



## Metaphorical Perceptions of the Concepts “Teaching Profession” and “Raising Students” \*

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### ABSTRACT

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**Purpose of Study:** This study aims to reveal, via metaphors, pre-service biology teachers' perceptions of “teaching profession” and “raising students.”  
**Research Methods:** In accordance with the aim of the study, phenomenology, one of the qualitative paradigm patterns, is used. The study group consists of 80 pre-service biology teachers taking pedagogical formation at the faculty of education at a state university in Ankara during the 2015-2016 academic year, spring semester. A metaphor form was used as a data-gathering tool. Data were analyzed through content analysis.

**Findings:** Through the study, it was determined that pre-service teachers generated 31 metaphors for “raising students” and 37 metaphors for “teaching profession.” The most frequently used metaphor for “teaching profession” is “motherhood,” and “giving life to a plant” for “raising students.”

**Implications for Research and Practice:** As a result of the study, it was found that pre-service teachers think of teaching as a profession that requires labour, patience, responsibility, experience, innovation, and trust. Moreover, it was revealed that teachers should guide students and that students view teachers as role models. In this respect, since qualities such as being qualified leaders, guides, and observers are put at the fore for teachers today, it can be stated that teachers are expected to believe that they can carry out what is required of them.

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## Introduction

As the most important and basic element of education, teachers have a significant role in the development of a country, training individuals, and transferring existing values to the next generation (Lasky, 2005; Nayir & Taneri, 2016). With today's rapid technological advancements, a great responsibility falls to the education system, and the teaching profession has that responsibility within the Turkish National Education System (Dundar & Karaca, 2013). Different from other professions, teaching can be defined as a noble profession which requires self-sacrifice and devotion as opposed to being merely a source of income (Beauchamp & Thomas, 2009). In Turkey, teachers are raised through field and pedagogical formation education. During their education, students are expected to acquire all the proficiencies required regarding field knowledge and teaching methods. Practical application of teacher education occurs through school experience and teaching application at faculties of education and through teaching during pedagogical formation education. These applications not only contribute to the development of these students' teaching skills but also help them become more experienced and transmit their knowledge to a class (Bell & Robinson, 2004). Thus, it is thought that pre-service teachers will gain experience within the modern education approach and will have the ability to guide their students. Moreover, it can be said that asking for pre-service teachers' views of the teaching profession would put forth their perceptions of the profession (Mahlios & Maxson, 1998; White, 2009).

### *Aim and Significance of the Study*

The teaching profession and training students can be defined as a status that provides an end product through personal qualities and professional attitudes; it is gained in the long term, and it results in a social gain. In this case, it can be argued that the profession-related cognitive qualities of pre-service teachers who are enrolled at faculties of education and take pedagogical formation education are effective in their professional lives. Thus, it is thought that it is important to determine pre-service teachers' perceptions of "teaching profession" and "raising students" through metaphors (Koc, 2014). In this respect, for this study, perceptions related to the concepts "teaching profession" and "raising students" are determined via metaphors, also called "a creative expression of perspectives." Further, in the literature, metaphor studies are conducted to reveal pre-service teachers' views (Boostrom, 1998; Hunt, 2006; Thomas & Beauchamp, 2011). Metaphors are defined as mental mapping and modelling mechanisms which help people construct their thoughts. At the same time, they can be called perception tools people use when they try to explain events or things through comparison (Bullough, 1991). In literature, a study by Yalcin and Eren (2011) claims that the obtained metaphors are related to attitude and success and that success in a class increases with the obtained findings. Other metaphor studies in literature are mostly related to concepts such as "teacher, student, teaching process, teaching profession, education program, pedagogical formation program, principal, school, class, class management, learning, teaching, teaching material" (Dundar & Karaca, 2013; Gordon, 2010; Ulukok, Bayram, & Selvi, 2015). For example, one study determined that related to "teaching profession," pre-

service Turkish teachers generate metaphors such as guide, leading figure, knowledge provider, shaper, and healer. In a research conducted by Cocuk et al. (2015), teaching profession-related metaphoric perceptions of pre-service teachers who take pedagogical formation education were determined. At the end of the research, it is seen that the teaching profession was likened to such positive images as mother, life, and water, but it was also associated with such negative expressions as worthless stamp and babysitting. In this study, too, the aim is to examine pre-service teachers' metaphors related to their perception of the concepts "teaching profession" and "training students" and to fill a gap in literature dealing with these concepts together and, thus, to comparatively examine this knowledge that will be important in pre-service teachers' professional lives. When it is understood that proficiencies related to teaching are taught in a shorter amount of time in pedagogical formation compared to faculties of education, it is believed that it is helpful for training teachers to examine pre-service teachers' views on their professions.

