

Students and Teachers' Metaphors about Classroom Teachers

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Abstract

The purpose of this study is to identify the metaphors that primary, secondary and high school students and classroom teacher candidates and the classroom teachers have regarding their primary school classroom teachers. The phenomenology pattern as one of the qualitative research methods was used in the research. The study group was determined by the purposeful criterion sampling method. The basic criterion in the research is that the participants are in the final grade of elementary, secondary, high school and are in the undergraduate 3rd and 4th grade students classroom teachers education program, and the class teachers who are still working. Participants' answers to the question "My primary school teacher is like ... Because ..." were analyzed both by qualitative and quantitative research methods. According to the findings of the study, 167 metaphors were produced and they were grouped under ten conceptual categories. There were no significant differences in these 10 conceptual categories regarding the elementary, secondary and high school students, university students and classroom teachers. Obtained results point out that the influences of the teachers on the individuals are evident. These results may be shared with faculties of education and help to give the teacher candidates a proper training for educating their students with positive attitudes in the future.

Keywords: classroom teachers, metaphors about primary school teachers, metaphor

1. Introduction

A classroom teacher is a person who is responsible for preparing the children between the ages of 7 and 11 from the first to the fourth consecutive grades by educating and training them. Classroom teachers are the instructors who make the children acquire basic life-skills as well as teach them literacy, four arithmetic operations, social sciences, science, sports and art. As a matter of fact, the Turkish Basic Law of National Education No. 1739 (1973) defines the position of a teacher as "a specialist profession that takes on the responsibility of the government's education, training and related administrative duties".

The teachers, especially the classroom teachers have a great lifetime influence on the students. Teachers either can speed up the development of children by a rich stimulating environment, or, on the contrary, they can restrict their development by creating inappropriate environments (Senemoğlu, 1994). Some of the qualities of a teacher who will be effective and leave good traces throughout life are as follows: (Çelikten, Şanal, & Yeni, 2005):

- ✓ Behaving patiently.
- ✓ Paying attention to cleaning and tidiness.
- ✓ Being a model for students with attitudes and thoughts.
- ✓ Being able to successfully influence students and environment.
- ✓ Being a problem solver.

Metaphors are an important way of expressing feelings and thoughts. Metaphors are recognized as an important way of self-expression, creating similes, explaining abstract ideas or finding indirect but powerful ways of conveying feelings. Investigating the use of metaphors in societies helps to understand the emotions, attitudes and participation of individuals in social life (Cameron & Maslan, 2010). According to the cognitive linguists, metaphor is an understanding of a conceptual field according to another conceptual field (Kövecses, 2010). Metaphors are not just conceptual expressions, but expressions of thoughts and reasons. The importance of concept is secondary to the essential mapping. Because, for the concepts in the target domain, the use of the

derivation patterns and the source of form are essential (Lakoff, 1993). Metaphors are often regarded as misleading, unfounded, and artificial language (Turbayne, 1962).

In 1980, Lakoff and Johnson introduced the Contemporary Theory of Metaphor and accepted metaphors as not only a series of words but also thoughts. In the theory of metaphor, it has been stated that the most fundamental values in a culture are in coherence with the metaphorical structure of the most fundamental concepts (Lakoff & Johnson, 2003). The theory of metaphor inspired various approaches to metaphor analysis as a qualitative research procedure (Schmitt, 2000). Metaphor analysis allows for a multifaceted research perspective for a variety of reasons:

- 1) Influence information processing.
- 2) Making confidential information reliable and accessible.
- 3) They are holistic representatives of understanding and knowledge
- 4) Examples of common behaviors.
- 5) It reflects social and cultural understanding processes.
- 6) Quantitative and qualitative approaches can be combined. (Moser, 2000).

Many studies have been conducted to improve the validity and reliability of the analysis of metaphors. For example, in a study conducted by Schmit (2005), a method of analysis, classified as functioning and interpretation, was used to analyze the metaphors in order to improve their validity and reliability.

The places where the child is the first step of social life without family members are the schools. The number of stimulants around the child increases with the socialization at school. At this point, many factors such as the teacher's communication with her students, the way of behaviors, etc. will affect the future life of the students more than enough. For this reason, this study is important in determining the location of the classroom teacher in the life of students. In addition, although a large number of metaphor studies have been conducted on the concept of teachers, studies have been limited to qualitative analysis methods, or the sample variety has not been improved. In this research, both qualitative and quantitative analysis methods were used and at the same time the diversity of the sample was improved by reaching the primary school, the secondary school, the high school and the class teacher candidates who are still in education, and also the class teachers. Therefore, it is expected from the study to provide contribution to the literature.

The purpose of this research is to determine through metaphors the mental imagery of the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers regarding the concept of "classroom teacher". Within the context of this general objective, answers to the following questions were sought:

- 1) What are the metaphors that the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers identify with the concept "classroom teacher"?
- 2) Under what conceptual categories these metaphors can be grouped in terms of common features of rationales.
- 3) Do the conceptual categories differ according to the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers?

