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Metaphorical Perceptions of Teachers Regarding the Concept of "Teaching Profession" (A Weighted Study)

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Abstract

Today, the perceptions of individuals who are performing the teaching profession are very important. The purpose of this research is; to investigate the metaphorical perceptions that teachers have regarding the concept of the teaching profession and to compare the metaphorical perceptions of classroom teachers and branch teachers. The research is a qualitative study and the data are examined by content analysis. As a data collection tool, 60 teachers were told to "Teaching profession..... it's like. Because....." they were asked 3 times to complete the sentence. According to the results of the study; the number of metaphors produced by teachers is 155 and all are valid. The created metaphors are collected in 5 different categories. It was observed that the classroom teachers and branch teachers who participated in the study produced metaphors mostly in the category of "Expressions Related to An Object." Teachers in the study group perceive the teaching profession most with the metaphors of "parenting, motherhood and candles." According to the findings of the study; When comparing metaphorical perceptions of classroom teachers and branch teachers in all categories, it was determined that classroom teachers produced more metaphors than branch teachers, while branch teachers could not produce little or no metaphors.

Keywords: Metaphor, Teacher, Teaching Profession, Classroom Teacher, Branch Teacher

1. Introduction

Teaching is one of the oldest and most respectful professions of our time. Turkish Language Association (2019) concept of profession; It defines the rules as the determined work, which is gained with a certain education, based on systematic knowledge and skills, to produce useful goods for people, to provide services and to make money in return. There are professions that arise with a long and intensive work, with special expertise, knowledge and skills. One of these professions is teaching (Unal and Ada, 1999). The teacher is the main element that allows the individual to have a quality education process in the school. They are the building blocks of the teacher and student education system. Teacher; the person who is to teach knowledge is defined as teacher, scholar, muallime (TLA, 2019). The teaching profession is as vital to society as doctors. While medicine heals our bodies; enriches our minds by providing education, knowledge and skills. Teaching is a kind of sacrifice for the benefit of the students. The teacher gives all the energy, strength and knowledge to the students.

Teaching is constantly evolving and exploring. Teachers who do their job well will train explorers to make future inventions and research.

According to the Kart (2016), it is the responsibility of the teacher to inform the students and to guide them to the truth. A quality education begins with the responsibility of the teacher. An effective educational activity is reserved for the teacher to have an active role in the classroom. If a teacher knows his responsibilities towards his students, he becomes an effective role-model in the classroom and contributes to the education of the students as well as has significant effects on personality development. That's why it's important how teachers perceive their profession.

Today, there is a so-called "theory of mental metaphor" based on the work of Lakoff and Johnson (1980a). As Lakoff and Johnson mentioned, if a large amount of our concept system is considered metaphorical, it can be said that the way we think, everything we experience and what we do every day is related to metaphors (Lakoff and Johnson, 1980b:103). Metaphors are a tool of imagination for people; make analogies with an unusual language instead of using ordinary language. The expressions we perceive and the relationships we establish with others are formed through concepts. Concepts that govern our thoughts are important resources that help us in our daily work. The metaphors we create with concepts; We often use it not only in language, but also in the movements and thoughts we make in everyday life. In this regard, metaphors allow a person's mind to reach from a certain way of understanding to another, allowing that person to understand a particular phenomenon as another fact (Saban, 2009). Therefore, metaphors play a role in defining our needs in everyday life. According to the theory of mental metaphor, the original metaphor is to understand and experience one phenomenon according to another (Lakoff and Johnson, 2005). The metaphor is formed by stating that the X phenomenon is like the Y phenomenon and establishes a relationship between two imspatial phenomena, allowing a certain mental schema to be projected onto another mental schema (Saban, 2009). In a metaphor relationship, three main headings are mentioned: (1) the subject of the metaphor , (2) the source of the metaphor, and (3) the characteristics that are intended to be attributed from the source of the metaphor to the subject of the metaphor. For example, if you want to use "The teaching profession is like a flower. Because I don't know if I it is the one that constantly blooms, offers innovations, adds beauty around it." it is the one that constantly opens, offers innovations, adds beauty around it" is the feature that is intended to give from the source of the metaphor to the subject of the metaphor (Forceville, 2002). When the field article was examined, the metaphorical perceptions of students, teacher candidates and teachers towards the 'teaching profession' were the subject of many studies.