It is known that revealing teachers' and pre-service teachers' views through metaphors directly influences the planning and analysis of education. Thus, it is thought that most existing or prospective projects should focus on the teaching profession, students, school, raising students, class, class management, because it is believed that such projects play a significant role in the education system (Martinez, Saulea, & Huber, 2001). In this study, which was realized within this context, metaphorical perceptions about "teaching profession" and "raising students" were examined, and the aim was to contribute to the quality of education and effective training of teachers. Additionally, the following questions were tried addressed:

1. What metaphors do pre-service teachers enrolled at the faculties of education generate for "teaching profession" and "raising students"?
2. What metaphors do pre-service teachers enrolled at pedagogical formation programs generate for "teaching profession" and "raising students"?
3. Is there a difference between the metaphoric perceptions of these two groups?

## Method

### *Research Design*

In accordance with the aim of the study, phenomenology, one of the qualitative paradigm patterns, was used. The phenomenology paradigm patterns aim to reveal the relationship between the expressions an individual tries to learn or comprehend, and experiences. Thanks to this paradigm pattern, individuals' emotions, perceptions, and views can be understood and interpreted. Also, studies conducted with phenomenology pattern provide precise and generalizable results appropriate for the nature of the study (Fraenkel & Wallen, 2008).

### *Research Sample*

The study group consists of 80 pre-service biology teachers enrolled at the faculty of education or taking pedagogical formation education at a state university in Ankara during the 2015-2016 academic year. Forty participants (50%) are enrolled at the faculty of education (FoE), and the other 40 (50%) take pedagogical formation (PFE). Sampling was selected via accessible case sampling. With the method, the researcher selected those who are easy to access so the study runs fast and practical (Yildirim & Simsek, 2013).

### *Research Instruments and Procedures*

As a data-gathering tool, a metaphor form was used in the study. In the study, pre-service teachers were asked to complete sentences on the metaphor form. The sentences were, "*(The) Teaching profession is like ..... because .....*" and "*Raising students is like ..... because .....*" Pre-service teachers were given a short introduction to metaphors before application of the form. After receiving the forms, they were given 20-25 minutes to complete them without consulting each other's views and opinions. The application was realized within a class hour. The researcher developed the metaphors given in the form, and the data were gathered from individuals who would reflect the determined phenomenon (Buyukozturk et al., 2012). Also, the form developed by the researchers was examined by two experts with PhDs. The experts' views deemed the data-gathering tool appropriate for and applicable to the study (Daymon & Holloway, 2003; Roberts & Priest, 2006). Data obtained in this study constitute the basis of the data source of this study.

### *Data Analysis*

In the analysis of data, content analysis was used as coding, forming categories, designing data according to the code and categories, and providing validity and reliability. The aim of the content analysis was to conceptualize the data and to define the phenomenon via categories and themes (Yildirim & Simsek, 2013). The first step was to transfer data to electronic media. Thirty-four appropriate codes for "teaching profession," 35 appropriate codes for "training students" from FoE, 32 appropriate data for "teaching profession," and 32 appropriate codes for "training students" from PFE were coded. Then, similar ones were gathered by determining similarities and common traits in metaphors (Alger, 2009; Guerrero & Villamil, 2002). With a last decision, metaphors gathered because of their common traits were put into six categories for "teaching profession" and five categories for "training students." Then, explanations were given under related themes. Next, a chi-square test was done to determine whether there is a difference in the metaphors generated by pre-service biology teachers at faculties of education and pre-service biology teachers taking pedagogical formation. The results were analysed by SPSS and then interpreted.

*Validity and Reliability*

Data analysis process, the formation of categories, and the reasoning behind the formation of categories were explained in detail to provide validity for study results. Moreover, a detailed final report was presented, and pre-service teachers' metaphors and their reasoning were directly quoted. Within the scope of reliability, data were given to two experts who hold PhDs. These experts did a categorization by reviewing the material at different times. Harmony between the researcher and the experts and the reliability of the study was determined by applying the formula suggested by Miles and Huberman (2002) [Reliability=(Agreement/(Agreement+Disagreement))x100]. Harmony between the researcher and the experts was found to be 90 percent for "teaching profession" and 92 percent for "training students." According to Miles and Huberman (2002), any harmony that is 90 percent or above indicates that the study has reliability. Thus, the reliability and validity of the study were ensured by these methods.

**Results**

In this section, pre-service teachers' metaphors regarding "teaching profession" and "training students" were given in tables, and the categories were examined in relation to pre-service teachers studying at faculties of education and pre-service teachers taking pedagogical formation.