2. Method

The phenomenology pattern as one of the qualitative research methods was used in the research. Phenomenology pattern does not provide definite and generalizable results, in accordance with the nature of the qualitative researches (Yıldırım & Şimşek, 2006). In the guidance of the research problem, a descriptive phenomenology pattern was chosen in order to obtain the results that will help define the nature of teacher education through examples, explanations and experiences that the research pattern provides. Descriptive phenomenology is used to understand and demonstrate an event or a situation and the daily life experiences such as hearing, feeling, sight, recall, decision making and evaluation (Sönmez & Alacapınar, 2014).

2.1 Sample Group

The study group consists of primary school 4th grade, middle school 8th grade, high school 12th grade and undergraduate 3rd and 4th grade students receiving education in the 2016-2017 academic year and the class teachers who are still working. Primary, secondary, high school students and classroom teachers are from the schools in Konya and Karaman centers, and undergraduate students are from Konya Necmettin Erbakan University. The study group was chosen by the purposeful criterion sampling method. In the case of the criterion sample, all conditions are studied within the criteria previously prepared by the researcher (Yıldırım & Şimşek, 2006). The fundamental criterion in this research is, for the classroom teacher candidates, being about to complete

their undergraduate program, and for the students, being in the final year of primary, secondary and high school. The reason for determining this criterion is that to compare the metaphorical perceptions of the participant's own classroom teachers, as the participants are in the final year of primary, secondary and high schools, therefore they fully know their current teachers, or they are the teacher candidates at the end of their undergraduate program, and are the class teachers who are in charge already. Attributes related to participants are presented in Table 1:

Table 1. Information about the participants

Participant Type	f	%	Demographic Characteristics	f	%
Primary School Students	71	14.5	Female	40	56.3
			Male	31	43.7
Secondary school students	97	19.9	Female	67	69.1
			Male	30	30.9
High school students	78	16.0	Female	68	87.2
			Male	10	12.8
Undergraduate students	201	41.2	Female	160	79.6
			Male	41	20.4
Classroom Teachers	41	8.4	Female	25	61
			Male	16	39
Total				488	

14.5% of the study group is composed of primary school students, 19.9% is secondary school students, 16% is high school students, 41.2% is teacher candidates and 8.4% is class teachers. The total number of participants of the study group is 488.

2.2 Collection of Data

In the process of data collection, two forms were used to determine the metaphors of the study group participating in the research about the concept of classroom teacher. The first parts of the both forms were prepared to determine the demographic characteristics of the participants. In the second part the first form, aiming to determine the metaphors of the students in the 4th grade of primary school, they are asked to complete the sentence "My classroom teacher is like Because". The second form, aiming to determine the metaphors about their classroom teachers, the secondary school and the high school students, the candidate teachers and the teachers were asked to complete the sentence "My primary school teacher was like Because". The reason why for this group the concept primary school teacher was used is to prevent confusion in the terms because in those grades the concept classroom teacher is used for the guidance teachers also. At the beginning of the lesson these forms were distributed to the students and they were asked to write at the end of the lesson after thinking on it during the lesson.

2.3 Data Analysis

Analysis of the data on the developed metaphors at the research is done using content analysis technique. Content analysis is a systematic and renewable technique in which inferences are made by determining the message to be given objectively and where the coding is done following certain rules (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). In content analysis approach, the categories are determined as a qualitative step for texts and as a quantitative step, the frequency of categories is expressed through texts (Mayring, 2014). With content analysis, new ideas are provided and specific events which are given meaning by the researcher are increased (Krippenoff, 2004).

Interpretation and analysis of the metaphors provided by the participants was carried out in 5 stages determined by Saban (2008):

2.3.1 The Coding and Debugging Stage

At this stage, a temporary alphabetical list of the metaphors created by the participants was prepared. Checking whether the participants noted their metaphors on the papers through clear-cut words or not, the blank papers, the papers with inappropriate entries for being a metaphor, and the papers that their connection with the metaphor were unexplained were eliminated (n = 59). For example, the vast majority of participants expressed their feelings about teachers with the statements such as "a good man / woman" and "she likes me". Some of the participants did not remain content with one metaphor but generated multiple metaphors with unclear rationales or no rationales at all. For these rationales, 59 documents were excluded from the scope of the research. Later on, the valid documents

were coded. Different codes were given to the primary school, the secondary school, the high school and the undergraduate students and the teachers. The primary school students are coded as PSS, the secondary school students as SSS, the high school students as HSS, the undergraduates as CTC and the classroom teachers as CT.

2.3.2 Sample Metaphor Image Compilation Phase

156 metaphors remained after eliminating the invalidated data and giving codes to the valid ones. These metaphors were listed alphabetically and their frequencies are determined. Re-examining the raw data, an exemplar metaphorical expression was chosen for each rationale that represents a metaphor. For the 167 metaphors, an exemplar metaphors list was created that is believed to be the most representative. The purpose for preparing an exemplar metaphor list is to produce a point of reference to provide the validity of the data analysis process and interpretations in the research.

2.3.3 Category Development Phase

167 metaphors created by the participants were recorded in the most appropriate place on the exemplar metaphor list by looking at how they conceptualized the classroom teacher. In order to achieve this, firstly the conceptual nature of the metaphor, then the description part, and finally the relation between the concept and the explanation were analyzed. Ten conceptual categories were found as a result of the analysis. Table 2 shows the attributes that are determined during the category development phase and used to aggregate 167 metaphors into certain categories.

