Metaphorical Perceptions of High School Students in Rural Area Related to Career, Profession, and Job Concepts

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ARTICLE INFO	ABSTRACT
	This study aims to reveal the metaphorical perceptions of Turkish high school students in rural area about the concepts of career, profession, and job. The participants consisted of 160 (82 females and 78 males) high school students in the rural area. Participants are 10th (n=65), 11th (n=40), and 12th-grade (n=55) students. In order to reveal the metaphorical perceptions of the students about the concepts of career, profession, and job, each student was asked to complete the sentences of "career is like .... " and " because it is ... "; "profession is like .... " and " because it is ... " and 'job is like .... " and " because it is ... ". In this study, the phenomenology design was used and the data were analyzed by content analysis. Participants created total of 121 metaphors related to the career concept, 73 metaphors related to the profession concept, and 108 metaphors related to the job concept. The results are discussed basing on the career psychological counseling literature and presented suggestions for future studies.

1. Introduction

A metaphor is defined as a form of speech in which two unrelated ideas are used together to give the meaning of one a definition to the other (Angus & Rennie, 1988, 1989). In addition, metaphor is a visual image that uses imagination to capture new connections and possibilities (Amundson, 2010). Therefore, metaphors make it easier to think about complex issues (Thibodeau & Boroditsky, 2011).

Metaphors enable an individual's mind to move from a certain way of understanding to another way of understanding, allowing that individual to see a certain phenomenon as another phenomenon (Saban, 2008). Metaphors may have various functions. They have the function of providing a mental framework for thinking about a phenomenon (Shuell, 1990), bridging from one idea to another (Hoskins & Lesheo, 1996). They also bring together cognitive, emotional, perceptual, and experiential parts that are seemingly separate (Robert & Kelly, 2010), and help to understand and explain the abstract and complex pattern (James, 2002).. Therefore, metaphor studies are widely used in social (Parsons, 2010; Steen & Gibbs, 2004) and science (Duit, 1991; Pırasa et al., 2018) fields.

Metaphors are widely used in the career psychological counselling (Amundson, 2010, 2015; Savickas, 1993), as well as in the education (Botha, 2009; Büyükalan Filiz & Türkmenli, 2019; Saban, 2008; Shuell, 1990) and psychological counselling (Karaırmak, 2015; Karaırmak & Güloğlu, 2012; Nas, 2019; Van Parys & Rober,

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2013).Several researchers point out that metaphors are used in career counselling interventions and theoretical studies (Amundson, 2015; Patton & MacMahon, 2006; Savickas, 2005; Young et al., 2002) as well as in various disciplines. For example, Savickas (2005) used metaphors to understand clients in career counseling sessions.Amundson (2015), Inkson and Amudson (2002), and Inkson, (2004) has conducted empirical metaphor studies on the concept of career in the vocational behavior. The results of previous studies have revealed different metaphors about the concept of career. Consistent with previous study results, there are many definitions ofthe career concept in vocational psychology literature. For example, Niles and Harris-Bowlsbey (2017) stated that the concept of the career cannot be limited to only work or job, but the career expresses a lifestyle.In another definition, the career is described as the sum of lifelong roles (Herr et al., 2004).On the other hand, Zunker (2006) defines the career as a process that includes progress, plateau, and decline in the pattern and development line formed by the interaction and order of the professional and other life roles.It is noteworthy that definition of career concept includes the concepts of job and profession. Job is the systematic activity that is objectively valued by the individual and desire by others, successive and directed, and requires effort (Super, 1976). On the other hand, profession is the activities that the individual performs to earn their life, to provide a useful service or product to others, based on the knowledge and skills acquired through education, and with rules set by the society (Herr et al., 2004).It is stated that the career, profession, and job concepts are frequently used interchangeably and there is no universal consensus on these concepts even in the USA (see, Isaacson & Brown, 1997).

Although the job is the social mechanism that ensures an individual's participation in and existence in society (Savickas, 2005), it is not only a profit-making activity, but also an activity that determines an individual's social status and determines lifestyle and leisure activities (Niles & Harris-Bowlsbey, 2013).Career is all roles of the individual in their life, such as child, parent, student, citizen, etc, as well as job and profession (Savickas, 2005). The career that directs people's search for meaning and their lives does not end with having an profession or starting a job (Savickas, 2002). However, the career, which has economic returns, also has psychological benefits such as social status, respectability, lifestyle, job satisfaction, life satisfaction (Savickas, 2008).