*Metaphors Related to Teaching Profession*

In the study, data were collected with 40 PFE and 40 FoE views. However, only 32 PFE and 34 FoE views were considered valid, and in total 37 metaphors were generated. Metaphors generated by pre-service teachers and their categories were given in Table 1.

**Table 1**

*Distribution of Metaphors Related to Teaching Profession, According to Categories*

| Categories  | (f, %)      | Metaphors                  | PFE (f,%) | FoE (f,%)  | Total (f,%) |
|---|-------------|----------------------------|-----------|------------|-------------|
| Teaching as a profession that requires patience, labour, responsibility | 36 (56,25%) | Being a parent             | 2 (6,25%) | 4 (11,76%) | 6 (9,37%)   |
|   |             | Being a hacker             | -         | 1 (2,94%)  | 1 (1,56%)   |
|   |             | Painting                   | -         | 1 (2,94%)  | 1 (1,56%)   |
|   |             | Being a mother             | 2 (6,25%) | 7 (20,58%) | 9 (14,06%)  |
|   |             | Being a farmer             | -         | 2 (5,88%)  | 2 (3,12%)   |
|   |             | Patience                   | -         | 1 (2,94%)  | 1 (1,56%)   |
|   |             | Planting                   | -         | 3 (8,82%)  | 3 (4,68%)   |
|   |             | Being a doctor             | -         | 1 (2,94%)  | 1 (1,56%)   |
|   |             | Being Spiderman            | -         | 1 (2,94%)  | 1 (1,56%)   |
|   |             | Being a gardener           | 2 (6,25%) | -          | 2 (3,12%)   |
|   |             | Being a technical director | 1 (3,12%) | -          | 1 (1,56%)   |
|   |             | Water                      | 1 (3,12%) | -          | 1 (1,56%)   |
|   |             | Starfish                   | 1 (3,12%) | -          | 1 (1,56%)   |

Table 1 Continue

| Categories  | (f, %)    | Metaphors             | PFE (f,%) | FoE (f,%) | Total (f,%) |
|---|-----------|-----------------------|-----------|-----------|-------------|
|   |           | Being a tailor        | 2 (6,25%) | -         | 2 (3,12%)   |
|   |           | Nature                | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | A big bag             | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | Planting a tree       | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | Playing video games   | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | Plane tree            | -         | 1 (2,94%) | 1 (1,56%)   |
|   |           | Raising a good person | -         | 1 (2,94%) | 1 (1,56%)   |
| Teaching as a profession that requires experience           | 8 (12,5%) | Being a carpenter     | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | Acting                | 3 (9,37%) | -         | 3 (4,68%)   |
|   |           | Being a cook          | 2 (6,25%) | -         | 2 (3,12%)   |
|   |           | Compass               | -         | 3 (8,82%) | 3 (4,68%)   |
|   |           | Candle                | -         | 1 (2,94%) | 1 (1,56%)   |
| Teaching as a profession that guides students               | 8 (12,5%) | Being a ship captain  | 1 (3,12%) | -         | 1 (1,56%)   |
|   |           | Being a sculptor      | 2 (6,25%) | -         | 2 (3,12%)   |
|   |           | Being a coach         | 1 (3,12%) | -         | 1 (1,56%)   |
| Teaching as a profession that students take as a role model | 5 (7,81%) | Acting                | -         | 1 (2,94%) | 1 (1,56%)   |
|   |           | A famous model        | -         | 1 (2,94%) | 1 (1,56%)   |
|   |           | Being a parent        | -         | 2 (5,88%) | 2 (3,12%)   |
|   |           | Being a pilot         | 1 (3,12%) | -         | 1 (1,56%)   |
| Teaching as a profession that is expected to be innovative  | 5 (7,81%) | Being a cook          | 1 (3,12%) | 1 (2,94%) | 2 (3,12%)   |
|   |           | Cooking               | 2 (6,25%) | -         | 2 (3,12%)   |
|   |           | Being a magician      | 1 (3,12%) | -         | 1 (1,56%)   |
| Teaching as a profession that requires trust                | 4 (6,25%) | Being a mother        | -         | 2 (5,88%) | 2 (3,12%)   |
|   |           | Being a driver        | 2 (6,25%) | -         | 2 (3,12%)   |

As can be seen in Table 1, the 37 metaphors generated by pre-service teachers were gathered under six categories. The most frequently expressed metaphor is "being a mother," with nine pre-service teachers expressing it. This is followed by "being a parent," expressed by six pre-service teachers. The most frequently expressed metaphors are in the category of teaching as a profession that requires labour, patience, and responsibility. Expressions of pre-service teachers as an example to metaphors in the categories are given below (SE: FoE, SP: PFE, #: Coding number).