Table 2. 10 conceptual categories of classroom teacher and their characteristics

<p>Teacher as a leader and a discipline center</p> <ul style="list-style-type: none"> ✓ The primary school teacher is the leader of the class. ✓ The primary school teacher sets the class rules. ✓ The primary school teacher ensures class to adhere to the rules. ✓ What the primary school teacher says goes. <p>Teacher as a guide and a shaper</p> <ul style="list-style-type: none"> ✓ The primary school teacher is a guide for students. ✓ The primary school teacher plays an active role in shaping the future of the students. ✓ The primary school teacher enables students to look forward to the future. <p>Teacher as the source of knowledge</p> <ul style="list-style-type: none"> ✓ The primary school teacher is the main source of knowledge. ✓ The primary school teacher has all the knowledge. ✓ The primary school teacher shares all the knowledge that she has. ✓ The primary school teacher informs the students with the knowledge. <p>Teacher as a source of motivation</p> <ul style="list-style-type: none"> ✓ The primary school teacher reflects all her beautiful colors of life to everybody around herself. ✓ The primary school teacher always keeps the motivation of students high. ✓ The primary school teacher gives better lessons by providing motivation. ✓ The primary school teacher makes students forget about all the problems they have at home. ✓ The primary school teacher ensures the students have hope for the future. <p>Teacher as a harmful person</p> <ul style="list-style-type: none"> ✓ The primary school teacher resorts to psychological and physical violence. ✓ The primary school teacher is nervous. ✓ The primary school teacher is a person that should be feared. ✓ Primary school teacher discriminates against students. 	<p>Teacher as the expression of love and protection</p> <ul style="list-style-type: none"> ✓ The primary school teacher supports the environment of trust and love of the family. ✓ The primary school teacher provides psychological support for the students. ✓ The primary school teacher makes the student feel at home. <p>Teacher as a model</p> <ul style="list-style-type: none"> ✓ The primary school teacher is the role model for students in all matters. ✓ It's hard to be like the primary school teacher. ✓ The primary school teacher is the source of a model for desired profession or current occupation. <p>Teacher as a personal development provider and a developer</p> <ul style="list-style-type: none"> ✓ The primary school teacher sets the foundations for the personal development of the students. ✓ The primary school teacher makes the students develop the universal values they have. ✓ The primary school teacher supports personal development, providing an example to the students with their own personality. ✓ The primary school teacher observes the characteristics of their students and tries to enhance them. <p>Teacher who acts according to the situation</p> <ul style="list-style-type: none"> ✓ The primary school teacher acts according to the situation. ✓ The primary school teacher knows when to get angry and when to show affection. ✓ Both the anger and the affection of the primary school teacher are beautiful. <p>Teacher as a cog in the wheel</p> <ul style="list-style-type: none"> ✓ The primary school teacher does not provide a positive or negative contribution to the education and learning life of the students. ✓ Only the physical characteristics of the primary school teacher is known. ✓ The primary school teacher constantly repeats certain habits. ✓ The primary school teacher speaks only. ✓ The primary school teacher is someone who should be endured during the primary school. ✓ The primary school teacher looks successful but is unsuccessful.
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2.3.4 Phase of the Provision of Validity and Reliability

The accuracy of the results of the research is the validity and the repeatability is the reliability. In a qualitative research, validity, detailed reporting of collected data, and explaining how the researcher reaches the results are important criteria (Yıldırım & Şimşek, 2006). Two procedures have been carried out for providing validity in the investigation. In the first process, it was checked whether the categories created while the metaphors identified by the students were analyzed ensure a meaningful integrity as well as the relationships between themselves and each other. In the second process, details such as the research process, the data analysis process, and how the categories are created are explained. All the data obtained were included in the findings both quantitatively and qualitatively.

Two procedures have been carried out to ensure reliability in the study. First of all, the data that can represent each category in the findings are given directly without comment. The second process is to determine whether the metaphors under the 10 conceptual categories represent the categorization through a specialist's advice. For this purpose, two forms have been given to a specialist. The first form contains 10 conceptual categories and their characteristics, and the second one contains the list of 167 exemplar metaphors in alphabetical order. By using these two lists, the specialist is asked to match the 167 metaphors with the 10 conceptual categories by using their characteristics. Matches made by the expert and the researcher were compared. The number of "agreements" and "disagreements" in the comparison were determined. The reliability of the study was calculated by the formula of Miles & Huberman (1994) ($\text{Reliability} = \text{agreement} / [\text{disagreement} + \text{agreement}] \times 100$). Only four metaphors, "lion", "alarm clock", "eye doctor" and "stone of patience" were found in different categories by the expert and the researcher. Therefore, $\text{Reliability} = 167 / (167 + 4) \times 100 = 97.6\%$ In qualitative research, the agreement between the expert and the researcher is considered reliable when the association is 90% and over (Miles & Huberman, 1994).