Metaphors are used to explain these concepts, which are versatile phenomena, especially the concept of career (see Baruch, 2004; El-Sawad, 2005; Fox, 2015; Smith-Ruig, 2008). Inkson (2004) steated that many metaphors related to the concept of career in career psychological counselling are created. However, it is noteworthy that metaphor studies related to the concepts of profession and job are less.Each of these concepts emphasizes a different aspect of the concept of career, but none of which fully reflects the concept of career (Inkson & Amudson, 2002; Inkson, 2004). This study aims to reveal the metaphorical perceptions of Turkish high school students in rural area about the concepts of career, profession, and job.Metaphors make understanding and explaining abstract and hard-to-understand concepts easier through concrete and more well-known concepts (Boroditsky, 2000; Gibson, 2001). In addition, metaphors are a useful way for researchers in vocational psychology to discuss and explain complex concepts related to the career (Fox, 2015). It is critical to determine the metaphorical perceptions of high school students in rural area regarding career, profession, and job concepts because the research results are expected to guide for career counseling services.Furthermore, the results of this study will have significant ramifications for future research.

2. Methodology

2.1. Research Model

This study was conducted with a qualitative research method, and a phenomenology pattern was used. Phenomenological research describes the common meaning of several individuals' experiences of a concept or phenomenon (Creswell, 1998). Phenomenology study is founded on the belief that our knowledge of the universe is derived from our experience, and the researcher's task is to identify, understand, interpret, and explain these experiences (Denscombe, 2014; Hammersley, 2013).

2.2. Participants

One hundred and sixty Turkish rural high school students have recruited the current study. The participants consisted of 160 (82 female and 78 male) high school students in the Afşin district.Afşin is described as a rural area of Kahramanmaraş city.Participants are 10th (n=65), 11th (n=40), and 12th-grade (n=55) students.

The ages of the participants ranged from 15 to 19 years (M = 16.77, *sd* = 0.92). Participants were volunteers.78.12% of the participants are Anatolian High School (n = 125) and 21.87% Anatolian Imam Hatip High School (n = 35) students. The education level of the mothers of participants is mostly primary school graduates (n = 60, 37.5 %), and the education level of the fathers of participants is mostly high school graduates (n = 54, 33.75 %). Thedemographic characteristics of the participants are presented in Table 1.

Table 1. *Participants' Demographic Characteristics*

		Frekans	Yüzde (%)
Gender	Female	82	51.25
	Male	78	49.75
High school type	Anatolian High School	125	78.125
	Anatolian Imam Hatip High School	35	21.875
Grade level	10	65	40.625
	11	40	25
	12	55	34.375
Soci-economic level	High	12	7.5
	Middle	137	85.625
	Low	11	6.875
Mother's educational status	Not literate	14	8.75
	Primary school	60	37.5
	Middle School	53	33.125
	High school	28	17.5
	University	5	3.125
Father's educational status	Not literate	2	1.25
	Primary school	49	30.625
	Middle School	44	27.5
	High school	54	33.75
	University	11	6.875

2.3. Data CollectionTool

To reveal the metaphorical perceptions of the participants about the concepts of career, profession, and job, they were asked to complete sentences related to these three concepts. For this, a survey form was used.The survey form consists of two parts. In the first part of the form, questions are describing the participants' gender, age, grade level, high school type, perceived socioeconomic level, and education status of the parents. In the second part of the survey, each participant was asked to complete the sentences of " Career is like .... " and " because it is .... ", " Profession is like .... " and " because it is .... ", " job is like .... " and " because it is .... ". The surveys weredistributed to the participants, and they were asked to complete the sentences by creating a metaphor in line with their thoughts on the concepts of career, profession, and job, and no orientation was made in this regard. In metaphor studies, the expression "like" is used in the sentence to make an analogy, and the expression "because" is used to base that analogy on a logical ground (Saban, 2009). In this study, the same approach was taken for similar reasons.