Teaching profession is like farming because each student is a fruit that you produce. Each and every one of them requires effort, patience, and devotion. The more you put an effort, the more you get (SE23).

Teaching profession is like being a carpenter because the material would be ruined in the hands of someone who does not know what is good for that particular material. However, in the hands of a master, the same material will become a great monument and will come to life (SP2).

Teaching profession is like a compass because the aim of the teacher is to transmit his or her knowledge to the students and make sure they receive correct information. The teacher is someone who shows the way for behaviour that would ensure what is good for society (SE2).

Teaching profession is like being a famous model because students take their teachers as their role model. They mimic the way the teacher behaves, dresses, and talks. Students see the teacher as someone who is somewhat perfect or someone who would do everything perfectly because the teacher is the teacher, and the student is the student (SE18).

Teaching profession is like being a cook because cooking as a profession is open to new things such as new recipes and cooking techniques. Just like cooks, teachers should continuously update themselves (SE39).

Teaching profession is like being a driver because the fate of many people is in the hands of the teacher. If a mistake is made, more than one person's fate is affected. However, teachers should be trusted just as one should trust a driver (SP34).

Metaphors of all pre-service teachers regarding teaching profession and the related word cloud can be found in Figure 1. Quantitative excess of the answers given by participants in the word cloud increases as the dimensions of concepts puts them at a central point. In the word cloud constructed within this context, it can be seen that words of the phrase "Being a mother" are large and at the center.



Figure 1. Word Cloud of Metaphors of Pre-Service Teachers Concerning Teaching Profession

*Metaphors about Training Students*

In the study, counting 32 PFE and 35 FoE views as valid, 31 metaphors were generated for the training students' metaphor. Metaphors generated by pre-service teachers and their categories are given in Table 2.

**Table 2***Distribution of Metaphors Related to Raising Students, According to Categories*

| Categories  | (f, %)         | Metaphors  | PFE (f,%)     | FoE (f,%)           | Total (f,%) |
|---|----------------|--|---------------|---------------------|-------------|
| Raising students with patience, labour, and transfer of knowledge | 48<br>(71,64%) | Giving life to a plant                           | 11 (34,37%)   | 9 (25,71%)          | 20 (29,85%) |
|   |                | Raising your own kid                             | 4 (12,5%)     | 4 (11,42%)          | 8 (11,94%)  |
|   |                | Farming  | -             | 3 (8,57%)           | 3 (4,47%)   |
|   |                | Sculpting  | 2 (6,25%)     | 2 (5,71%)           | 4 (5,97%)   |
|   |                | Filling water                                    | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Cultivating roses                                | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Cooking  | 2 (6,25%)     | 1 (2,85%)           | 3 (4,47%)   |
|   |                | Giving shape to a fragile object                 | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Being the director                               | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Baking   | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Embroidering                                     | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Painting on a white canvas                       | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Building a snowman                               | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Tilling the land                                 | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Growing strawberries                             | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Building a skyscraper                            | 1 (3,12%)     | -                   | 1 (1,49%)   |
|   |                | Raising students as an investment for the future | 9<br>(13,43%) | Changing the future | 1 (3,12%)   |
| Constructing a building   | 2 (6,25%)      |  |               | 1 (2,85%)           | 3 (4,47%)   |
| A project targeting the future                                    | -              |  |               | 1 (2,85%)           | 1 (1,49%)   |
| Saving money  | -              |  |               | 1 (2,85%)           | 1 (1,49%)   |
| Winning a compulsory war  | -              |  |               | 1 (2,85%)           | 1 (1,49%)   |
| Raising students by learning together                             | 3<br>(4,47%)   | Planting seeds                                   | -             | 2 (5,71%)           | 2 (2,98%)   |
|   |                | Being reborn                                     | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Riding   | -             | 1 (2,85%)           | 1 (1,49%)   |
|   |                | Rediscovering something every day                | 1 (3,12%)     | -                   | 1 (1,49%)   |



**Table 2 Continue**

| Categories                                | (f, %)       | Metaphors                             | PFE (f,%) | FoE (f,%) | Total (f,%) |
|---|--------------|---------------------------------------|-----------|-----------|-------------|
| Raising students by taking responsibility | 3<br>(4,47%) | Walking at the edge of an abyss       | -         | 1 (2,85%) | 1 (1,49%)   |
|   |              | Being a medical doctor                | -         | 1 (2,85%) | 1 (1,49%)   |
|   |              | Knitting                              | 1 (3,12%) | -         | 1 (1,49%)   |
| Raising students with experience          | 3<br>(4,47%) | Writing a book                        | 1 (3,12%) | -         | 1 (1,49%)   |
|   |              | Getting on a plane for the first time | -         | 1 (2,85%) | 1 (1,49%)   |
|   |              | Watering the plants                   | -         | 1 (2,85%) | 1 (1,49%)   |

