f)	Number of Metaphors
Loving-nurturing and supportive	Tree (4) Mother (3) Walking stick (2) Parent (4) Universe Love Earth (3)	18	7

The ideal music teacher is like a tree because by recognizing the musical background of the students they train, they enable the students to take root in the world and bear fruit for other generations to come just like them. [S6]

The ideal music teacher is like a parent because they bundle up. [S62]

She is like a mother because her love, care, and compassion heal everyone. [S83]

My ideal music teacher is like the earth because it is nurturing and giving. [S90]

As Table 7 shows, in the category of "Necessary and reassuring", 10 students produced 6 metaphors. In this category, besides key, breath and water metaphors, medicine, sound and mirror metaphors are also included. The metaphors suggest that Generation Z music education students idealize their ideal music teacher as being reliable and meeting their needs. Below are examples of the views of Z generation music education students in this category. The statements of the students were transferred without any change and indicated by the student number.

They are like a key because they instill confidence in us by allowing us to open all the doors to our profession. [S74]

My ideal music teacher is like a sound because they resonate with every student, big or small, and is an indispensable requirement for my profession. [S19]

My ideal music teacher is like breathing because they should be a source of life for their students. [S63]

They are like a mirror because they allow us to see ourselves and does not mislead. [S38]

As Table 8 shows, the 5th and last category is determined as a source of change and happiness, and 7 metaphors of 9 students were evaluated in this category. Rainbow and song metaphors were the most used metaphors in this category. The metaphors used can be interpreted as Generation Z students consider a music teacher who will change their ideals and be a source of happiness. Below are examples of the

Table 7. Metaphors and numbers for the 4th category

Category	Metaphors	Number of Students (f)	Number of Metaphors
Necessary and reassuring	Key (3) Mirror Medicine Breath (2) Sound Water (2)	10	6

Table 8. Metaphors and numbers for the 5th category

Category	Metaphors	Number of Students (f)	Number of Metaphors
Source of change and happiness	Spring Flower Rainbow (2) Fun fair Happiness Song (2) Rain	9	7

views of Generation Z music education students in this category. The statements of the students were transferred without any change and indicated by the student number.

They are like a song because they allow us to do our job with happiness and joy. [S7]

They are like an amusement park because they entertain, teach and confront our fears. [S44]

They are like rain falling on dry land because only that knowledge can educate students. [S78]

They are like a rainbow because, when we first see them as a whole, they make us jump, fill us with joy, and make us look with admiration. But when we focus on all the colors one by one, each one has a different meaning, each one feels different. In other words, a music teacher has a different meaning for each student, but when viewed as a whole, the student should see a happy teacher. A teacher should stir a student's heart, establish a different relationship with each student, and display their colors. [S8]

DISCUSSION AND CONCLUSION

The observations, problems, thoughts, and values that Generation Z music education students have accumulated in their student life regarding the concept of music teacher in their ideals are important in terms of revealing what kind of music teacher they want to create in the future. Based on this idea, the concept of music teacher in the ideals of 92 music education students in Generation Z was grouped under five categories with 50 metaphorical images. When the categories were sorted from the most to the least, categories of "enlightening-directing and guiding", "helpful and informative", "loving-nurturing and supportive", "necessary and reassuring", and "source of change and happiness" emerged. Of course, more metaphors are needed to explain the concept of music teachers in the ideals of Generation Z music education students holistically. The limitation of the study is that metaphors represent only a part of the phenomenon they are trying to describe, not the whole (Saban, 2004). The study is limited only to the perceptions of the music teacher in the ideals of the group included in the research.