Koc (2014), has identified the metaphorical perceptions of class teacher candidates regarding the concepts of "teacher" and "teaching profession." Accordingly, metaphors include teaching as a challenging profession, teaching as a multifaceted profession, teaching as a valuable profession, teaching as a profession full of surprises, teaching as a profession of need, teaching as a canonical profession, teaching as a protective profession, teaching as a profession of the heart, teaching as a healing profession, teaching as a profession of sacrifice, teaching as a guiding profession and an informative profession. Additionally, it is collected under 11 headings, including teaching. It was concluded that the most common 'motherhood' (8.85%) and then 'soil' (7.08%) and 'water' (7.08%) metaphors were the most common.

Semerçi, Eliusuk, Semerçi and Kartal (2012) examined the responses of teachers working in schools to metaphors about the teaching profession, and the majority (43.7%) of these responses were called gardeners. He emphasizes that this is because teachers see their students as flowers and raise them with a special value for each of them. Thomas and Beauchamp (2011) explored the views of teachers who had just graduated with metaphors and were in their first year of teaching. According to the results of the study, it has shown that individuals who are new to teaching are moving towards adopting survival mode rather than seeing themselves ready for teaching. According to the study by Skaalvik and Skaalvik (2015), job satisfaction, work-related stress, the consequences of stress and coping strategies were investigated among Norwegian teachers. According to the results of the study, teachers reported high job satisfaction as well as severe stress and exhaustion. They showed a difference between the age of the participants and their coping strategies.

In the literature review on the subject (Martinez, Sauleda and Huber, 2001; Celikten, 2006; Ocak and Gunduz, 2006; Saban, Kocbeker and Saban, 2006; Cerit, 2008; Oguz, 2009; Alger, 2009; Kalyoncu, 2012; Yilmaz, Gocen and Yilmaz, 2013; Ekiz and Kocyigit, 2013; Asaman, 2013; Eren and Tekinaslan, 2013; Cocuk, Yokus and Tanrıseven, 2015; Ozdemir and Erol, 2015; Kart, 2016; Budak and Kula, 2017; Eguz and Ontas, 2018) the concepts of teacher and teaching profession have been the subject of research.

On the other hand, there has been no study in the literature that examines the metaphorical perceptions of classroom and branch teachers regarding the profession. Therefore, it is thought that the results of this research will provide qualified data to the literature on the subject. The purpose of the old teaching profession was to transfer the knowledge of teachers to students who could make art or explore nature in order to survive. The purpose of today's teaching is to teach students to think creatively and to look for answers to various questions, to guide them.

1.2 Purpose of The Study

The purpose of this research is; to investigate the metaphorical perceptions that teachers have regarding the concept of the teaching profession and to compare the metaphorical perceptions of classroom teachers and branch teachers. For this purpose, the problem and sub-problems of the study are determined as follows.

Sub-Problems:

1. What are the metaphorical perceptions of classroom teachers regarding the concept of teaching profession?
2. What are the metaphorical perceptions of the teachers of the branch regarding the concept of the teaching profession?
3. Do the metaphorical perceptions of classroom and branch teachers regarding the concept of teaching profession have similarities/differences?

2. Method

2.1 Research Model

This study, which aims to investigate the metaphorical perceptions of classroom teachers and branch teachers towards the concept of teaching profession, was carried out with a factology pattern from qualitative research patterns. "The factology pattern focuses on cases that we are aware of but do not have an in-depth and detailed understanding of" (Yildirim and Simsek, 2018).

2.2 Working Group

The working group of this research consists of 35 classroom teachers and 24 branch teachers. These branches; It consists of 5 mathematics, 4 preschoolers, 4 Turkish, 2 psychological counseling and guidance (PCG), 2 biology, 2 special education, 2 physical education, 2 religious culture and moral knowledge and 1 geography teacher. The workgroup is easily accessible and created using a maximum diversity sample.

2.3 Collection and Analysis of Data

In order to determine the metaphors of teachers for the concept of the teaching profession, teachers are told 3 times, "The teaching profession is like...; because". Teachers were asked to compare the concept of the teaching profession to a phenomenon they encountered in abstract, concrete daily life and to write down the reason for their analogies. This is given 10 minutes. The forms used as data collection tools are meticulously explained to the teachers who will be applied with the authorized persons. Content analysis from qualitative data analysis methods was used on the data collected in the research. The analysis of the data was followed up in the

following order; enumeration of data, entry of numbered data into Microsoft Word, extraction of data (determination of invalid metaphors), and grouping of data and creating categories.