As can be seen in Table 2, 31 metaphors were generated for training students; these metaphors were gathered under five categories. The most frequently expressed metaphor is "Giving life to a plant," with 20 pre-service teachers expressing it. This is followed by raising your own kid with eight participants, and being a sculptor with four participants. Moreover, it is also seen that these metaphors are under the category of raising students with patience, labour, and transfer of knowledge. Pre-service teachers' reasoning for their metaphors is given below.

*Raising students is like being a sculptor because you shape the dough (the student) given to you with such care. The end result is yours, good or bad (SE10).*

*Raising students is like a project targeting the future because raising students can be considered as an investment that seems like a dream for the time being, the effects of which we will see in the future (SE34).*

*Raising students is like riding because you can either put all weight on the student, or you can walk by them. Either way, you learn things together (SE37).*

*Raising students is like being a doctor because one mistake you make may cost your student's life. Raising students is a huge responsibility. You can save their lives depending on the way you raise them. (SE40).*

*Raising students is like watering a plant because each student is a plant, and teachers water them with their experience. Then, teachers will see the growth of these plants and be happy (SE26).*

Metaphors of all pre-service teachers regarding raising students and the related word cloud can be found in Figure 2. In the word cloud constructed within this context, it can be seen that words of the phrase "Giving life to a plant" are big and at the centre.



*Figure 2.* Word Cloud of Metaphors of Pre-Service Teachers Concerning Raising Students

*Comparison of Categories of Teaching Profession and Raising Students within the Context of FoE and PFE*

Chi-square test was done to compare the categories of pre-service teachers' metaphors for teaching profession and raising students within the context of FoE and PFE. The results can be seen in Table 3 and Table 4.

**Table 3**

*Comparison of Categories Related to Teaching Profession, According to FoE and PFE*

| Categories   | PFE      |       | FoE      |       |
|--|----------|-------|----------|-------|
|  | <i>f</i> | %     | <i>f</i> | %     |
| Teaching as a profession that requires labour, patience and responsibility | 15       | 46,87 | 21       | 61,76 |
| Teaching as a profession that requires experience                          | 6        | 18,75 | 2        | 5,88  |
| Teaching as a profession that guides students                              | 4        | 12,5  | 4        | 11,76 |
| Teaching as a profession that is a role model for students                 | 1        | 3,12  | 4        | 11,76 |
| Teaching as a profession that is expected to be innovative                 | 4        | 12,5  | 1        | 2,94  |
| Teaching as a profession that requires trust                               | 2        | 6,25  | 2        | 5,88  |

$$\chi^2=6,545, df=5, p = .257, p > .05$$

When Table 3 and Table 4 were examined, it was determined that the difference between the categories formed by the metaphors generated for raising students in FoE and PFE is not statistically meaningful. As a result, metaphors students have for "teaching profession" and "raising students" in FoE and PFE do not have any meaningful difference.

**Table 4**

*Comparison of Categories Related to Raising Students, According to FoE and PFE*

| Categories   | PFE |       | FoE |       |
|--|-----|-------|-----|-------|
|  | f   | %     | f   | %     |
| Raising students with patience, labour and transfer of knowledge | 26  | 81,25 | 23  | 65,71 |
| Raising students to invest in the future                         | 3   | 9,37  | 6   | 17,14 |
| Raising students by learning together                            | 1   | 3,12  | 2   | 5,71  |
| Raising students by taking responsibility                        | 1   | 3,12  | 2   | 5,71  |
| Raising students with experience                                 | 1   | 3,12  | 2   | 5,71  |