2.3.5 Phase of Transferring Data to SPSS Package Program for Quantitative Data Analysis

After forming a total of 167 metaphors and 10 categories, all data were transferred to SPSS statistics program. In SPSS, the number of participants (f) and their percentage (%) representing 167 metaphors and 10 categories were calculated first. Independent Pearson χ^2 test was then applied to determine whether 10 categories differ according to the primary, the secondary and the high schools, to the classroom teacher candidates, and to the classroom teachers or not, and the results were analyzed and interpreted.

3. Findings

The findings of the research are presented through the analysis in the direction of the objectives. Metaphors produced by participants are primarily given by their frequencies. Distribution of metaphors is presented according to the categories created by the metaphors produced later. The main metaphors are also given by their frequencies. Finally, findings on the comparison of the conceptual categories with respect to the participant type were presented by the significance of their relations.

In Table 3, the metaphors produced by the primary, the secondary and the high school students, and the classroom teacher candidates and the classroom teachers are presented in alphabetical order along with frequencies.

Table 3. Metaphors generated about the classroom teacher and their frequencies

<i>MC</i>	<i>Metaphor</i>	<i>f</i>	<i>MC</i>	<i>Metaphor</i>	<i>f</i>	<i>MC</i>	<i>Metaphor</i>	<i>f</i>
1	Sister	2	57	Guardian	1	112	Cotton	5
2	The man	1	58	Night lamp	1	113	Parrot	1
3	The symbol of Justice	1	59	Captain	2	114	Chamomile	1
4	Brother	2	60	A tickle in one's	2	115	ATM	1
5	Tree	2	61	throat	4	116	Boss	1
6	Family	15	62	Rainbow	1	117	Fairy	1
7	Alain Delon	1	63	Eye doctor	1	118	A poetic sentence	1
8	Mother	61	64	Observer	3	119	Compass	2
9	Bee	1	65	Rose	16	120	Guide	4
10	Friend/fellow	27	66	Sun	1	121	A splash of color	1
11	Artist	1	67	Paternal aunt	1	122	Painter	1
12	Lion	3	68	Sculptor	2	123	Robot	1
13	Atatürk	1	69	Daydream/ Dream	1	124	Psychotic	1
14	Fire	2		The hero of my		125	Stone of patience	1
15	Mirror	2	70	dream fairytale	5	126	A Black Swan	1
16	Separation machine	1	71	Light	1	127	Politician	1

17	Father	33	72	A sugar-filled stone	2	128	Cold fish	1
18	Garden	1	73	Human	2	129	Dictionary	1
19	Gardener	2	74	A good narrator	1	130	Soppy gums	1
20	Physical Education	1		Japanese civil		131	Superman	1
21	Teacher	1	75	engineer	1	132	Superhero	1
22	Selfish	5	76	Oracle	2	133	Joker	2
23	Wise	1	77	Hero	1	134	Rechargeable	1
24	The wise monkey	1	78	Cactus	1	135	battery-powered	5
25	ATM of knowledge	1	79	Truck horn	1	136	lantern	2
26	Computer (Google)	1	80	Cat	5	137	Sugar	2
27	Computer expert	1	81	Book	1	138	Sugar-chili pepper	1
28	Scientist	1	82	A red apple	2	139	Devil	1
	A boring book to be		83	Comedian	1	140	Stress ball	2
29	finished	2	84	Commander	1	141	Water	5
30	Witch	2	85	Horror movie	2	142	Stone	1
31	Monster	1	86	Bad teacher	2	143	Sweet-hard	2
	Public transportation		87	Bird	1	144	Sports coach	1
32	to the heaven	3		A cat with crushed		145	Maternal aunt	1
33	Tweezers	1	88	tail	1	146	Fox	1
34	Republic	1	89	Llama	2	147	Neat-freak	1
35	Cüneyt Arkin	1	90	Miner	2	148	Stage actor	1
36	Alarm Clock	6	91	Mannequin	5	149	A chubby bear	1
37	Flower	1	92	Mathematics	1	150	Turkish Language	1
38	Cartoon	1	93	Math notebook	1	151	Institution	1
39	Shepherd	1	94	Math book	1	152	Transport Minister	1
40	Child	1	95	Monkey	64	153	A grand plane tree	3
41	Uncle	1	96	Angel	1	154	An unforgettable film	1
42	Genius	1	97	Violet	1	155	A memorable song	1
43	Grandpa	1	98	Architect	1	156	Celebrity	3
44	Precious stone	2	99	Musk	1	157	Benefactor	1
45	Mad	2	100	Model	5	158	A fertile land	1
46	Dictator	1	101	Candlelight	1	159	Thick-skinned	1
47	Grammar question	2	102	Budgerigar	1	160	Rain	1
48	Cleric	2	103	Combat Soldier	1	161	My relative	3
49	Disciplinary Officer	1	104	Engineer	1	162	Liar	1
50	World	5	105	A cheerful leader	1	163	Half-Angel	1
51	Fighter	1	106	A cheerful smurf	1	164	Star	1
52	Candy apples	1	107	River	1	165	Road	1
53	Old retired uncle	1	108	Organizer	1	166	Yuri Boyka	1
54	Old-fashioned	1	109	Orchid	28	167	A lofty mountain	1
55	The foundation of the	1	110	Teacher	1		A walking library	
56	house	1	111	Prophet	1		Demon	
	Lantern			Clown			Rubik's Cube	
	Football player							

Total: 488

Note. MC= Metaphor Code.