2.3.1 Coding and Sorting Stage

Each of the metaphors of the teachers involved in the study was numbered and entered into the Microsoft Word program. The 155 metaphors that were investigated during the numbering work were numbered from 1 to 155. The metaphors and reasons developed by the teachers have been entered into the Microsoft Word program. Then the categories were entered. It was concluded that the metaphors developed by some teachers belonged to more than one category and were entered into the second categories. Some teachers have even developed multiple metaphors. Some teachers created 3 metaphors, while others created 2 metaphors and some created 1 metaphor. The 60 teachers who participated in the study produced 155 metaphors. The research did not find metaphors that would be considered invalid. "Sample metaphor expressions" were selected from the participant expressions representing the 5 categories created. Thus, sample expressions that are thought to best represent that category are determined for the categories to which 155 metaphors belong. These sample expressions are K1, K2, K3 for each participant... It is encoded as K60.

2.3.2 Creation of Categories

The part of the metaphor developed when creating categories was dealt with and five different categories were created. When creating categories, the themes determined by the researchers were used. Categories created accordingly; (1) Statements concerning the family (2) Statements related to the profession (3) Statements concerning natural and irrevocable elements (4) Expressions related to an object (5) Vital and Idiom statements.

2.4 Ensuring Validity and Reliability

Valid in qualitative research means that the researcher observes the phenomenon he is investigating as unaccured as possible (Kirk and Miller, 1986; as cited in Yildirim and Simsek, 2008). In this research, all stages of the research were explained in detail, without bias and metaphor samples of the participants were included to ensure the validity and reliability of the research. In order to ensure the reliability of the research, expert opinion was used to confirm whether the metaphor images given under the 5 conceptual categories reached in the research represented such a conceptual category. For this purpose, the opinion of 2 educators who are experts in their field was used. Experts have been asked to consider this list. Later, the criticisms made by the expert were compared with the researcher's own categories. The reliability of the research was calculated using Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{difference of opinion}} \times 100$) by determining the numbers of "consensus" and "difference of opinion" in comparisons. In qualitative studies, reliability is ensured in cases where the harmony between expert and researcher evaluations is 90% or more. A consensus (reliability) of 98.7% was achieved in the reliability study conducted specific to this research. The expert consulted within the scope of the reliability study linked a total of 5 metaphors to a different category than that of the researcher. In this case, $\text{reliability} = \frac{153}{153 + 2} \times 100 = 98.7\%$ is calculated. In this case, $\text{reliability} = \frac{153}{153 + 2} \times 100 = 98.7\%$ is calculated.

3. Results

The teachers who participated in the study produced a total of 155 metaphors. The most frequency metaphors are motherhood (f=12), parenting (f=12), candle (f=8), sun (f=7), mirror (f=5), life (f=5), farming (f=4), artistry (f=4), compass (f=4), book (f=4). Table 1, created by participants, is given.

Table 1: Metaphors developed for the concept of "Teaching Profession" and its percentage

Metaphor Code	Metaphor Name	Student Representing Metaphor		Metaphor Code	Metaphor Name	Student Representing Metaphor	
		f	%			f	%
1	Motherhood	12	7,7	43	A flower I expect to bloom in the spring	1	0,6
2	Parenting	12	7,7	44	Sycamore tree	1	0,6
3	Candle	8	5,1	45	Rose	1	0,6
4	Sun	7	4,5	46	Lung	1	0,6
5	Mirror	5	3,2	47	A shining star	1	0,6
6	Life	5	3,2	48	Stream	1	0,6
7	Farming	4	2,5	49	Plant that remains green for four seasons	1	0,6
8	Artistry	4	2,5	50	Planting thousands of saplings in the garden	1	0,6
9	Compass	4	2,5	51	Spring season	1	0,6
10	Book	4	2,5	52	Season	1	0,6
11	Soil	3	1,9	53	Pickle	1	0,6
12	Water	3	1,9	54	Wine	1	0,6
13	Sculptor	2	1,2	55	Garden	1	0,6
14	Cooking	2	1,2	56	Moon	1	0,6
15	Company Manager	2	1,2	57	A mother's love of her baby	1	0,6
16	Gardening	2	1,2	58	Father	1	0,6
17	Guide	2	1,2	59	Individual of the house	1	0,6
18	Lamp	2	1,2	60	Family	1	0,6
19	The stone of patience	2	1,2	61	Women	1	0,6
20	World	2	1,2	62	Love	1	0,6
21	Flower	2	1,2	63	Passion	1	0,6
22	Ocean	2	1,2	64	Melody	1	0,6
23	Being a child	2	1,2	65	Football	1	0,6
24	Library	2	1,2	66	Türlü dish	1	0,6
25	Dough	1	0,6	67	The soul of man	1	0,6
26	Dream trap	1	0,6	68	Scapegoat	1	0,6
27	Sponge	1	0,6	69	Building a future	1	0,6
28	Cresset	1	0,6	70	Heroic saga	1	0,6
29	Nail polish	1	0,6	71	Constantly contracting	1	0,6
30	Road	1	0,6	72	Cooking	1	0,6
31	Factory	1	0,6	73	Five fingers of one hand	1	0,6
32	Light	1	0,6	74	The wise man in the fairy tales	1	0,6
33	Treasure chest	1	0,6	75	Building a tall building	1	0,6
34	Magic wand	1	0,6	76	Digging a well with a needle	1	0,6
35	White color	1	0,6	77	Renewing	1	0,6
36	Wooden pen in elementary school	1	0,6	78	Living old and new	1	0,6
37	High-rolling stone	1	0,6	79	Volunteering	1	0,6
38	Cologne	1	0,6	80	Shepherding	1	0,6
39	Fruiting tree	1	0,6	81	Psychologist	1	0,6
40	Plant	1	0,6	82	Architecture, carpenter	1	0,6
41	Tree	1	0,6	83	Surgery	1	0,6
42	Growing a red rose	1	0,6	84	Idolism	1	0,6
SUM						155	100