$\chi^2=2,053$ ,  $df=4$ ,  $p = .726$ ,  $p > .05$

## Discussion and Conclusion

### *Discussion*

As a result of the study, views of students at FoE and PFE on teaching profession and raising students were determined via metaphors. It was also obtained at the end of this study that pre-service teachers think of teaching as a profession that requires labour, patience, responsibility, experience, innovation, and trust. Moreover, it was revealed that they think teachers should be guides to their students and that students take teachers as their role models (Aslan, 2013; Ekiz & Kocyigit, 2013). It can be said that teachers are guides to their students in preparing them for life since it is known that the role of teachers is to raise competent individuals and enable students' personal growth. In literature, too, it is seen that "teaching profession" is expressed as devotion, guidance, motivation, and source for personal growth (Karabay, 2016; Koc, 2014). Consequently, it was determined that pre-service teachers have positive views of their profession; they used expressions that are compatible with those found in the literature (Eraslan & Cakici, 2011). When it comes to raising students, it was determined that teachers were thought to transfer their knowledge with patience, by taking responsibility, making use of their experience, and putting forth effort. It was also thought that students should be raised to invest in the future and by learning together when necessary. Raising students is a topic that should be developed and one teachers should frequently think about regarding how they can teach students. In fact, metaphors enable teachers in this issue, because metaphors can develop teachers' emotions, thoughts, and skills. Metaphors help teachers think innovatively and make sense of their responsibilities (Gatti & Catalano, 2015). In this study, it was determined that pre-service teachers from FoE and PFE metaphors for "teaching profession" and "raising students" do not have a meaningful difference. This can be said to be stem from the fact that pedagogical formation is not compulsory but is taken voluntarily because it is thought that pre-service teachers who take pedagogical formation have a positive view of the profession; thus, there is no difference detected between FoE and PFE. In this case, when it is taken into consideration that pre-service teachers from FoE and PFE are prospective teachers, it

is believed that the information collected from pre-service teachers would help re-structure courses within the curriculum of faculties of education and would provide a fresh perspective for academics and teachers (Gur, 2012). When pre-service teachers' metaphors for "teaching profession and training students" are taken into consideration, a common trait is that teachers should inform students and guide them to eliminate students' mistakes and incorrect knowledge. Moreover, knowing that teaching as a profession and raising students cannot be thought of without the concept of devotion, it can be said that the role of teaching and raising students is highly significant (Koc, 2014).

### *Conclusion*

When studies on metaphors are examined, studies on teaching and the teaching profession are found. It was determined that a teacher is more likely to be defined as a knowledge transmitter, source of knowledge, compass, gardener, friend, and so on (Oxford et al., 1998; Zhao, Coombs, & Zhou, 2010). However, these perceptions are expressed in literature likely to depend on environment, culture, education, and experience. In this study, metaphors are used to reveal perceptions of pre-service teachers from FoE and PFE on "teaching profession" and "raising students." It is believed that this study will reveal how pre-service teachers perceive such concepts as "teaching profession" and "raising students" and that the study will provide useful information to be used in the planning of education. Because teachers are expected to put forth characteristics such as administrator, guide, and observer, they are also expected to believe in their ability to fulfil their responsibilities. Since metaphors are known to be effective tools in revealing beliefs, in this study, pre-service teachers' views were examined comparatively with the help of metaphors (Yilmaz, Gocen, & Yilmaz, 2013).

### *Recommendations*

When the results of the study are considered, it can be said that metaphors are an effective tool in revealing pre-service teachers' perceptions. It is believed that studies that reveal pre-service teachers' perceptions contribute to raising teachers. It is also believed that general information about attitudes can be obtained by determining pre-service teachers' current views on their profession in studies to be realized with different groups. Moreover, it can be suggested that since metaphors can be used as an auxiliary technique to help teach abstract concepts and that visual materials can be prepared with imagery metaphors, such metaphor studies be conducted with the participation of teachers, administrators, and parents.

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### 'Öğretmenlik Mesleği' ve 'Öğrenci Yetiştirmek' Kavramlarına İlişkin Metaforik Algılar

#### Atf:

- Bezen, S., Aykutlu, I., Secken, N. & Bayrak, C. (2017). Metaphorical perceptions of the concepts "teaching profession" and "raising students". *Eurasian Journal of Educational Research*, 71, 141-158, DOI: 10.14689/ejer.2017.71.8

#### Özet

*Problem Durumu:* Öğretmenlik mesleği ve öğrenci yetiştirmek, kişisel nitelik ve mesleki tutumlar sonucunda ortaya bir ürün çıkaran, bu ürünün telafisi olmayan, uzun süreçte yanıt veren ve sonucunda toplumsal bir kazanca dönüşen bir statü olarak tanımlanabilmektedir. Türkiye'de alan ve pedagojik formasyon eğitimi ile öğretmenlik mesleğine yönelik öğrenciler yetiştirilmektedir. Bu eğitim sürecinde öğrencilerin alan bilgisi ve öğretim yöntemleri açısından mesleki alanda gerekli olan tüm yeterliliklere sahip olmaları beklenmektedir. Bu eğitimlerin uygulaması ise, eğitim fakültesi lisans eğitiminde okul deneyimi ve öğretmenlik uygulaması, pedagojik formasyon eğitiminde öğretmenlik

