

**A Metaphorical Analysis of Novice Teachers'  
Perceptions Concerning First Year in Teaching,  
Induction Process, School Administrators and Mentor  
Teacher**

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*The aim of this study is to determine the perceptions of novice teachers about the first year in teaching, induction process, school administrators and mentor teacher through metaphors. This research designed as a qualitative study was carried out with 120 novice teachers working in Van province, Turkey. The data of the research were obtained by a survey form. In the analysis of the data, content analysis technique was used. As a result of the research, it was found that a large majority of novice teachers used metaphors concerning first year in teaching with negative connotations such as lack of experience, difficult process, disappointment; most of the novice teachers used metaphors concerning induction process with negative connotations such as a difficult process, feeling of oppression, anxiety of not becoming a teacher, and not being seen as a teacher; nearly half of the novice teachers used metaphors concerning school administrators with negative connotations such as power element/oppressive, variability, symbol of formality, unfairness, and indifference; the vast majority of novice teachers have a positive view of their mentor teachers seeing them as supporters or guides, but approximately one quarter of them used metaphors that described mentor teacher as oppressive and ineffective.*

**Introduction**

Teachers are one of the basic elements of the education system and have a critical role (Kozikođlu, 2016). They have important responsibilities in the creation of an ideal social order through education, and Ertürk (2013) describes teachers as "social engineers". In this case, the first year in

teaching should be paid attention as a period which is known as the transition year to the teaching profession.

#### *First Year in Teaching*

As in all professions, the first year in teaching is seen as a special period in teaching profession. The first year of teaching has been emphasized in literature to a great extent and an important literature about "the first year in teaching" was formed. It is stated that the first year in teaching will influence a teacher's professional career significantly. Furthermore, the first year in teaching influences whether novice teachers will stay in the profession or not (Bush, 1983, Feiman-Nemser, 2001, Rust, 1994). The experiences of a teacher and the conditions he/she works in this period are significantly influential on his/her professional development (Feiman-Nemser, 2001; Gergin, 2010; Rust, 1994) and on teacher's effectiveness in the profession, attitude and behaviors in the long term (Bush, 1983).

The first year of teaching known as transition to the teaching profession is seen as the "time to achieve or break". For beginners, first year in the profession can be challenging (Eaton & Sisson, 2008). Approximately three-quarters of novice teachers in the USA are either transferring to a different school or leaving the profession in the first year (Smith & Ingersoll, 2004). If the novice teacher fails in the first year of teaching, he/she will be influenced negatively and will come to the threshold of leaving the profession; but if he/she becomes successful, this will lead to a more effective teaching career (Hammond, 2005). No matter how effective the teacher education is, it is almost unavoidable for novice teachers to experience adaptation difficulties because novice teachers who are new to the profession meet with real conditions in the first year (Korkmaz, Saban, & Akbaşlı, 2004). In this sense, the first year of teaching differs from previous and next periods for a teacher (Feiman-Nemser, 2003).

The first years of teaching are known as the most challenging years in the professional life of novice teachers (Dickson, Riddlebarger, Stringer, Tennant & Kennetz, 2014; Veenman, 1984; Fantilli & McDougall, 2009). Although the difficulties encountered in this period differ from teacher to teacher, there are some common difficulties encountered (Hammond, 2005). Differences in practice, difficulties in adjusting to the profession, excitement of the first experience in the profession and so on can be listed as the difficulties of this period (Yalçınkaya, 2002). Thus, the first year of teaching can be seen as a struggle and adaptation process for novice teachers (Kozikoğlu, 2016). In this case, it is important to determine novice teachers' perceptions concerning the first year in teaching.

#### *Induction Process in Turkey*

Novice teachers are the teachers of next generation and their success in the profession will determine the success of next generation. Therefore, a lifelong and comprehensive professional development program should be provided for them that allows them to enrich their professional experiences (Wong, 2004). First of all, there is a need of effective induction programs that address the needs of novice teachers in order to retain them in the profession (Joiner & Edwards, 2008). In teacher education, induction can be defined as the process of adapting beginning teachers into their new roles as teachers (Kessels, 2010).

In Turkey, the teachers who were appointed in 2016 February were subjected to the "Induction Training Program" by the Ministry of National Education (MONE). In the instructions prepared for this program, novice teachers are defined as "those who were nominated as teachers within the scope of the first appointment from the ones who had not been nominated in teaching before" (MEB, 2016).

Induction training program consists of 16 weeks in-

class, in-school and out-of-school activities, 10 weeks seminar and course type works. In this process, novice teachers participate in pre-class preparation, course monitoring and after-school activities in company with mentor teacher during three days a week; one day they observe the work and functioning in the school, administrative activities, everyday school life; one day they participate in the activities to recognize the city's culture, visit different educational centers, and so on. In addition, novice teachers cannot give a lesson independently, but only in the supervision of mentor teacher. After the first six months of the program, novice teachers begin the profession in the provinces where they are appointed, and they are working as candidate teachers until they are successful in the candidacy examination and their candidacy is lifted (MEB, 2016). Before the induction program in 2016, novice teachers addressed the teachers starting their first year of teaching independently after completing their teacher education. However, within the induction program in 2016, induction process is seen as a precursor to being a teacher candidate and then a full teacher.

Novice teachers have different tasks such as learning how to teach and provide learning activity (Feiman-Nemser, Carver, Schwille, & Yusko, 1999, Feiman-Nemser, 2001). In this case, induction can be seen as a transition process to the teaching profession. The perceptions of novice teachers concerning induction process can be regarded as a reflection of their inner world.

#### *Relations with School Administrators in Induction Process*

School administrators have multiple responsibilities, such as determining the school's mission and vision, motivating employees, and making decisions, etc (Barbara & Grady, 2007, Senemoğlu, 2007). Fulfilling these responsibilities requires effective communication (Senemoğlu, 2007). The health of this communication is essential for all stakeholders

in the school, but it is quite important in terms of ensuring that novice teachers can adapt to the profession and the school climate.