When Table 3 is examined, it is seen that a total of 488 metaphors, 167 of which are different from each other, are identified with class teachers. The participants were most likely to have classroom teachers as “angel” (64), “mother” (61), “father” (33), “teacher” (28), “friend / fellow” (15) metaphors. Given the number of metaphors produced by the participants, likening the classroom teacher to one of the family members closest to the person or the angels that the symbol of purity and cleanliness may be thought as a sign of commitment. Metaphors such as wisdom, light, book can be explained as implying that the classroom teacher is seen as the person who guides with his knowledge.

The average number of persons was found to be 3 for each metaphor, as a total of 167 metaphors were produced by 488 participants. The main metaphors produced by 3 and above participants are given in Table 4 according to participant types.

Table 4. Classification of the main metaphors produced by three and above participants according to the participant type

<i>Metaphor imageries</i>	<i>PSS</i> <i>(f)</i>	<i>SSS</i> <i>(f)</i>	<i>HSS</i> <i>(f)</i>	<i>CTC</i> <i>(f)</i>	<i>CT</i> <i>(f)</i>	<i>Total</i>
Angel	15	18	18	12	1	64
Mother	4	15	8	27	7	61
Father	5	5	8	13	2	33
Teacher	7	16	-	4	1	28
Friend/fellow	-	10	4	12	1	27
Sun	1	-	-	12	3	16
Family	1	5	4	5	-	15
Flower	2	-	1	2	1	6
Fighter	1	-	4	-	-	5
Wise	3	-	-	1	1	5
Light	-	-	-	4	1	5
Book	-	-	-	5	-	5
Candlelight	-	-	1	4	-	5
Sweet-hard	-	2	-	3	-	5
Sugar	-	1	2	2	-	5
Cotton	-	2	1	2	-	5
Guide	-	-	-	4	-	4
Rainbow	-	-	-	4	-	4
Rose	1	-	-	2	-	3
Lion	1	-	1	1	-	3
Tweezers	-	-	3	-	-	3
Star	-	-	-	2	1	3
Thick-skinned	-	2	1	-	-	3
Celebrity	-	-	1	2	-	3

Note. PSS= Primary school students, SSS= Secondary school students, HSS= High school students, CTC=The classroom teacher candidates, CT= Classroom teachers.

When Table 4 is examined, it is seen that 24 metaphor imageries are produced by 3 to 64 participants. 29 of the 143 metaphor imageries were produced by 2 participants, while 114 metaphors are produced by 1 participant.

In Table 5, the distributions of the metaphors produced by the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers were given along with the frequencies according to the categories.

Table 5. Distribution of the Metaphors by the Categories

<i>Categories</i>	<i>f (%)</i>	<i>Metaphors</i>	<i>f</i>
Teacher as a leader and a discipline center	16 3.3%	Father (2), Disciplinary Officer (2), Commander (1), Bee (1), Guardian (1), Stone (1), Lion (1), Republic (1), Combat soldier (1), Atatürk (1), A cheerful leader (1), Boss (1), Sports coach (1)	14
Teacher as the expression of love and protection	199 40.8%	Mother (53), Angel, (50), Father (26), Friend / fellow (18), Family (13), Teacher (8), Cotton (5), Flower (3), Sugar (3), Sun (3), Maternal aunt (2), Sister (2), Brother (2), Fairy (1), Hero (1), Chamomile (1), Bird (1), Grandfather (1), A relative (1), Superhero (1), Joker (1), Uncle (1), A Black Swan (1), Prophet (1)	24
Teacher as a guide and a shaper	38 7.8%	Teacher (4), Guide (4), Light (4), Friend / fellow (2), Captain (2), Tree (2), Compass (2), Gardener (2), Public transportation to the heaven (1), Lantern (1), Family (1), Road (1), Stone of patience (1), Book (1), Eye doctor (1), Sun (1), Sculptor (1), A fertile land (1), Alarm clock (1), Superman (1), Architect (1), Genius (1), Japanese civil engineer (1), Angel (1)	24
Teacher as a model	19 3.9%	Celebrity (3), Angel (2), Benefactor (1), Oracle (1), Mirror (1), Daydream (1), Artist (1), Fox (1), Teacher (1), Model (1), A lofty mountain (1), Turkish Language Institute (1), Father (1), Dream (1), The hero of my dream fairytale (1), An unforgettable movie (1)	16
Teacher as the source of knowledge	70	Sun (10), Teacher (9), Angel (6), Candlelight (5), Wise (5), Mother (4), Rainbow (3), Star (3), Book (3) (1), Father (2), A good narrator (2), Mirror (1),	29