2.4. Data Analysis

Since 40 of the data collected from 200 high school students were answered incompletely, they were excluded from the data set. Data collected from 160 high school students were analyzed. The data collected from high school students were analyzed using the content analysis method. Content analysis is a data analysis technique that aims to reach deeper themes and concepts by analyzing the data in-depth (Krippendorf, 2004). In the analysis process, categories were created by bringing together similar metaphors. Visualizations and quantifications were used to increase the clarity, comprehensibility and reliability of the research findings (Yıldırım & Şimşek, 2013).The validity and reliability measures proposed by Lincoln and Guba (1985) were followed. To assure transferability, the convenient sampling method, one of the purposeful sampling methods, was applied. In addition, examples of direct quotations are given to the views of high school students. Participants from various school types and class levels were reached to ensure credibility. Moreover, the data collection tool was created in the most preferred form in the literature and was confirmed by expert opinions. Data collection forms and codes were stored to ensure confirmation.

2.5. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed.

Ethical Review Board Name: Nevşehir Hacı Bektaş Veli University Ethics Committee

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3. Findings

In this section, the metaphors created by high school students regarding career, profession, and job concepts and the categories created from these metaphors are given in tables and figures. The reasons and example quotations for the metaphors created by the participants within the given categories are then given.
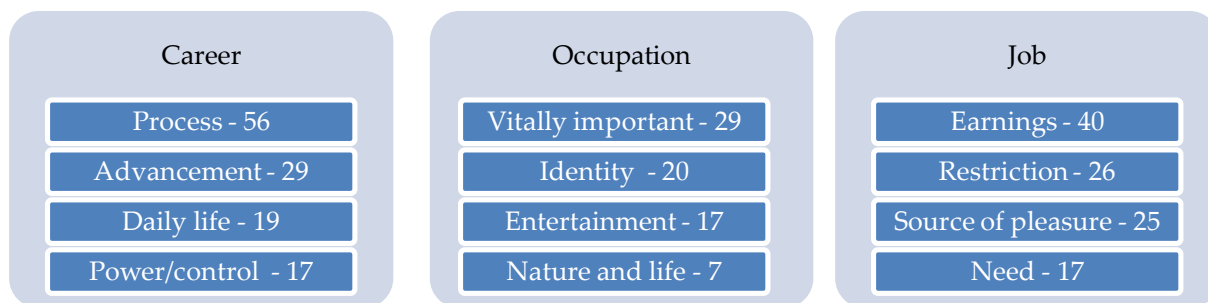
Career	Occupation	Job
Process - 56	Vitally important - 29	Earnings - 40
Advancement - 29	Identity - 20	Restriction - 26
Daily life - 19	Entertainment - 17	Source of pleasure - 25
Power/control - 17	Nature and life - 7	Need - 17

Figure 1. *Categories created for career, profession, and job concepts*

It is seen that there are categories of process, advancement, daily life and power/control related to career concept in Figure 1. It is seen that there are categories of vitally important, identity, entertainment, nature and life related to profession concept. It is seen that there are categories of earnings, restriction, source of pleasure and need related to the concept of job.

Four categories were determined as a result of the classification of 121 metaphors created by high school students regarding career concept according to their similarities. These categories, the total number of metaphors repeated in the categories, the metaphors in the categories, and their repetition numbers are presented in Table 2.

Table 2. *Metaphors created by high school students regarding the concept of career*

Category	Metaphors	f
Process	Life (9), Stair (8), Piggy Bank (3), Step (2), Target (2), Stage (2), Flower (1), Plant (1), Child (1), Lamb (1), The accumulation of the steps taken (1), Sapling (1), The last step of the stair (1), Game level (1), Climbing the peak of Everesin (1), Endless adventure (1), Seed (1), Walking (1), Marathon (1), Reading (1), Climbing (1), Fire (1), My child (1), Summit path (1), Literary work (1), Last page of a thick novel (1), Guide that summarizes life (1), Path (1), Development (1), Race (1), Signature (1), Book (1), Tree branch (1), Hope (1), Personality (1), Music (1)	56
Advancement	Summit (5), Game level (3), Perfectionism (2), Skyscraper (1), Success (2), Tower (1), Stand high (1), Highest place (1), Sun (1), Lantern (1), Pole star (1), Freedom (1), A small step (1), Step taken for the future (1), Being the best (1), Place in life (1), Earth (1), Key (1), Bridge (1), Level up (1)	29
Daily life	Imagination (3), Passion (2), Air (1), Need (1), Heart (1), Earning (1), Compulsory job (1), Compulsory profession (1), Profession with pleasure (1), Family (1), Puzzle (1), Lifestyle (1), Eye (1), Something invaluable (1), House (1), Ice cream (1)	19
Power/control	Respectability (4), Token of superiority (3), Power (2), Position (2), Pride (2), Title (1), Recognition (1), State (1), Giftedness (1), Superiority (1)	17

As seen in Table 2, the frequency order of the metaphor categories created by the students is process, advancement, daily life, and power/control.