Table 2: Metaphors and percentage that make up the category "Expressions Related to an Object"

THEME	CODE	(f)	%	CLASS TEACHER	MATHEMATICS	PRESCHOOL	TURKISH	PCG	RELIGION CULTURE	BIOLOGY	PHYSICAL EDUCATION	SPECIAL EDUCATION	GEOGRAPHY	ENGLISH	
EXPRESSI ONS RELATED TO AN OBJECT	Candle	8	25,16	6	-	2	-	-	-	-	-	-	-	-	
	Mirror	5		4	-	-	-	1	-	-	-	-	-	-	-
	Compass	4		3	-	1	-	-	-	-	-	-	-	-	-
	Book	4		3	-	-	1	-	-	-	-	-	-	-	-
	Lamp	2		1	-	1	-	-	-	-	-	-	-	-	-
	The stone of patience	2		2	-	-	-	-	-	-	-	-	-	-	-
	Dough	1		-	-	-	-	-	-	1	-	-	-	-	-
	Dream trap	1		-	-	-	-	1	-	-	-	-	-	-	-
	Sponge	1		-	-	-	-	-	1	-	-	-	-	-	-
	Cresset	1		1	-	-	-	-	-	-	-	-	-	-	-
	Nail polish	1		1	-	-	-	-	-	-	-	-	-	-	-
	Road	1		1	-	-	-	-	-	-	-	-	-	-	-
	Factory	1		-	-	-	-	-	-	-	-	-	1	-	-
	Light	1		-	-	1	-	-	-	-	-	-	-	-	-
	Treasure chest	1		1	-	-	-	-	-	-	-	-	-	-	-
	Magic wand	1		-	-	1	-	-	-	-	-	-	-	-	-
	White color	1		1	-	-	-	-	-	-	-	-	-	-	-
	Wooden pen in elementary school	1		1	-	-	-	-	-	-	-	-	-	-	-
	High-rolling stone	1		1	-	-	-	-	-	-	-	-	-	-	-
	Cologne	1		-	-	-	-	-	-	1	-	-	-	-	-
SUM		39		26	0	6	1	2	1	1	0	0	1	0	

As shown in Table 2, metaphors are produced in the "Expressions related to an object" category of the most out of 5 categories. When table 2 is examined; The term "candle" (f=8) appeared predominantly in the metaphors of the teachers who participated in the study. The most commonly used metaphors are mirror (f=5), compass (f=4), book (f=4), lamp (f=2), patience stone (f=2), respectively. When we compare metaphorical perceptions of classroom teachers and branch teachers in this category; while it was seen that the class teachers produced more metaphors than the branch teachers, it was determined that the branch teachers (Mathematics, Psychological Counseling and Guidance, Special Education, English) could not produce any metaphors.