School administrators are responsible for facilitating novice teachers' communication and collaboration with other teachers at the school (DePaul, 2000; Roberson & Roberson, 2009). In addition, school administrators should check the content and level of the communication between mentor teacher and novice teacher, and provide support for the establishment of a bridge between them (Eaton & Sisson, 2008). In this case; the social, pedagogical, technical support and guidance that school administrators have to offer are important for novice teachers to deal with the difficulties they may encounter in the first year of the profession (Ekinçi, 2010) and school administrators should be willing to provide this support and guidance (DePaul, 2000). Therefore, there is a need to determine the perceptions of novice teachers about school administrators in terms of presenting data on whether school administrators fulfill their duties and responsibilities.

#### *Relations with Mentor Teacher in Induction Process*

In "Induction Training Program" prepared by the Ministry of National Education (MONE) for the teachers assigned in the period of February 2016, mentor teacher is defined as "the individual who mentors the novice teacher in induction process" (MEB, 2016). Mentor teacher has a critical role in providing support to novice teacher both professionally, emotionally and socially (Singh & Mahomed, 2013).

Mentor teacher is the one who is responsible for supporting, motivating, encouraging and guiding novice teacher when necessary (Varney, 2009). Novice teachers have a limited school experience (Athanasēs & Achinstein, 2003), and thus have more different expectations than a friendly salutation (DePaul, 2000). In this case, mentor teacher should guide the novice teacher in teaching planning and

implementation (Athanases & Achinstein, 2003), and should interact regularly with the novice teacher. Because mentor teacher has an important role in novice teacher's being satisfied with the profession, novice teachers who can establish positive relationships with their mentor teachers have a more positive perception of the school climate and don't have difficulties in adaptation (Russo, 2008). Thus, it is important to determine the perceptions of novice teachers concerning their mentor teachers who have such an importance in the professional development of novice teachers.

There is a general consensus that metaphors have a pedagogical role not only in the literature but also in education. The use of metaphors in education is known to describe or interpret an unknown event, situation, or action with respect to a known event, situation, or action (Botha, 2009). In other words, metaphor is a concept, situation or phenomenon that is explained by comparing with another concept, situation or phenomenon (Oxford et al., 1998). Metaphors are often preferred for revealing the attitudes, expectations, beliefs, and perceptions of individuals (Leo, 2015). The aim of this study is to determine the perceptions of novice teachers about the first year in teaching, induction process, school administrators and mentor teacher through metaphors. For this purpose, the following questions are addressed in this research:

1. What are the metaphors concerning "first year in teaching", their reasons developed by novice teachers and categories of these metaphors?
2. What are the metaphors concerning "induction process", their reasons developed by novice teachers and categories of these metaphors?

3. What are the metaphors concerning "school administrators", their reasons developed by novice teachers and categories of these metaphors?
4. What are the metaphors concerning "mentor teacher", their reasons developed by novice teachers and categories of these metaphors?

In the field of education, various studies in different countries were conducted considering the use of metaphors (Bozlk, 2002; Ferrara, 2003; Hasim et al, 2013; Jensen, 2006; Massengill-Shaw, Mahlios & Barry, 2005; Mahlios, Massengill-Shaw & Barry, 2010; Nikitina & Furuoka, 2008; Oxford et al, 1998; Perry & Cooper, 2001; Thomas & Beauchamp, 2011; Visser-Wijnveen et al, 2009; Zhao, Coombs & Zhou, 2009). In Turkey, it is seen that there has been an increase in the number of metaphor studies in the field of education, recently. In some of these studies, perceptions concerning teacher or teaching profession (Afacan, 2011; Çelikten, 2006; Çocuk, Yokuş & Tanrıseven, 2015; Kalyoncu, 2012; Koç, 2014; Ocak & Gündüz; 2006; Saban, Koçbeker & Saban, 2006; Taşdemir & Taşdemir, 2011; Yılmaz, Göçen & Yılmaz, 2013), in some studies perceptions concerning students (Çırak, 2014; Saban, 2009; Sezgin et al, 2016), in some studies perceptions concerning school (Bülbül & Toker-Gökçe, 2015; Koçak, 2013; Nalçacı & Bektaş, 2012; Örucü, 2014; Özdemir & Akkaya, 2013; Saban, 2008b), in some studies perceptions concerning curriculum (Aykaç & Çelik, 2014; Gültekin, 2013; Örtten & Erginer, 2010; Semerci, 2007), in some studies perceptions concerning university (Koşar, 2016; Oyman & Şentürk, 2015), in some studies perceptions concerning technology (Ergen & Yanpar-Yelken, 2015; Gök & Erdoğan, 2010; Kurt & Özer, 2013), in one study for each perceptions concerning education (Akbaba-Altun & Apaydın, 2013), school administrator (Çobanoğlu & Gökalp, 2015), instructor

(Demirtaş & Çoban, 2014) and knowledge (Saban, 2008a) were analyzed through metaphors.

As it is seen in the literature, although there are a lot of metaphor studies on various elements of education and stakeholders in education, there is no metaphor study for novice teachers to determine their perceptions concerning first year in teaching, induction process, school administrators and mentor teacher. In this sense, this research is considered to be the first and important in terms of determining novice teachers' perceptions concerning first year in teaching and induction process which is an important and special period in teachers' professional career, and their perceptions concerning school administrators and mentor teacher who have critical role in novice teachers' professional career.

## **Method**

### *Research Model*

This research is a qualitative study to determine perceptions of novice teachers concerning the first year in teaching, induction process, school administrators and mentor teacher. In this study, phenomenological inquiry was used in that phenomenological inquiry attempts to determine perceptions of the individuals concerning intense human experiences (Merriam & Tisdell, 2015) and to uncover emotional world of the individuals (Tembo, 2016). In this study, it is thought that the phenomenological inquiry is suitable for the purpose of this research because it aims to reveal novice teachers' perceptions through the metaphors about the phenomena that they have experienced and the individuals that they have interacted intensively.