In the 'Process' category, students created 58 metaphors. Some of them and their reasons are as follows:

K31-It is like fire because it grows more and more.

K32-It is like a step because it is the sum of experiences accumulated by man.

K55-It is like the road because you have the chance to progress without stopping.

K63-It is like a seed because if you water it, feed it, grow it, if you work, you rise.

K66-It is like a ladder because we encounter something new at every step.

K80-It is like my child because I raise him beautifully by my own means.

K92-It's like an endless adventure because you constantly rise.

K119-It is like a marathon because there can be ups and downs, which is reflected in my performance.

In the advancement category, students created31 metaphors. Some of them and their reasons are as follows:

K146- It is like a tower. Because someone with a good career is high.

K136- It is like a summit. Because the better I go, the better.

K134- Is the summit. Because it is to be high.

K104-It is like a pole star. Because it makes people shine like a pole star.

K100-It is like status. Because it is an opportunity for self-improvement.

K90-It is like game level. Because as I succeed, I rise.

In the power/control category, students created 16 metaphors. Some of them and their reasons are as follows:

K142-It's like power. Because it is necessary to have authority.

K107-It is like pride. Because everyone who has a career has dignity.

K99-It is like superiority. Because career loads more on people.

K98-It is like a summit. Because, thanks to his career, he becomes respected.

In the category of daily life, students created 16 metaphors. Some of them and their reasons are as follows:

K127- It is like a heart. Because it makes me live.

K156-It's like love. Because without a career there is no human.

K52-It is like a compulsory job. Because career is something that gives meaning to one's life.

K70-It's like family. Because I would be happy thanks to the career.

Four categories were determined as a result of the classification of 73 metaphors created by high school students related to the concept of profession according to their similarities. These categories, the total number of metaphors repeated in the categories, the metaphors in the categories, and their repetition numbers are presented in Table 3.

Table 3. *Metaphors created by high school students regarding the concept of profession*

Category	Metaphors	f
Vitally important	Life (11), Water (5), Gold bracelet (3), Food (2), Lifestyle (2), Breathing (1), Meat (1), Human heart (1), Medicine (1), Brain (1) Make money (1)	29
Identity	Uniform (4), Profile (2), Identity (2), Pride (2), House (2), How to identify a person (1), Mirror (1), Reputation (1), Status (1), Respect (1), The person to get married (1), Car (1), Name (1)	20
Entertainment	Passion (2), Love (2), The meaning of life (2), Comfort (1), Unconcern (1), A comfortable seat (1), Happily eaten breakfast (1), Chocolate (1), Chocolate cake (1), sunflower seeds (1), Amusement Park (1), Waiting for plums all winter (1), A pleasant game (1), Happiness (1)	17
Nature and life	Sky (2), Ocean (1), Walnut tree (1), Tree branch (1), Tree (1), One day (1)	7

As seen in Table 3, the frequency order of the metaphor categories created by the students isvitally important, identity, entertainment, and nature and life.

In the *'vitally important'* category, students created 29 metaphors. Some of them and their reasons are as follows:

K3- It's like a lifestyle. Because people live their chosen profession.

K6- It's like making money. Because I can achieve this with the effort given.

K14- It is like medicine. Because I need it to heal.

K23- It is like water. Because it covers ¾ of our lives.

K28- It's like a lifestyle. Because the profession determines how we direct our lives.

K29- It is like water. Because we need it to survive.

K97- It is like a gold bracelet. Because it does not lose its value for life.

In the entertainment category, students created17 metaphors. Some of them and their reasons are as follows:

K1- It is like happiness. Because the professionI am going to do makes me very happy.

K2- It is like passion. Because the profession is love.

K22- It is the meaning of life. Because the professionmakes me happy.

K35- It's like a name. Because people are known for their profession.

K74- It is like a chocolate cake. Because if I do the job I want, I enjoy what I do.

K115- It is like an enjoyable game. Because if I love my job, I will do it with fun.