	14.3%	Transportation minister (1), Computer (Google) (1), Dictionary (1), Rain (1), World (1), Mathematics (1), Lion (1), Family (1), Scientist (1), Wise Monkey (1), Rubik's Cube (1), ATM of knowledge (1), Engineer (1), A cheerful Smurf (1), Robot (1), A walking library (1), A grand plane tree (1)	
Teacher as a personal development provider and a developer	17	Miner (2), The foundation of the house (1), Rose (1), Friend (1), River (1), An unforgettable song (1), Water (1), Light (1), Mother (1), Painter (1), Observer (1), The most precious stone (1), Stone (1), Lion (1), Sun (1)	16
Teacher as a source of motivation	27	Friend (6), Mother (2), Sugar (2), Flower (2), Comedian (2), Angel (2), Organizer (1), Stress ball (1), Child (1), A splash of color (1)	17
Teacher who acts according to the situation	23	Violet (1), Stage actor (1), Cartoon (1), Rainbow (1), Joker (1), Father (1), Monkey (1)	
	4.7%	Sweet-hard (5), Sugar-chili pepper (2), A stone filled with sugar (1), Cat (1), Cactus (1), Dictator (1), Rose (1), Orchid (1), Sippy gums (1), Garden (1), Angel (1), Father (1), The man (1), Hero (1), Half-angel (1), Teacher (1), Apple Candy (1), Sun (1)	18
Teacher as a harmful person	36	Bad teacher (3), Fighter (5), Tweezers (3), Monster (2), Witch (2), Fire (2), Mad (2), Satan (2), Yuri Boyka (1), Grammar question (1), Cüneyt Arkın (1), A cat with crushed tail (1), Dictator (1), Politician (1), Book (1), Horror film (1), Demon (1), Selfish (1), Psychotic (1), Stone (1), A tickle in one's throat (1), Discriminator (1), Truck horn (1)	24
Teacher as a cog in the wheel	43	Teacher (6), Thick-skinned (3), Mannequin (2), Human (2), Cleric (2), Old retired uncle (1), a cold fish (1), an incompetent shepherd (1), an Old-fashioned (1), Parrot (1), Clown (1), Computer expert (1), Physical Education Teacher (1), Football player (1), A red apple (1), Alain Delon (1), Llama (1), Liar (1), Neat-freak (1), Angel (1), A chubby bear (1), Rose (1), My paternal aunt (1), Budgerigar (1), Bird (1), Musk (1), Mathematics notebook (1), ATM (1), A boring book to be finished (1), Mathematics book (1), A poetic sentence (1), Rechargeable battery-powered lantern (1), Flower (1)	34
	8.8%		

As seen in Table 5, the participants identified their classroom teachers with 167 metaphors. 10 conceptual categories have been identified to best express them according to the given rationales for the generated metaphors. Some metaphors are listed under more than one categories according to their different rationales. The category "Teacher as the expression of love and protection" has the maximum number (199) of the overall metaphors. Besides, it is also noteworthy that the participants accept them as the basic source of the knowledge. "Teacher as a cog in the wheel" (34) and "Teacher as the source of knowledge" (29) are the most populated ones in terms of different metaphors.

Below are the direct citations of the views of the participants indicating the metaphor imageries and the rationales as the basis for the generated conceptual categories.

- **Teacher as a leader and a discipline center:**

✓ "My classroom teacher was like Atatürk. Because she is visionary, a leader and deserves being the head teacher." (ÖÖ8)

✓ "My classroom teacher was like a boss. Because she directed us and made us work too much." (SÖ37)

- **Teacher as the expression of love and protection:**

✓ "My classroom teacher was like our prophet. Because she is a kind hearted person." (İÖ66)

✓ "My classroom teacher was like a genuine grandpa. Because she behaved very well and did not do injustice, she treated everyone in the same manner." (LÖ12)

- **Teacher as a guide and a shaper:**

✓ "My classroom teacher is like an angel. Because she has a very kind heart and helps us. She corrects our wrongs." (İÖ49)

✓ "My classroom teacher was like a sculptor. Because the children get their shapes by the hands of the teacher." (ÜÖ140)

- **Teacher as a model:**

✓ "My classroom teacher is like a fox. Because she is very clever, I want to be like her." (İÖ26)

✓ “My classroom teacher was like a mirror. Because there was a positive effect of her on my choice of this profession.” (ÜÖ114)

● **Teacher as the source of knowledge:**

✓ “My classroom teacher was like a tree. Because she made us shoot forth on her branches.” (ÜÖ69)

✓ “My classroom teacher was like a very sophisticated robot. Because she had known everything.” (SÖ9)

● **Teacher as a personal development provider and a developer:**

✓ “My classroom teacher is like a lion. Because she is both a supporter of Galatasaray and red-blooded, she educates us like that.” (İÖ16)

✓ “My classroom teacher was like the most precious stone. Because she educated me as a diamond.” (OÖ42)

● **Teacher as a source of motivation:**

✓ “My classroom teacher was like a successful comedian. Because she made us laugh by drawing smileys on the sun while teaching us the direction things.” (İÖ10)

✓ “My classroom teacher was like a silent angel. Because she made us watch a cartoon sometimes.” (OÖ28)

● **Tacher who acts according to the situation:**

✓ “My classroom teacher was like “the” man. Because she behave towards us well, however she sometimes got angry, but that’s okay.” (LÖ77)

✓ “My classroom teacher was like an apple candy. Because it was hard outside, hard-looking, but soft inside, good-hearted.” (SÖ26)