### *Study Group*

The study group of this study consists of 120 novice teachers working in Van province, Turkey. Criteria sampling method was used in this research as one of the purposive

sampling methods. In criteria sampling method, the criterion for the sample is determined and the units (individual, object, event, etc.) that meet the criterion are sampled (Büyüköztürk et al., 2012, p.91). In this study, criteria were determined as the teachers who are in the first year of the profession and have been lecturing for at least one term, then novice teachers who meet this criteria were included in the study group. 72 (60%) of the teachers in the study group are female and 48 (40%) of them are male. Novice teachers are branch or primary school teachers in preschool, elementary, secondary and high school levels.

#### *Data Collection Tools*

A survey form developed by the researcher was used as data collection tool. The survey form consists of demographic information and four metaphor questions. In order to determine novice teachers' perceptions concerning first year in teaching, induction process, school administrators and mentor teacher through metaphors, novice teachers were asked to produce metaphors for these phenomena or individuals and to explain the reasons for using these metaphors (Eg: The first year in teaching is like .....; because ..... . Induction process is like ..... ; because .....). In metaphor studies; the relation between the subject and the source of the metaphor is determined with the concept of "like", and with the concept of "because" it is requested to give reason for the metaphor the individual uses (Saban, 2008b). In that way, the metaphors novice teachers used for this phenomena or people and the meaning they placed on these metaphors were determined.

#### *Analysis of Data*

In the analysis of data, content analysis was used as one of the qualitative data analysis techniques. In content analysis, it is aimed to reveal the concepts (codes) which can

explain the data by in-depth analysis of the obtained data and to interpret these concepts by arranging them under appropriate categories (Yıldırım & Şimşek, 2011). In this study, the following steps were taken in analyzing and interpreting the metaphors developed by novice teachers:

1. The metaphors obtained from novice teachers were analyzed with regard to purpose of usage and source of the metaphor. Although questionnaire forms were distributed to 120 novice teacher during data collection phase, valid metaphors were included in the analysis. Empty or incompletely filled forms (those who did not write the reason even if developed metaphor) were left out of the analysis. In addition, metaphors were eliminated that have no meaningful link between the metaphor and its reason.
2. Metaphors included in the analysis were listed in alphabetical order.
3. The metaphors developed by novice teachers for each case or person were analyzed separately and categorized. During the category-building phase, metaphors were analyzed in terms of their common characteristics, and the metaphors were themed under appropriate categories in terms of the meaning novice teachers placed on these metaphors. In this case, the same metaphors could be placed under different categories based on reasons provided by novice teachers.
4. Metaphors and categories were placed in tables with frequency and percentage under each category (theme). In addition, the metaphors were supported by direct quotes to reveal the link between the metaphors and the categories created.

Various measures were taken in the research to ensure the reliability and validity of the data. According to Miles &

Huberman (1994), the consistency between coders can be examined to ensure reliability in qualitative research. In this study, in order to enable internal reliability (consistency), expert opinion was consulted to determine whether the metaphors in the categories represent the target category, and the number of agreements and disagreements were calculated by comparing the categories created by experts and researchers. In the calculation, the formula proposed by Miles & Huberman (1994) was used ( $\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{number of disagreements}}$ ). As a result of the calculations, the correspondence between the coders was found to be 96% ( $294/(294+9)=0.97$ ) indicating that the codes and categories are sufficiently reliable. Sample coding and categorization for better understanding of data analysis is given in Table 1:

Internal validity in qualitative research relates to the credibility of the results, whereas external validity concerns the transferability of results in other situations (Miles & Huberman, 1994). In this study, in order to ensure credibility, the integrity and consistency of the results were constantly revised by the researcher and the results were supported by direct quotes. In order to enable transferability, all processes related to data collection tools, data collection and analysis were described in detail so that it is possible to make comparison for other researchers working on the same topic.

### **Results**

In this section, results concerning the metaphors developed by novice teachers about the first year in teaching, induction process, school administrators, mentor teacher concepts and categories determined based on these metaphors were presented in sub-headings.

**Table 1. Sample Coding and Categorization**

<i>Teacher views</i>	<i>Category (Theme)</i>	<i>Codes (Metaphors)</i>
<i>"The first year in teaching is like a test drive, because the teacher gets an idea about himself and his students and decides what to do, how to do it or not."</i>	First year in teaching	Test drive
<i>"Induction process is like a mountain to be overcome, because most people do not view you as a teacher until your candidacy is lifted."</i>	Induction process	Mountain to be overcome
<i>"The mentor teacher is like traffic signs because it guides us when we falter and cannot find our way."</i>	Mentor teacher	Traffic sign
<i>"The school administrators are like plane tree, because they are with us in our difficult moments and protect us."</i>	School administrators	Plane tree

#### *Results Concerning First Year in Teaching*

In this study, valid metaphors about the concept of "first year in teaching" were obtained from 102 out of 120 novice teachers. A total of 69 different metaphors were produced by novice teachers on the concept of "first year in teaching" and these metaphors were grouped into four categories: lack of experience, a new beginning (excitement of the first year), difficult process (workload), and disappointment. The metaphors produced by novice teachers and the categories for these metaphors are presented in Table 2.

As shown in Table 2, about three quarters (74%) of novice teachers used metaphors concerning first year in teaching with negative connotations such as lack of experience, difficult process, disappointment, while about one fourth of them (26%) used metaphors that described first year in teaching as a new beginning or a new excitement. More than half of the novice teachers (52%) emphasized lack of experience using metaphors such as fish out of water, studentship, learning to ride a bicycle, baby learning to walk, newly married couple, beginning primary school, etc. For example, novice teachers used expressions concerning first year in teaching such as "... is like *fish out of water*, because novice teachers struggle for what to do and how to do it

(T62).", "... is like *studentship*, because you learn what to do during this process (T54).", "... is like *infancy*, because you learn everything through trial and error (T13)." and "... is like *newly married couple*, because you do not fully know students and you do not know what to do (T80)."