K123- It is like core. Because it both entertains and satisfies.

In the identity category, students created 20 metaphors. Some of them and their reasons are as follows:

K18- It is like a profile. Because the profession is the profile that reflects you, allows you to be remembered with that profession, and tells you like you.

K76- It is similar to the way you define people. Because your profession reflects you.

K84- It is like a uniform. Because what I have to take is what I want to do.

K108- It is like a uniform. Because without it, man is nothing.

K113- It is like identity. Because you choose a profession according to your personality.

K121- It is like a mirror. Because every person's profession reflects himself.

In the category of 'within life', students createdsevenmetaphors. Some of them and their reasons are as follows:

K7- It's like a day. Because my day takes place within the framework of the profession.

K10- It is like the sky. Because I am looking for myself in this world, it shows my route while reaching what I am looking for.

K15- It is like the sky. Because it continues until the end of its life and is endless.

K64- It is like the ocean. Because reaching a profession is as difficult as crossing an ocean.

K88- It is like a tree branch. Because whichever branch sees the sun more, it develops more.

Four categories were determined as a result of the classification of 108 metaphors created by high school students regarding job concept. These categories, the total number of metaphors repeated in the categories, the metaphors in the categories, and their repetition numbers are presented in Table 4.

Table 4. *Metaphors created by high school students regarding job concept*

Category	Metaphors	f
Earnings	Money (18), Moneymaking tool (7), Source of livelihood (2), Source of income (1), Bank (1), Atm visit (1), Withdrawing money from the bank (1), Provision of labor (1), Earnings (1), Bread money (1), Quality life (1), Privilege (1), Standard of living (1), Authority (1), Comfortable life (1), Life-sustaining tool (1)	40
Restriction	Obligation (13), Slavery (3), Between four walls (1), Being the slave of the system (1), Phobia (1), Difficulty (1), Hot pepper (1), Tiring activity (1), Difficult war (1), Time loss (1), Exam (1), Uniformity (1)	26
Source of pleasure	Happiness (3), Pleasure (2), Nucleus (2), Fun (2), Peace (2), Spending time (1), Brewed tea after eating (1), Wafer (1), Leisure activity (1), Hobby (1), Computer game (1), Source of happiness (1), Drawing (1), Comfort (1), Buffet (1), Football (1), Busy (1), Hourglass (1), Social media (1)	25
Need	Need (3), Home (2), Necessity (2), Love (2), Drinking water (1), Nutrition (1), Friendly (1), Water (1), Breathe (1), Eat (1), Basic needs (1), Love (1)	17

As seen in Table 4, the frequency order of the metaphor categories created by the students isearnings, restriction, source of pleasure, and need.

In the earnings category, students created 40 metaphors. Some of them and their reasons are as follows:

> *K1- It is a source of livelihood. Because there is no income for the job.*
> *K3- It's like money. Because the bigger your job, the more money you have.*
> *K9- It's like money. Because the job is something done financially.*
> *K66- It is like a bank. Because it makes me make money.*
> *K135- It is like withdrawing money from the bank. Because if you do, you have money.*
> *K139- It is like bread money. Because without a job there is no money.*

In the restriction category, students created 26 metaphors. Some of them and their reasons are as follows:

> *K15-It is like a necessity. Because it is an application made regardless of what you want, what you feel.*
> *K24-It is like a necessity. Because, you must have a job to survive.*
> *K72- It is like being a system slave. Because since the age of seven, the desire for the sun is trapped between the four walls and eventually becomes a slave to others.*
> *K73-It is like between four walls. Because it is a limited place, it is stifling and boring.*
> *K83-It's like slavery. Because it is what people must do.*
> *K120-It's like an exam. Because the harder I work, the harder it gets.*

In the source of the pleasure category, students created 25 metaphors. Some of them and their reasons are as follows:

> *K56-It's like being happy. Because most of our life goes through doing a long-term job, this job determines whether we are happy or unhappy in life.*
> *K76-It's like water and food. Because, you have to find him to survive.*
> *K80-It's like spending time. Because what do we do at home until evening? We spend time going to work.*
> *K84-It is like a source of pleasure. Because the fact that man always has work to do makes sense of his life.*
> *K104-It is like an hourglass. Because, it allows us to make the best use of time.*
> *K129-It's like a hobby. Because, I enjoy doing so much.*