uygulanması dersi ile gerçekleştirilmektedir. Okul deneyimi ve öğretmenlik uygulanması dersi öğretmen adaylarının öğretmen niteliklerinin gelişimine katkı sağlamakla beraber daha deneyimli olmalarına, öğretmenlik becerilerinin gelişimine ve bilgilerini sınıf ortamına aktarmalarına yardımcı olmaktadır. Böylece öğretmen adaylarının modern eğitim yaklaşımı kapsamında deneyim kazanarak öğrencilerin bilgileri oluşturmasında onlara rehber olma yetisine sahip olabilecekleri söylenebilir. Aynı zamanda öğretmen adaylarının öğretmenlik mesleğine yönelik alınacak görüşlerinin onların bu mesleğe olan algılarını ve tutumlarını ortaya koyabileceği söylenebilir. Bu kapsamda öğretmenlik mesleği içerisinde yer alan öğretmen adaylarının mesleğe yönelik alınacak görüşlerinin ve onların bu mesleğe olan algılarının süreç içerisinde önemli olduğu düşünülmektedir.

*Araştırmanın Amacı:* Araştırmada pedagojik formasyon ve eğitim fakültesi biyoloji öğretmen adaylarının 'öğretmenlik mesleği' ve 'öğrenci yetiştirmek' kavramlarına ilişkin algılarının metaforlar aracılığıyla ortaya çıkarılması amaçlanmıştır.

*Araştırmanın Yöntemi:* Araştırmanın amacına uygun olarak nitel paradigma desenlerinden 'olgu bilim' (fenomenoloji) kullanılmıştır. Bu desen sayesinde, bireylerin hisleri, algıları, görüşleri anlaşılabilir ve yorumlanabilmektedir. Aynı zamanda olgu bilim deseninden yararlanılarak, araştırmanın doğasına uygun kesin ve genellenebilir sonuçlara ulaşılabilmektedir. Araştırmanın çalışma grubunu 2015-2016 eğitim-öğretim yılının bahar döneminde Ankara'da yer alan bir üniversitenin eğitim fakültesinde öğrenim gören ve pedagojik formasyon eğitimi alan 80 öğretmen adayı oluşturmaktadır. Araştırmaya katılan öğretmen adaylarının 40 (%50)'ü eğitim fakültesinde öğrenim görmekte (EFÖA), 40 (%50)'ü da pedagojik formasyon eğitimi (PFÖA) almaktadır. Örneklemeye kolay ulaşılabilir durum örneklemesi yöntemiyle seçilmiştir. Bu yöntemde araştırmacı erişilmesi kolay olan örneklemeyi seçerek araştırmaya hız ve pratiklik kazandırmıştır. Araştırmada veri toplama aracı olarak metafor formu kullanılmıştır. Araştırmada öğretmen adaylarından sahip oldukları metaforların belirlenebilmesi için 'Öğretmenlik mesleği ..... gibidir. Çünkü .....', 'Öğrenci yetiştirmek ..... gibidir. Çünkü .....' şeklinde dağıtılan metafor formunda yer alan cümleleri tamamlamaları istenmiştir. Öğretmen adaylarına form uygulanmadan önce metafor ile ilgili kısa bilgi verilmiştir. Öğretmen adaylarına formların dağıtılmasının ardından 20-25 dakika süre verilmiştir ve birbirlerinin görüş ve düşüncelerinden yararlanmadan doldurmaları istenmiştir. Uygulama ders saati içerisinde gerçekleştirilmiştir. Formda yer alan metaforlar araştırmacılar tarafından geliştirilmiştir ve veriler belirlenen olguyu yansıtabilecek bireylerden toplanılmıştır. Aynı zamanda araştırmacılar tarafından geliştirilen form alanda doktora eğitime sahip iki uzman tarafından incelenmiştir. Uzmanların görüşü ile veri toplama aracının araştırmanın problemine uygun ve uygulanabilir olduğu sonucuna varılmıştır. Verilerin analizi kodlama, kategorilerin oluşturulması, verilerin kod ve kategorilere uygun düzenlenmesi ve geçerliğin, güvenilirliğin sağlanması şeklinde içerik analizi ile çözümlenmiştir. Ayrıca eğitim fakültesinde



öğrenim gören ve pedagojik formasyon eğitimi alan biyoloji öğretmen adaylarının oluşturdukları metaforların birbirinden farklılık gösterip göstermediğini sınamak için ki-kare testi uygulanmıştır ve elde edilen sonuçlar SPSS programı yardımıyla analiz edilerek yorumlanmıştır.