**Table 2. Distribution of the Metaphors Developed for "First Year in Teaching" In Terms Of Categories**

<i>Categories</i>	<i>Number (%)</i>	<i>Metaphors</i>	<i>Number of Metaphors (%)</i>
Lack of experience	53 (52%)	Fish out of water (12), studentship (5), learning to ride a bicycle (3), baby learning to walk (3), walking on the ice (3), learning to swim (2), motherhood (2), coming back to the world, infancy, crawling, newly married couple, new marriage, new bride, newly opening flower, beginning primary school, new student in school, the bird learning to fly, medical practitioner, newly beginner hafiz, novice driver, apprenticeship, adolescence, falter , parrot, bridge, trial board, trial-and-error path, self-seeking man, test drive, long journey.	30 (43%)
A new beginning (Excitement of the first year)	27 (26%)	Spring season (3), spring (3), child's first step (3), budding tree (2), seedlings, harvest time, seeds, rainbow, hot pepper, the source of stream, wind, ant, book, fruit waiting to be picked, curious child, studentship, parachute jumping, dream, year of joy, gripping film.	20 (29%)
Difficult process (Workload)	16 (16%)	A rugged downhill (2), fear tunnel (2), fish out of water (2), a car with burst tire, a constant struggle, tsunami, lost bird, archive, balloon, caretta trying to reach the sea, four operations, going on a journey, a snowflake.	13 (19%)
Disappointment	6 (6%)	Avocado, waiting for Godot, dreaminess, April rain, continuation of studentship, studentship.	6 (9%)
<b>Total</b>	102		69

In this category, it is seen that novice teachers emphasize that they do not fully know what and how to do due to lack of experience in the first year in teaching, practice is different from theory, they learn by trial and error, and so they have difficulties.

Likewise, 16% of novice teachers emphasized that first year in teaching is a difficult process and the workload is high by using metaphors such as rugged downhill, fear tunnel, a car with burst tire, lost bird etc. For example, novice teachers used expressions concerning first year in teaching such as "... is like *a fear tunnel*, because you cannot know what legislation, documents and procedures you will encounter (T42).", "... is like *a lost bird*, because you are completely alone in an unfamiliar place (T84)." and "... is like *going on a journey*, because many things that you do not plan are waiting for you (T91)." It is seen that novice teachers point out the first year in teaching as a difficult process due to many uncertainties they must face, feeling loneliness in an unfamiliar environment and high workload such as documents, forms, etc. Some of novice teachers (6%) emphasized that first year in teaching is a disappointment using metaphors such as avocado, waiting for Godot, dreaminess, continuation of studentship, etc. For example, novice teachers used expressions concerning first year in teaching such as "... is like *waiting for Godot*, because your expectations will never be fulfilled (T30)." and "... is like *dreaminess*, because you realize that your profession, which you started with the idealistic spirit and excitement, is not as it seems from the outside (T33)." In this case, it is seen that some novice teachers emphasized that their professional expectations were not met considering the metaphors they use.

On the other hand, one fourth (26%) of novice teachers emphasized that first year in teaching is a new beginning or a new excitement by using metaphors such as spring season, spring, child's first step, budding tree, year of

joy, gripping film, etc. For example, novice teachers used expressions concerning first year in teaching such as "... is like *spring*, because you celebrate the joy of spring (T36).", "... is like *child's first step*, because it is a new and exciting step for your life (T19)." and "... is like *book*, because it is the first page of your new life, and the first lines you touch others' life (T40)."

#### *Results Concerning Induction Process*

In this study, valid metaphors about the concept of "induction process" were obtained from 101 out of 120 novice teachers. A total of 71 different metaphors were produced by novice teachers on the concept of "induction process" and these metaphors were grouped into six categories: difficult process (workload), feeling of oppression, learning process, anxiety of not becoming a teacher, feeling of not being seen as a teacher and evaluation process. The metaphors produced by novice teachers and the categories for these metaphors are presented in Table 3.

As seen in Table 3, about one third (32%) of novice teachers emphasized that induction process is a difficult process and the workload is high by using metaphors such as torture, being worker, being laborer, military service, novitiate, stress ball, freight train, etc. For example, as for the metaphor of "*torture*", novice teachers expressed as "..., because you do all the drudgery work (T48)." and "..., because there are endless seminars, documents, forms (T47)."

**Table 3. Distribution of the Metaphors Developed for "Induction Process" In Terms Of Categories**

<i>Categories</i>	<i>Number (%)</i>	<i>Metaphors</i>	<i>Number of Metaphors (%)</i>
Difficult process (Workload)	32 (32%)	Torture (8), being a worker (3), being a laborer, military service, novitiate, adolescence, suffering, drawing water from well, heavy truck, empty sack, studentship years, stress ball, stress skein, freight train, barbed rose, sheep, track, new bride, water, star, body, wind, mountain peak.	23 (33%)
Feeling of oppression	27 (27%)	Stepchild (2), novitiate (2), being a guinea pig (2), being on tenterhooks (2), worker-bee (2), the smallest child at home (2), being walk-on (2), recruit (2), shamefacedly (2), ugly duckling, portage, rain in the spring, nightmare, piece of paper, playing with the mouse of a cat, slavery, being imprisoned, seasonal worker, silence.	19 (27%)
Learning process	18 (18%)	Apprenticeship (6), seed (3), world tour, being educated child, crawling period, youth, first steps, little child, new student in school, test drive, mirror.	11 (15%)
Anxiety of not becoming a teacher	13 (13%)	A place separating heaven from hell (4), the soccer player in the training, supervised freedom, substitute player, kite, human who cannot see the end, obsession, seat, worry, empty heroism.	10 (14%)
Feeling of not being seen as a teacher	6 (6%)	Something meaningless (2), internship, platonic love, writing on the water, mountain to be overcome.	5 (7%)
Evaluation process	5 (4%)	Test drive (3), trial period, hired qualified employee.	3 (4%)
<b>Total</b>	101		71