In the needs category, students created 17 metaphors. Some of them and their reasons are as follows:

> *K29-It is as needed. Because it is always necessary.*
> *K46-It is like water. Because it is necessary to live, even if it is unpleasant.*
> *K75-It's like breathing. Because without work, there is no money, family, home, child and happiness.*
> *K76-It's like drinking and eating water. Because if you want to live your life, you have to find it.*
> *K123-It is like a friend. Because it is hard to find.*
> *K153-It's like love. Because one half of the job is empty.*

4. Discussion, Conclusion, and Recommendations

This studywas aimed to reveal the metaphorical perceptions of high school students about career, profession, and job concepts.High school students created metaphors about career, profession, and job concepts and wrote the reasons for them. Metaphors created by high school students regarding the concept of career are gathered in the categories of process, advancement, daily life, and power/control. The metaphors created by high school students regarding the concept of profession are gathered in the categories of vital importance, identity, entertainment, and from nature and life. The metaphorscreated by high school students related to the job concept were collected in the categories of earning, restriction, source of pleasure, and need.

High school students created a total of 121 metaphors in four categories regarding the concept of career. There are 56 metaphors in the process category, 29 in the advancement category, 19 in the daily life category, and 17 in the power/control category. Among the most repetitive in the process, category are metaphors such as stairs, life, piggy bank, stage, and climbing. According to these findings, the process category reflects theoretical states and views in career development theories (Ginzberg et al., 1951; Gottfredson, 2002; Super, 1953). According to these theories, career development is an ongoing process throughout the life of the individual. Career development consists of several stages and each stage has career development tasks that the individual must complete (see Super, 1963a, b). Among the most repeated in the advancement category are metaphors such as summit, game level, skyscraper, and tower. In the traditional sense, this category can

reflect intra-organizational rises (Adamson et al., 1998). According to these data, high school students believe that getting promoted will help them advance in their careers. In the power/control category, reputation, superiority, power, and state metaphors are among the most repeated. According to these metaphors, it is seen that students emphasize hierarchy and status. The concept of career in high school students reflects hierarchy and status may be due to the high power distance (Hofstede et al., 2010) in Turkey. In the category of daily life, there are metaphors such as puzzles, imagination, air, and eye. This category suggests that high school students see the career as a natural part of human life. Emphasis is also placed on the complexity of daily life. This category is similar to Lent's (2005) definition of his career development process as a large complex puzzle involving many factors such as genetic inheritance, environmental support and resources, goals, choices, satisfaction, transitions, learning experiences, interests, skills, values, and changes over time. To support the research findings, previous research has used metaphors that relate to the concept of career: Structure, Relationship, Role, Resource (Inkson, 2004), Path and Journey (Baruch, 2004; Inkson, 2004; Inkson & Amudson, 2002; Smith-Ruig, 2008), History (Christensen & Johnston, 2003; Inkson, 2004), Climbing (Baruch, 2004), Stairs and Steps (Inkson, 2004; Inkson & Amudson, 2002; Oezdemir et al, 2016), Capital (Inkson & Amudson, 2002; Inkson & Arthur, 2001), glass ceiling (Inkson, 2004), legacy (Inkson, 2004; Larson & Wilson, 1998), career anchor (Inkson & Amudson, 2002), harmony (Inkson, 2004), cycle and season (Inkson, 2004; Inkson & Amudson, 2002), boundary (Arthur & Rousseau, 1996; Inkson, 2006), and portfolio (Inkson & Amudson, 2002) metaphors found. Also process, cycle, accumulation, resource, difficulty, role, and situationally(Çetin et al., 2015); productivity, development and maturation, path, and target (Korkut & Keskin, 2016) metaphors are also metaphors found in previous research on the concept of career.