● **Teacher as a harmful person:**

✓ “My classroom teacher was like a demon. Because she always insulted us and would complain of me to my mother all the time. And unfairly ... He always discriminated.” (LÖ7)

✓ “My classroom teacher was like a monster. Because she discriminated against us, she had a wooden cone, and she hit our nail tips with it if we made noise.” (ÜÖ55)

● **Teacher as a cog in the wheel:**

✓ “My classroom teacher was like a chubby bear. Because she was chubby and cute like a little bear.” İÖ25)

✓ “My classroom teacher was like a boring book to be finished. Because she always did mathematics in all classes.” (SÖ22)

Table 6 compares the 10 conceptual categories generated according to the metaphors created by the primary school, the secondary school, the high school students and the classroom teacher candidates and the classroom teachers in terms of participant types.

Table 6. Frequency analysis of the conceptual categories according to the participant type

CONCEPTUAL CATEGORIES	PARTICIPANT					Total
	PSS f(%)	SSS f(%)	HSS f(%)	CTC f(%)	CTC f(%)	
Teacher as a leader and a discipline center	2 (12.5)	2 (12.5)	2 (12.5)	8 (50)	2 (12.5)	16 (100)
Teacher as the expression of love and protection	26 (13.1)	52 (26.1)	43 (21.6)	70 (35.2)	8 (4)	199 (100)
Teacher as a guide and a shaper	3 (7.9)	2 (5.3)	2 (5.3)	29 (76.3)	2 (5.3)	38 (100)
Teacher as a model	3 (15.8)	0	1 (5.3)	7 (36.8)	8 (42.1)	19 (100)
Teacher as the source of knowledge	17 (24.3)	13 (18.6)	5 (7.1)	28 (40.0)	7 (10.0)	70 (100)
Teacher as a personal development provider and a developer	2 (11.8)	2 (11.8)	1 (5.9)	12 (70.6)	0	17 (100)
Teacher as a source of motivation	5 (18.5)	5 (18.5)	3 (11.1)	13 (48.1)	1 (3.7)	27 (100)
Teacher who acts according to the situation	1 (4.3)	5 (21.7)	3 (13.0)	12 (52.2)	2 (8.7)	23 (100)
Teacher as a harmful person	1 (2.8)	8 (22.2)	12 (33.3)	14 (38.9)	1 (2.8)	36 (100)
Teacher as a cog in the wheel	11 (25.6)	8 (18.6)	6 (14.0)	8 (18.6)	10 (23.3)	43 (100)
Total	71 (14.5)	97 (19.9)	78 (16.0)	201 (41.2)	41 (8.4)	488 (100)

Note. PSS= Primary school students, SSS= Secondary school students, HSS= High school students, CTC=The classroom teacher candidates, CT= Classroom teachers.

Examining Table 6 shows that most of the metaphors that primary school students generate for their classroom teachers are under the “Teacher as a cog in the wheel” (25.6%) category, and the least is under “Teacher as a harmful person” (2.8%) category. The classroom teachers group shares the rate with them for “Teacher as a harmful person” category (2.8%) while, strikingly, they have the highest rate in “Teacher as a cog in the wheel” (25.6%). It is also striking that none of the secondary school students see the classroom teacher as a model for themselves. The high school students have the highest rate for “Teacher as a harmful person” category among the participant groups. The teacher candidates have the highest rate for “Teacher as a guide and a shaper” category (76.3%) among the participant groups. It is striking that the classroom teachers generate the highest amount of metaphor for “Teacher as a model” category.

The Chi-Square test is presented in Table 7 for determining the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers show a significant difference in 10 conceptual category.

Table 7. Chi-Square Tests to identify differences according to participant type

	<i>Value</i>	<i>df</i>	<i>Asymp. (2-sided)</i>	<i>Sig. (2-sided)</i>	<i>Exact (2-sided)</i>	<i>Sig. (1-sided)</i>	<i>Exact (1-sided)</i>	<i>Sig. Point Probability</i>
Pearson Chi-Square	6,859(a)	4	.144	.143				
Likelihood Ratio	6.578	4	.160	.166				
Fisher’s Exact Test	6.834			.143				
Linear-by-Linear Association	.118(B)	1	.732	.753		.384		.034
N of Valid Cases	488							

Note. a. 0 cells (.0%) have expected count less than 5. The minimum expected count 8.57 job. b. the standardized business statistics .343.

When this result is examined, it can be seen that there is no relation between conceptual categories and participants according to Pearson square statistic ($X^2 = 6,859$, $df = 4$, $p = .143$). As a result of the analysis made, 22 of the cells were found to be lower than 5. When the literature survey was conducted, in case the test was not reliable if even one of the distributions was smaller than 5, it was determined that the Fisher’s Exact Test would be appropriate to be applied (Çolak, 2011; Can, 2017). The result is the same in both calculations and the relationship between the variables is not significant because $p > 0.05$.

4. Discussion and Conclusion

In this study, 167 metaphor images were produced in order to determine the metaphors on the concept of “classroom teacher” of the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers.