Likewise, some novice teachers used expressions concerning induction process such as "... is like *being worker*, because all the tasks are done by novice teachers (T2).", "... is like *a track*, because you always encounter with obstacles that you have to overcome (T63)." and "... is like *water*, because it extinguishes all your thrill (T72)." Similarly, it is seen that by using

metaphors such as stepchild, novitiate, being a guinea pig, being on tenterhooks, the smallest child at home, being walk-on, recruit, slavery, etc., about one fourth (27%) of novice teachers emphasized that novice teachers are depressed during induction process and the other staff in the school have a tendency to establish superiority on novice teachers by abusing novice teacher status. For example, novice teachers used expressions concerning induction process such as "... is like *a stepchild*, because it is always reminded that you are a novice teacher and you have not got some rights (T81)." and "... is like *being walk-on*, because you remain in the background of the leading actors (T33)." Some of novice teachers (6%) emphasized that novice teachers are not seen as teachers in induction process by using metaphors such as something meaningless, internship, platonic love, writing on the water, etc. For example, novice teachers used expressions concerning induction process such as "... is like *something meaningless*, because you are unfairly seen as inadequate (T4)." and "... is like *internship*, because you have become a teacher but you are seen as an intern (T69)."

Some of novice teachers (13%) emphasized that they have the anxiety of not becoming a teacher in induction process by using metaphors such as a place separating heaven from hell, the soccer player in the training, supervised freedom, substitute player, human who cannot see the end, etc. For example, novice teachers used expressions concerning induction process such as "... is like *a place separating heaven from hell*, because your professional life in future is in suspense (T32).", "... is like *substitute player*, because you always feel anxiety whether you will be included in the play or not (T83)." and "... is like *a kite*, because dreams and hopes are always loaded on it; if it falls, all fall down (T79)." It is seen that novice teachers are concerned about examinations and evaluations made during induction process. Similarly, some novice teachers (4%) described induction

process as an evaluation process by using metaphors such as test drive, trial period, hired qualified employee. For example, novice teachers used expressions concerning induction process such as "... is like *trial period*, because novice teacher is tested for suitability to the profession (T22)." and "... is like *a test drive*, because the strengths and weaknesses of the teacher are tested (T36)."

On the other hand, it is seen that about one out of five novice teachers (18%) described induction process as an ongoing learning process by using metaphors such as apprenticeship, seed, world tour, being educated child, crawling period, youth, first steps, little child, new student in school, etc. For example, novice teachers used expressions concerning induction process such as "... is like *apprenticeship/world tour*, because you learn new things continuously (T17, T26).", "... is like *a little child*, because you try to get something from the people around you in order to learn something new (T58)." and "... is like *youth*, because you learn to differentiate the truth from the wrong (T34)." Through the metaphors used by novice teachers, it is seen that they pay attention to the fact that they are constantly learning new knowledge and experiences about the profession during induction process and the learning process continues.

#### *Results Concerning School Administrators*

In this study, valid metaphors about "school administrators" were obtained from 106 out of 120 novice teachers. A total of 78 different metaphors were produced by novice teachers on "school administrators" and these metaphors were grouped into ten categories: power element/oppressive, focus of management, supervisor, guiding/directing, taking responsibility, variability, protective/reassuring, symbol of formality, unfairness, and indifference. The metaphors produced by novice teachers and the categories for these metaphors are presented in Table 4.

As seen in Table 4, one fourth (25%) of novice teachers emphasized that school administrators see themselves as a power element and they behave oppressively by using metaphors such as landowner of the village, egoist, leader of the school, landlord, rooster, azrael, power supply, authority, boss, olive oil, etc. For example, novice teachers used expressions concerning school administrators such as "... are like *leader of the school*, because everything is at their commands (T59).", "... are like *azrael*, because they always remind you that you are a novice and at risk as if reminding the death (T7)." and "... are like *cylinders*, because they pass by when it doesn't suit their book (Ö72)." Some of novice teachers (15%) emphasized school administrators' role of continuous monitoring and supervision of school functioning by using metaphors such as boss, commander, inspector, detective, alarm clock, guardian, power, etc. For example, novice teachers used expressions concerning school administrators such as "... are like *boss/guardian*, because they control everything (T66, T27), " ... are like *detective*, because they follow every step you take (T19)." and "... are like *traffic police*, because the control of the school is in their hands (T78)." Three novice teachers emphasized the fact that school administrators are very much attached to formalities, regulations and legislation by using metaphors such as memorial of formality, judge, regulation booklet. For example, one of the novice teachers used the expression concerning school administrators such as "... like *regulation booklet*, because they are keen on documents and formalism (T92)."

**Table 4. Distribution of the Metaphors Developed for "School Administrators" In Terms Of Categories**

<i>Categories</i>	<i>Number (%)</i>	<i>Metaphors</i>	<i>Number of Metaphors (%)</i>
Power element/ oppressive	27 (25%)	Landowner of the village (3), egoist (3), chief of the school (3), leader of the school, landlord, a bad friend, rooster, azrael, power supply, authority, police, cylinder, carpenter saw, officer, bully, boss, inconsiderate parent, strained rope, mother-in-law, stingy human, olive oil.	21 (27%)
Focus of management	22 (21%)	Captain (5), authority (4), governor (2), queen bee (2), parent, politician, chief, chief commander, pillar of home, head of the house, construction base, touchstone, mountain.	13 (33%)
Supervisor	16 (15%)	Boss (6), commander (3), inspector, detective, alarm clock, guardian, power, crow, traffic police.	9 (14%)
Guiding/ Directing	14 (13%)	Orchestra chief (2), encyclopedia (2), parent (2), organizer, moon, father, internet, guide, driver, helper, sun.	11 (15%)
Taking responsibility	8 (8%)	Father (3), cook, gardener, I-phone, Obama, bee.	6 (7%)
Variability	7 (6%)	Climate conditions, pseudo spring, season, chameleon, rosary, parent, pencil.	7 (4%)
Protective/ Reassuring	5 (5%)	Shepherd (2), plane tree, castle, rock.	4 (6%)
Symbol of formality	3 (3%)	Memorial of formality, judge, regulation booklet.	3 (4%)
Unfairness	2 (2%)	Topcoat, anti-hero.	2 (4%)
Indifference	2 (2%)	Scarecrow, customer services.	2 (6%)
<b>Total</b>	106		78