High school students created 73 metaphors in four categories related to the concept of profession. There are 29 metaphors in the vital category, 20 in the identity category, 17 in the entertainment category, and 7 in the category of nature and life. The most repeated in its vital category are metaphors such as water, gold bracelet, life, breathing, and eating. The definition of the concept of profession reflects the vital importance category. Profession is knowledge and skill-based activity that is done by an individual to provide a useful service and product to others, gained through education and determined by society, to sustain the individual's life (Herr et al., 2004). As can be understood from the definition, the importance of profession in human life is an undeniable fact and people need profession in order to survive and to earn money. In addition, the profession is not just a whole set of activities for making money. Her/his profession influences many aspects of an individual's life. The most frequently repeated metaphors in the entertainment category are metaphors such as passion, love, the meaning of life, comfort, and happiness. To give an example to reflect these findings, 80-85 % yes answer was given to the question of "Would you like to work again if you have much money to provide your life" (Yeşilyaprak, 2016). As Freud states that the indicators of healthy people are love and work, realizing the essence that Rogers expressed as fully functioning is also related to the profession and work (Kuzgun, 2014). There are metaphors such as uniform, profile, identity, and human identification tools among the most repeated ones in the identity category. Participants generally state that people's profession reflects their identity and is the way they define them. According to Savickas (2002), vocational identity is a combination of features observed and possessed by the individual and others. Research findings support this view. The most repeated in nature and life category are metaphors such as sky, ocean, tree, and tree branch. Similarly, in previous studies, it has been found to be a useful metaphor for the concept of profession, since water is reflective, conductive, naturally occurring, endless, and fluid (Fox, 2015). On the other hand, Wilcock (2001) and Molke (2009) emphasized the vocational development effort and chaos in adolescence by metaphorizing the concept of profession as a ship without an anchor in an unlimited sea. The research findings support the views of Kuzgun (2000) whose profession is the most important source of a person's identity, which is defined as a sphere of activity that enables the individual to be respected, build social relationships, have a place in society and feel that it works.High school students created a total of 108 metaphors in four categories related to the concept of job. There are 40 metaphors in the earnings category, 26 in the restriction category, 25 in the source of pleasure category, and 17 in the need category. In the earnings category, metaphors such as money, livelihood, bank, and cash machine are among the most repeated. The job can be either paid (salary, wage) or unpaid (voluntary, hobby) (Super, 1976). The earnings category related to the job concept reflects the Dictionary by Merriam-Webster' job description. According to the Dictionary by Merriam-Webster's the job is defined as a regular remunerative position. According to this category, the job is perceived by high school students as activities with a material return.

Among the most repeated in the restriction category are metaphors such as necessity, slavery, inter-wall, and phobia. This category suggests that high school students have a negative attitude towards work and have false generalizations and beliefs about work. Understanding work, defined as the meaning evoked by the individual about the attitude towards work (Blustein, 2006), can be negative in high school students. Working understanding is an important indicator of adolescents' career maturity (Öztemel, 2012; Öztemel & Yüksel, 2011). Turkish rural high school students' view of work and job as a restriction suggests that their vocational maturity level maybe low. Thus, studies to improve high school students' work understanding and career maturity levels are recommended.According to another finding, high school students see the job as a source of pleasure. Among the most repetitive in the category of the source of pleasure, there are metaphors such as happiness, pleasure, entertainment, and peace. This category supports conceptual explanations about work and study. Job is a source of livelihood of the individual and an important activity that meets the need for living, working, physical and mental activity. In addition, the job is integrated with life and is an important source of satisfaction. Satisfaction and pleasure of the individual increases her/his self-confidence, self-esteem, and happiness (Yıldız, 2010). Metaphors such as home, necessity, love, water, and friends are among the most repeated in the needs category. According to this category, high school students regard work as a means to meet their needs.These findings support Roe's views, emphasizing that there is a relationship between career choice and needs. According to Roe (1957), people choose an profession or workplace for Maslow's physiological needs, security needs, love, and belonging needs, prestige and the need to succeed, and the need for self-realization, which he stated in the hierarchy of needs.

The study results revealed that Turkish rural high school students perceive the concept of career as a process, promotion, daily life, and power/control. The results revealed that Turkish rural high school students perceived the profession as vitally important, identity, entertainment, from nature and life. The results revealed that Turkish rural high school students perceive the job concept as earnings, restriction, source of pleasure, and need.

Because this study used a convenient sampling approach, the participants are only 10th, 11th, and 12th-grade students.Future studies can be studied on a broader population that includes all grade levels in rural and urban high school and middle school students. Besides, this study was carried out in the Afşin district of Kahramanmaraş province. Conducting researches involving participants with different regions and characteristics may bring different metaphors into the literature. In addition,psychological counselors can get ideas about their students' career maturity levels and their understanding of work by conducting similar practices on their students and can direct their work accordingly.School counselors can carry out group guidance activities to increase high school students' career maturity and working understanding.

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