The reason for producing such a large number of metaphors on the concept of classroom teacher is as follows: Students have different experiences than their teachers. In his work, Marshall (1990) stated that metaphors can be structured in the form of perception of situations and events. In other words, due to the fact that the concept of classroom teacher will be perceived in different ways by each student, it should not be expected that one or more metaphor can be sufficient to explain it. Other metaphor studies about the teachers (Yılmaz, Göçen, & Yılmaz, 2013; Kalyoncu, 2012; Koç, 201; Çelik, Çatalbaş, & Tomul, 2014) confirm that.

Although the metaphor imageries generated by the participants are 167 in number, they are more concentrated around concepts such as angel, parent, teacher, friend / fellow, sun, family, flower, light, books, candle light, and guide. In the study conducted by Çelik, Çatalbaş, & Tomul (2014), the metaphorical perceptions of the primary school students regarding the concept of “classroom teacher” are angel, sun, mother. According to the study conducted by Koç (2014), the metaphors related to the concepts of teacher and teaching profession of classroom teacher candidates consist mostly of tree, candle, parent, sun, light, compass. In Saban (2004) study, it is aimed to determine the metaphors regarding the concept of teacher of teacher candidates at the elementary level. In that study, 151 metaphor imageries are produced, such as gardener, tree, candle, architect, book. This work also includes tree, compass, gardener. The results of this study largely overlap with other studies conducted on primary school students, classroom teacher candidates and elementary-level teacher candidates. In the study conducted by Kalyoncu (2012), it has been determined that some of the metaphors of visual arts teacher candidates regarding the concept of “teaching” are mirror, mother, flower, light, despair, poor. The results of this study, while sharing mother, mirror, flower, light metaphors, do not overlap with the Kalyoncu study as the metaphors of poor and hopelessness are not included in the 167 metaphor imageries.

The 167 metaphor imageries are divided into 10 conceptual categories that best express the content in the direction of the given rationales. These are respectively: 1- Teacher as the expression of love and protection, 2- Teacher as the source of knowledge, 3- Teacher as a cog in the wheel, 4- Teacher as a guide and a shaper, 5- Teacher as a harmful person, 6- Teacher as a source of motivation, 7- Teacher who acts according to the situation, 8- Teacher as a model, 9- Teacher as a personal development provider and a developer, 10- Teacher as a leader and a discipline center. Especially metaphors which imply love and protection is used for teachers by 40%. In the study conducted by Arslan, Cansever, & Aslan (2016), children's "teacher" perceptions were clustered in the conceptual themes which are similar for their families and teachers, especially as Family Membership (25%) and Warm-Hearted Person (8%). The meanings of the themes of family membership and warm-hearted person in that study and the category on affection and protection in this study overlap with each other in terms of their contents. In the study conducted by Saban (2004), teachers are gathered through metaphors under the groups of knowledge provider, shaper, curative, entertaining, supporting individual development and guide. In the work conducted by Kalyoncu (2012), teachers gathered through metaphors under the groups of expression of love, part of life, educator-instructor, artist, expression of difference, curative, reflection of life, expression of desperation. Our study and these two studies do not overlap with the categories of the curative, the expression of difference, the artist, the reflection of life, and the expression of desperation categories. However, other categories are similar in content and meaning.

Examining the findings of the study shows that approximately 21% of the participants constituted negative metaphors while 79% of them had positive metaphors. In the study conducted by Cerit (2008), it is seen that the metaphors preferred by the students, teachers and administrators about the concept of teachers mostly have positive meanings. Other studies (Saban, 2004; Kalyoncu, 2012; Arslan, Cansever, & Aslan, 2016; Yılmaz, Göçen, & Yılmaz, 2013; Koç, 2014; Çelik, Çatalbaş, & Tomul, 2014) confirm that the metaphors for teachers are generally positive. The results of our study are similar with these studies.

As the study shows, the conceptual categories determined according to the characteristics of the metaphors do not differ for the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers. Findings shows that the perception formed in the mind on the classroom teacher does not change much over time. However, it is observed that especially the classroom teachers are modeling their own primary school teachers when applying their profession. From this, it can be said that it is highly probable that the classroom teacher candidates begin their primary school teachers to follow as a model when they become classroom teachers.

In this research, it was aimed to determine the perceptions of the primary, the secondary and the high school students, the classroom teacher candidates and the classroom teachers about classroom teachers through metaphors. Based on the results obtained, the following suggestions can be made;

- ✓ Through the produced metaphors, the effects of teachers on the individual are clearly visible. In this direction, the number of the studies about teacher perception can be increased and the results can be shared with education faculties. Thus, it is possible to educate the teacher candidates who will educate the students with positive attitudes in the future.
- ✓ More studies can be conducted and the results can be shared with the teachers who are in charge. Teachers can engage in self-criticism by seeing the significance of their own effects on the individuals better, given the compact data achieved in this way.
- ✓ The link between the metaphorical perceptions of primary school teachers and the career choices of the classroom teacher candidates and the classroom teachers can be examined.
- ✓ Classroom teacher candidates can be provided with more experience of encountering with classroom teachers by multiplying and diversifying school experience classes. In this way, the negative perceptions of the classroom teacher candidates about classroom teachers can be reversed.

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