7% of novice teachers emphasized that school administrators have a variable structure by using metaphors such as climate conditions, pseudo spring, season, chameleon, etc. For example, novice teachers used expressions concerning school administrators such as "... are like *pencil*, because sometimes they highlight, sometimes they cross out (T39)." and "... are like *climate conditions*, because the climate

(mood) that you come up with is how you live in its conditions (T34)." Considering the metaphors developed by novice teachers, it is clear that novice teachers pay attention to the fact that school administrators are inconsistent and then it is uncertain what they will do. Likewise, two novice teachers emphasized that school administrators don't act fairly by using metaphors such as topcoat, anti-hero; two novice teachers emphasized that school administrators are indifferent and do not help them by using metaphors such as scarecrow and customer services. For example, novice teachers used expressions concerning school administrators such as "... are like *an anti-hero*, because they are proud of their unfair behaviors (T3)." and "... are like *customer services*, because they always keep the individuals waiting, but do not solve the problem (T6)."

On the other hand, about one fourth of novice teachers (21%) emphasized school administrators' role of organizing, regulating, and managing school by using metaphors such as captain, authority, governor, queen bee, chief, chief commander, pillar of home, touchstone, etc. For example, novice teachers used expressions concerning school administrators such as "... are like *captain*, because they are the ones who compile, gather, manage, and direct (T41)", "... are like *queen bee*, because they determine the distribution of duties and manage tasks (T50)." and "... are like *head of the house*, because they manage the functioning and order of the school (T26)." Similarly, 13% of novice teachers emphasized school administrators' role of directing, leading and guiding by using metaphors such as orchestra chief, encyclopedia, parent, organizer, moon, father, internet, driver, helper, sun, etc. For example, novice teachers used expressions concerning school administrators such as "... are like *orchestra chief*, because they make all the directives (T62)." and "... are like *the moon*, because they enlighten our way with their knowledge and experience (T6)." In addition, 8% of novice

teachers emphasized school administrators' being responsible by using metaphors such as I-phone, Obama, bee, etc.; 5% of novice teachers emphasized school administrators' being protective and reassuring by using metaphors such as shepherd, plane tree, castle and rock. For example, novice teachers used expressions concerning school administrators such as "... are like *a father*, because they have all the responsibilities (T9)." and "... are like *a shepherd*, because they ensure that everyone in the school are in security (T17)." It was found that nearly half (47%) of the novice teachers have positive views towards school administrators considering the metaphors they use; they see them as the individuals who rule the school, take responsibility, direct and guide the people in the school, and develop confidence by protecting them when necessary.

#### *Results Concerning Mentor Teacher*

In this study, valid metaphors about "mentor teacher" were obtained from 111 out of 120 novice teachers. A total of 58 different metaphors were produced by novice teachers on "mentor teacher" and these metaphors were grouped into four categories: guide (mentor), supporter (helper), oppressive and ineffective. The metaphors produced by novice teachers and the categories for these metaphors are presented in Table 5.

As seen in Table 5, about three quarters (72%) of the novice teachers used metaphors with positive connotations such as guide (mentor) and supporter (helper) concerning mentor teacher, while approximately one quarter (28%) of the novice teachers used metaphors that described mentor teacher as oppressive and ineffective.

**Table 5.** Distribution of the Metaphors Developed for "Mentor Teacher" In Terms Of Categories

<i>Categories</i>	<i>Number (%)</i>	<i>Metaphors</i>	<i>Number of Metaphors (%)</i>
Guide (Mentor)	45 (40%)	Compass (11), guide (8), master (4), advisor (4), navigation (4), captain (3), mentor (3), friend, sheet, signboard, traffic signs, coach, street lamp, control center, parent.	15 (26%)
Supporter (Helper)	35 (32%)	Parent (7), friend (5), gardener (4), answer key (3), master (2), industry master, life water, search engine, flower, Fatih Terim, providential, spark, protector, architect, shoes, insurance, dictionary, prompter, mother-in-law.	19 (33%)
Oppressive	18 (16%)	Boss (4), alarm clock, parent, inspector, the man who claims to have created the small mountains, pawn, senior soldier, authority, characterless, employer, male lion, the person who satisfies his/her ego, striped muscle, selfish, bettor.	15 (26%)
Ineffective	13 (12%)	None (3), ineffective element (3), non-working goods, legislation, docile cat, firefly, broken motor, unopened flower, smoke.	9 (15%)
<b>Total</b>	111		58

Approximately half (40%) of the novice teachers emphasized mentor teachers' features of being advisor and guide by using metaphors such as compass, guide, master, advisor, navigation, captain, mentor, sheet, signboard, etc. For example, novice teachers used expressions concerning mentor teacher such as "... is like *compass/navigation*, because he/she guides us in finding directions and solving the problems we encounter (T63, T42)." and "... is like *traffic signs*, because he/she guides us when we falter or we cannot find the way (T74)." Similarly, nearly one third (32%) of the novice teachers emphasized mentor teachers' features of being supporter and helper by using metaphors such as parent, friend, gardener, answer key, master, life water, search

engine, dictionary, prompter, etc. For example, novice teachers used expressions concerning mentor teacher such as "... is like *parent*, because he/she always tries to complete novice teacher's deficits and shortcomings (T25).", "... is like *answer key/search engine*, because the answer of everything you ask is there (T8, T93)." and "... is like *mother-in-law*, because he/she knows everything, is very experienced and helps you (T36)." It was found that considering the metaphors they use, a large majority of the novice teachers have a positive view of mentor teachers seeing them as supporters or guides.