*Araştırmanın Bulguları:* Araştırmada öğretmen adaylarının 'öğretmenlik mesleği' kavramına yönelik 37, 'öğrenci yetiştirmek' kavramına yönelik ise 31 metafor ürettikleri belirlenmiştir. Öğretmen adaylarının metaforları 'öğretmenlik mesleği' için altı, 'öğrenci yetiştirmek' için beş kategori altında yer almaktadır. Öğretmenlik mesleğine yönelik en fazla ifade edilen metafor 'Annelik', bu metaforu da 'Ebeveynlik' takip etmektedir. Ayrıca en fazla ifade edilen metaforların emek, sabır ve sorumluluk isteyen bir meslek olarak öğretmenlik kategorisinde yer aldıkları görülmektedir. Öğrenci yetiştirme kavramı için en fazla 'Bir bitkiye hayat vermek' metaforu ifade edilmiştir. Bu metaforun ardından kendi çocuğunu yetiştirmek ve heykeltıraşlık ifadeleri gelmektedir. Belirtilen metaforlar sabır, emek ve bilgi aktarımı ile öğrenci yetiştirmek kategorisinde yer almaktadır. Son olarak eğitim fakültesi ve pedagojik formasyon eğitimi alan öğretmen adaylarının bu kavramlara ilişkin ürettikleri metaforlara karşılaştırmalı olarak bakıldığında, öğretmen adayları tarafından üretilen metaforların birbirlerinden anlamlı bir şekilde farklılık göstermediği belirlenmiştir.

*Araştırmanın Sonuçları ve Önerileri:* Araştırma sonucunda öğretmen adaylarının öğretmenlik mesleğini emek, sabır, sorumluluk, deneyim, yenilikçilik ve güven isteyen bir meslek olduğunu düşündükleri elde edilmiştir. Aynı zamanda öğretmenlerin öğrencilere rehber olunması gerektiği ve öğrenciler tarafından öğretmenlerin rol model olarak alındıkları ortaya çıkmıştır. Alanyazında öğretmenin daha çok bilgi aktarıcısı, bilgi kaynağı, pusula, bahçıvan, arkadaş vb. şekilde ifade edildiği tespit edilmiştir. Ancak ifade edilen bu algıların çevreye, kültüre, eğitime ve yaşantılara bağlı olarak değişebileceği bilinmektedir. Bu kapsamda araştırmada metaforlar PFÖA ve EFÖA'nın 'öğretmenlik mesleği' ve 'öğrenci yetiştirmek' kavramlarına ilişkin algılarını ortaya koymak amacıyla kullanılmıştır. Araştırmanın öğretmen adaylarının 'öğretmenlik mesleği' ve 'öğrenci yetiştirmek' kavramlarını nasıl algıladıklarını ortaya çıkarabileceğine ve bu sayede eğitim planlamasında kullanılacak yararlı bilgilerin elde edilebileceğine inanılmaktadır. Günümüzde öğretmenlerin nitelikli yönetici, rehber ve gözlemci gibi özelliklerinin ön plana çıktığı düşünüldüğünde, öğretmenlerinde görev ve sorumluluklarına yerine getirebilme inancına sahip olmaları beklenmektedir. Metaforların da bu inançların ortaya çıkarılmasında etkili bir araç olduğu bilindiğinden araştırmada metaforlar yardımıyla öğretmen adaylarının görüşleri karşılaştırmalı olarak incelenmiştir. Kısacası araştırmanın sonuçları göz önüne alındığında, öğretmen adaylarının algılarını ortaya çıkarmada metaforların etkili bir araç olduğu söylenebilir. Öğretmen adaylarının algılarının ortaya çıkarıldığı çalışmaların öğretmen yetiştirmeye katkı sağlayacağına inanılmaktadır. Farklı çalışma grupları ile gerçekleştirilecek olan araştırmalarda, güncel bir şekilde mesleğe yönelik algıların belirlenmesiyle

tutumlar hakkında genel bir bilgiye sahip olunabileceđi düşünölmektedir. Ayrıca metaforların soyut konuların öđretimine yardımcı bir teknik olarak kullanılabilceđi ve öđretim esnasında imgesel metaforlar aracılıđıyla görsel materyaller hazırlanabileceđi düşünöldüđünde, bu tarz metafor çalıřmalarının öđretmenler, yöneticiler ve velilerle de gerçekteřtirilmesi gerektiđi önerilebilir.

*Anahtar Kelimeler:* Öđretmen adayları, metaforlar, öđretmen yetiřtirme, pedagojik formasyon.