When looking at the categories, it is seen that the music teacher in the ideals of Generation Z music education students is mostly shaped as a role model that enlightens and guides. In a study conducted by Gür (2012), it is emphasized that the teacher is the one who guides society. This supports the findings of the research. In the research of Seferoğlu, Korkmazgil and Ölçü (2009), it is emphasized that the figure who will facilitate the learning of the students and guide them is the teacher. This approach also shows parallelism with the results of the study. In his study, Oğuz (2009) aimed at exploring how pre-service teachers describe how they see themselves as a teacher with metaphors. In the study, it was determined that the metaphor of "guide", which was defined as the one who shows the way and the route, was the most used metaphor. Çevik Kılıç (2017b), who aimed to determine the perceptions of music teacher candidates about the concept of "teacher" through metaphors, concluded that the most preferred metaphors were "road" and "compass" in his

study. This result directly supports the findings of the present study. In addition to all these, the view that Generation Z cares less about the concept of authority compared to other generations (Oyman et al., 2013, pp. 80-81; Sanıyer, 2015, p. 33) supports the finding of the present research that students see the ideal teacher more as a guide.

The second category in which metaphors were used the most in the research was the category of "helpful and informative". Considering the first two categories in which Generation Z students produce metaphors the most, it is striking that the primary characteristics of the ideal music teacher are to guide and help them. This result is in line with the research conducted by Ömür (2021, p. 281), in which she concluded that Generation Z piano students need help and support more than ever, when their study and learning characteristics are examined. In many studies on teacher perception, it has been determined that the teacher is seen as a transmitter of information (Guerrero & Vilamil, 2002; Ocak & Gündüz, 2006; Saban et al., 2006; Cerit, 2008). These results are in line with the research findings. This situation is thought to be related to the fact that the education system is focused on information transfer. The most striking thing here is that Generation Z music education students describe their ideal teacher as a helper rather than an informant. In the category, the metaphor of "book" was the most used metaphor among all metaphors throughout the research. Even in this metaphor, the students emphasized the teacher's help rather than information transfer. Generation Z students cannot tolerate traditional teaching practices that make them passive, on the contrary, they prefer to learn by doing and living actively (Şahin, 2009, p. 160). Today, the most important feature of Generation Z is that they are digital literate. It is observed that students, who can easily access all kinds of information thanks to this feature, have difficulty in distinguishing which information is correct and which is misleading. Therefore, it is understandable that the idealized teacher of Generation Z students is a helper who guides rather than an informant.

The third category in the research is the loving-nurturing and supportive category. In the study of Ahmethan and Yiğit (2017), it is seen that the ideal music teacher perceptions of music teacher candidates focus on the role of a "loving and supportive" teacher. The result of the present study supports the findings of the research. In the research to determine the perceptions of the individuals in the generations X, Y, and Z towards education, teachers and students, when the teacher perceptions of the generations are examined, Generation X described the teacher as disciplined and responsible, Generation Y as reliable and patient, and Generation Z as reliable, patient and affectionate (Tunç Şahin et al., 2021) At this point, the result obtained in the study coincides with the research findings.

The fourth category of the research is "necessary and reassuring". Generation Z, who is heavily involved in the digital world, reveals underdeveloped social and relationship skills. This puts them at risk of insecurity, depression, and other mental health concerns (Seemiller & Grace, 2016; Twenge, 2017). In line with this view, it is an expected result that they idealize a music teacher who responds to their needs and makes them feel safe in their learning processes.

The result shows parallelism with the study by Tunç Şahin et al., 2021, who described the teacher of Generation Z as reliable, patient, and affectionate, as in the previous category.

The category of "change and source of happiness" is the last category of the research. It can be said that the world view of Generation Z is more individual than other generations. This diverse, open-minded generation cares more about professional success and financial security. They adapt to change faster and say that their ultimate goal is to be happy (Karadoğan, 2019, p. 20). The finding of the study coincides with the fifth and last category of this study. Generation Z is less happy than other generations and wants to learn by having fun (Tabscott, 2009, p. 6; Twenge, 2017). These views confirm that Generation Z students define their ideal music teacher as a source of change, happiness, and joy in order to have a learning process suitable for their own lifestyles and goals.

Metaphor studies on the perceptions of Generation Z students in the field of music will be useful in order to better understand generation students and to guide those who are now in the transition period from student to professional life. According to this result, metaphor research can be conducted on different education concepts for Generation Z music students and music teacher candidates. A comprehensive and long-lasting further research can be conducted on whether Generation Z music education students' perceptions and thoughts about the ideal music teacher have changed in their teaching experiences. In addition, conducting a similar study on the sample of lecturers will enable the process to be seen from the other side.

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