On the other hand, 16% of the novice teachers emphasized mentor teachers' features of being oppressive and authoritarian by using metaphors such as boss, alarm clock, parent, inspector, senior soldier, authority, employer, male lion, etc. For example, novice teachers used expressions concerning mentor teacher such as "... is like *an alarm clock*, because he/she always reminds you that you are a novice teacher (T9).", "... is like *a male lion*, because he/she makes novice teacher do all the tasks and ends the work with a roaring (T27)." and "... is like *a person who satisfies his/her ego*, because he/she tries to establish hegemony over you (T26)." As seen in the sample metaphors, some of the novice teachers stated that mentor teachers put pressure on novice teachers, try to establish authority and they get their own responsibilities to be fulfilled by novice teachers. Similarly, 12% of the novice teachers emphasized that mentor teachers do not have any effect in induction process and do not provide any support for novice teachers by using metaphors such as none, ineffective element, non-working goods, legislation, broken motor, unopened flower, smoke, etc. For example, novice teachers used expressions concerning mentor teacher such as "... is like *none*, because you cannot see their support (T84).", "... is like *legislation*, because they are mostly not used (T48).", "... is like *broken motor*, because it will not work even if it is the most important item (T6)." and "... is like *smoke*, because it is only in appearance (T18)."

### **Discussion, Conclusion and Suggestions**

In this research, it was concluded that a large majority of novice teachers used metaphors concerning first year in teaching with negative connotations such as lack of experience, difficult process, disappointment, etc. It was determined that novice teachers do not fully know what and how to do due to the lack of experience in the first year of teaching, theory is different from practice, they learn through trial and error, and thus they have difficulties. These results support findings of similar studies in the literature (Britt, 1997; Öztürk, 2008; Kozikoğlu, 2016; Duran, Sezgin & Çoban, 2011). The first year in teaching is described as "the time to achieve or fail". As novice teachers firstly meet real learning environments in the first year of teaching (Feiman-Nemser, 2001; Korkmaz, Saban, & Akbaşlı, 2004; Wideen, Mayer-Smith & Moon, 1998), they do not exactly know what they need to do in the situations they meet and this causes them to have difficulties (Wyatt & White, 2007). As a matter of fact, the first year in teaching is seen as a process of struggle and adaptation (Kozikoğlu, 2016). In this case, it can be said that novice teachers experience significant difficulties in the first year of teaching and they learn many things by experiencing in the profession especially due to lack of experience and incompatibility between theory and practice. This supports the idea that the effect of experience is strongest especially in the first years of teaching (Rice, 2010) and beginning teachers face difficulties in applying the theoretical knowledge from teacher education in real classroom environments (McLaughlin, 2002).

In this research, it was concluded that novice teachers describe the first year in teaching as a difficult process due to the fact that they face many ambiguities, feel loneliness in an unfamiliar environment and there is high workload such as documents, forms, etc. Similarly, it was determined that approximately one third of novice teachers describe induction

process as a difficult process and imply that the workload in this process is excessive. This finding corresponds with the related literature. In many studies in the literature, it is stated that the first year in teaching is a challenging process for novice teachers and they experience significant difficulties during the first year of their profession (Dickson et al., 2014; Eaton & Sisson, 2008; Kozikoğlu, 2016). In addition, novice teachers are often exposed to the most demanding courses or tasks and out of class activities that no one wants to do (DePaul, 2000; Glickman, 1984; Kurtz, 1983, Cited in: Gordon & Maxey, 2000). Thus, within induction process, it can be said that the workload of novice teachers concerning documents, forms, etc. is high and the workload is increased by out-of-class activities and difficult tasks. As high workload is associated with some physiological problems such as stress, fatigue, burnout or low job satisfaction (MacDonald, 2003; Peters, 2013; Skaalvik & Skaalvik, 2014) and novice teachers are new in the profession feeling loneliness, it can be suggested that workload of novice teachers should be taken into consideration and physiological/social support should be provided for them in induction programs.

It was concluded that some of the novice teachers described the first year in teaching as a disappointment, as their expectations in the profession were not met. It can be said that the difficulties encountered in the first year of teaching are influential on novice teachers' seeing the first year in teaching as a disappointment. One of the most common experiences in teaching profession is the feeling of disappointment which can be defined as an unpleasant situation which takes place when desired expectations aren't fulfilled (Levering, 2000). In the first year of teaching, no novice teacher encounters exactly the same situations as his/her expectations (Wyatt & White, 2007). Some of novice teachers are disappointed in their first year of teaching by having difficulties mostly due to lack of experience, although

they start with a great deal of energy, enthusiasm, passion and great hopes for the profession (Protheroe, 2006). These research findings support this situation. On the other hand, it was concluded that approximately one fourth of novice teachers described the first year in teaching as a new beginning or a new excitement. This result can be regarded as a positive situation because both teachers and students will be adversely affected if a novice teacher in the profession fails or is disappointed. In this case, a successful beginning for a teacher is important both for the professional career of the teacher and for the success of the students (Barbara & Grady, 2007).

It was concluded that approximately one fourth of novice teachers emphasized novice teachers are depressed during induction process and the other staff in the school have a tendency to establish superiority on novice teachers by abusing their status of being novice teacher. In this case, it can be said that novice teachers are kept background in the school due to the novice teacher status and even depressed by the other teachers and administrators. In addition, it was concluded that some of novice teachers emphasized that novice teacher is not seen as a teacher in induction process. So, it can be said that novice teachers feel social pressure by the other teachers and administrators in the school environment. Like other organizations, school as an organization involves internal hierarchies and novices may alienate themselves from their colleagues or may be alienated (Broemmel, Jordan, & Whitsett, 2015). As a matter of fact, it is known that new teachers in the profession have difficulties such as social pressure and fear of supervision (Yalçinkaya, 2002). Novice teachers are often isolated rather than supported by their colleagues in the first year of the profession (Cohen, 2005). This may make it more difficult for the novice teachers to adapt to the school and profession. As a matter of fact, the sincere behaviors of other teachers in the

school have a strong influence on a novice teacher (Barbara & Grady, 2007). Success is unavoidable in a positive school climate where teachers are supported by managers and colleagues and effective relationships are established (Wong, 2004).

It was concluded that some of novice teachers are concerned about the exams and evaluations made during induction process, and they feel future concern about not becoming a teacher. Similarly, it was concluded that some novice teachers described induction process as an evaluation process. Thus, it can be concluded that novice teachers see induction as a transition process and they feel professional concerns as a consequence of the examinations and evaluations in induction process. On the other hand, it was concluded that one out of five novice teachers defines induction as a continuous learning process. Through the metaphors used by novice teachers, it is seen that they pay attention to the fact that they are constantly learning new information and experiences about the profession during induction process and thus the learning process continues. Novice teachers have different duties, such as teaching and learning to teach (Feiman-Nemser, Carver, Schwille, & Yusko, 1999; Feiman-Nemser, 2001). Thus, the first year in teaching can be regarded as a learning to teach process (Kozikoğlu, 2016); because the knowledge and skills acquired in the pre-service teacher education period constitute a basis, and the learning process continues as a new teacher in the profession will encounter with real learning environments when they enter the class (Feiman-Nemser, 2001).

In this study, it was concluded that novice teachers emphasized that school administrators see themselves as a power element and behave oppressively; 15% of them emphasized school administrators' role of constantly monitoring and supervising the functioning in the school; 7% of them emphasized that school administrators have a

variable structure; and three novice teachers emphasized that school administrators were very much attached to formalities, regulations and legislation. With the metaphors used by some novice teachers, it is clear that some of the school administrators are inconsistent and novice teachers are not sure what they are going to do. Likewise, it was concluded that two novice teachers emphasized that school administrators don't act fairly and two of them emphasized that school administrators are unconcerned and do not help them. In this case, it can be said that about half of the novice teachers have negative opinions about the school administrators considering the metaphors they use. Similarly, in the doctoral dissertation conducted by Kozikoğlu (2016) with novice teachers, it was determined that one fourth of novice teachers had difficulties in relation to the administrators due to lack of necessary support, lack of communication, and repressive attitude. In many studies (Ekinçi, 2010; Erdemir, 2007; Fantilli, 2009; Jeanlouis, 2004; Lundeen, 2004; Toker-Gökçe, 2013; Yılmaz & Tepebaş, 2011) in the literature, it was concluded that novice teachers do not receive adequate support from the school administrators. The support and guidance that school administrators have to offer to novice teachers have a critical role in novice teachers' ability to overcome the difficulties that they face. It is difficult to expect a novice teacher who lacks the necessary support and guidance to perform effectively in the profession (Ekinçi, 2010). Thus, it can be thought that about half of the novice teachers' having negative perceptions about school administrators may cause them to isolate themselves from school culture and lead to have difficulties in the first year of teaching.

On the other hand, it is seen that approximately half of the novice teachers have positive views concerning school administrators with the metaphors they use seeing them as the individuals who rule the school, take responsibility, direct

and guide the people in the school and develop confidence by protecting them when necessary. Similarly, in some studies (Hebert, 2002; Michel, 2013; Öztürk, 2008), it was found that novice teachers have positive relationships with school administrators during the first year in teaching. Considering that novice teachers who have a good relationship with the school administrators have a better first year in the profession (DePaul, 2000) and the role of the administrators in novice teachers' seeing themselves as a member of the school (Barbara & Grady, 2007), this can be regarded as a positive result in terms of the school climate and the professional development of novice teachers.

It was concluded that approximately three quarters of novice teachers used metaphors with positive connotations such as guide (mentor) and supporter (helper). Similarly, in the master's thesis of Öztürk (2008) conducted with novice teachers, it was found that most of the novice teachers have positive relationships with mentor teachers. Mentor teacher plays an important role in providing novice teacher both professional and emotional support (Singh & Mahomed, 2013). Novice teachers who have positive relationships with mentor teacher show a more positive attitude towards the profession, school and students (Russo, 2008). In this case, a majority of novice teachers' having positive opinions concerning mentor teachers with the metaphors they use and seeing them as supporters or guides may be regarded as a positive result in terms of their personal and professional development. On the other hand, it was concluded that approximately one fourth of novice teachers used metaphors describing mentor teachers as oppressive and ineffective. This finding corresponds to the similar studies Gergin, 2010, Korkmaz, 1999, Kozikoğlu, 2016, Sarı & Altun, 2015, Stanulis, Fallon, & Pearson, 2002; Yeşilyurt & Karakuş, 2011) in the literature. Because of the differences in theory and practice, lack of experience and current conditions in the first

year of teaching, many novice teachers need guidance (Başaran, 1981) and expect from mentor teachers much more than just positive human relationships (DePaul, 2000). In this case, it can be concluded that some novice teachers do not get the support that they need from mentor teachers.

Some suggestions were developed based on the results of this research which are presented below:

1. As it was found that most of the novice teachers feel inexperienced and have difficulty in the first year of teaching and induction process, it can be suggested to prepare qualified induction programs for novice teachers to enrich their experiences in this process, help them overcome the difficulties they encounter and feel themselves safe.
2. As it was found that some of the novice teachers used metaphors concerning school administrators and mentor teachers with negative connotations, it can be suggested that school administrators and mentor teachers should be provided to have an active role in the adaptation process of beginning teachers. In induction programs for beginning teachers, they should provide the necessary professional and psychological support to the novice teachers so that beginning teachers do not feel loneliness and alienated in this process.
3. As first year in teaching is special period for teachers, schools can use metaphor system to assess their first year teachers' experiences and challenges.

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