Examples of improved metaphors;

"Teaching profession; it's like a candle... We melt while we teach, we're finished. We consume ourselves and always try to illuminate." (K51)

"Teaching profession; it's like a burning lamp... the teacher is the one who guides, sheds light on the darkness and should be looked up to." (K10)

"Teaching profession; it's like a compass... you guide students in every aspect of life." (K29)

"Teaching profession; it's like a book... you learn new things on every page and improve yourself on every page." (K31)

"Teaching profession; It's like a lamp shining around you. it is the only profession where we can see the light you have scattered around you in the eyes of your children." (K50)

Table 3: Metaphors and percentage that make up the category "Statements Related to Natural and Irrevocable Elements"

THEME	CODE	(f)	%	CLASS TEACHER	MATHEMATICS	PRESCHOOL	TURKISH	PCG	RELIGION CULTURE	BIOLOGY	PHYSICAL EDUCATION	SPECIAL EDUCATION	GEOGRAPHY	ENGLISH	
STATEMENTS RELATED TO NATURAL ELEMENTS	Sun	7	23,87	6	-	-	1	-	-	-	-	-	-	-	
	Soil	3		1	-	-	1	-	-	-	-	-	-	1	-
	Water	3		3	-	-	-	-	-	-	-	-	-	-	-
	World	2		1	-	-	-	-	-	-	1	-	-	-	-
	Flower	2		-	2	-	-	-	-	-	-	-	-	-	-
	Ocean	2		1	-	1	-	-	-	-	-	-	-	-	-
	Fruiting tree	1		-	-	-	-	-	-	-	1	-	-	-	-
	Plant	1		-	-	-	-	-	-	-	1	-	-	-	-
	Tree	1		1	-	-	-	-	-	-	-	-	-	-	-
	Growing a red rose	1		-	-	-	-	-	-	1	-	-	-	-	-
	A flower I expect to bloom in the spring	1		1	-	-	-	-	-	-	-	-	-	-	-
	Sycamore tree	1		1	-	-	-	-	-	-	-	-	-	-	-
	Rose	1		1	-	-	-	-	-	-	-	-	-	-	-
	Lung	1		-	1	-	-	-	-	-	-	-	-	-	-
	A shining star	1		-	-	-	-	-	1	-	-	-	-	-	-
	Stream	1		-	-	-	1	-	-	-	-	-	-	-	-
	Plant that remains green for four seasons	1		1	-	-	-	-	-	-	-	-	-	-	-
	Planting thousands of saplings in the garden	1		1	-	-	-	-	-	-	-	-	-	-	-
	Spring season	1		1	-	-	-	-	-	-	-	-	-	-	-
	Season	1		-	-	1	-	-	-	-	-	-	-	-	-
	Pickle	1		-	-	1	-	-	-	-	-	-	-	-	-
	Wine	1		-	-	-	1	-	-	-	-	-	-	-	-
	Garden	1		1	-	-	-	-	-	-	-	-	-	-	-
Moon	1	-	-	-	-	-	1	-	-	-	-	-	-		
SUM		37		20	3	3	4	2	1	3	0	0	1	0	

When table 3 is examined; Under the theme of "expressions related to natural and irrevocable elements" of the teachers participating in the study, it is seen that the term "sun" (f=7) is the metaphor with the most frequency in the metaphors related to the teaching profession. The most commonly used metaphors are earth (f=3), water (f=3), Earth (f=2), flower (f=2), ocean (f=2), respectively. When we compare metaphorical perceptions of classroom teachers and branch teachers in this category; while it was seen that classroom teachers produced more metaphors than branch teachers, it was determined that the branch teachers (Physical Education, Special Education, English) could not produce any metaphors.

Examples of improved metaphors;

"Teaching profession; it's like the sun... to be a light, to be an example, to illuminate your life." (K53)

"Teaching profession; it's like water... just as water brings living things to life, the teacher prepares the student for life with knowledge." (K11)

"Teaching profession; it's like a flower I expect to bloom in the spring... Seeing our bud students outdo themselves as they learn new things reminds me of those blooming flowers." (K23)

"Teaching profession; the world is like (everything)... Teacher parents, who also give information, are also everything to the guidance (guiding) child, especially in the first stage. He is the role model of the child after the parents. For him, a teacher is everything. What he says is true, and most importantly, he loves his teacher in an infinite and pure way." (K28)

"Teaching profession; it's like the ocean... Just as it contains riches in it, a teacher has a lot of riches in it. " (K25)

Table 4: Percentage of metaphors that make up the "Family-Related Expressions" category

THEME	CODE	(f)	%	CLASS TEACHER	MATHEMATICS	PRESCHOOL	TURKISH	PCG	RELIGION CULTURE	BIOLOGY	PHYSICAL EDUCATION	SPECIAL EDUCATION	GEOGRAPHY	ENGLISH	
FAMILY STATEMENTS	Motherhood	12	20	8	-	1	1	-	-	-	-	1	-	1	
	Parenting	12		9	3	-	-	-	-	-	-	-	-	-	-
	Being a child	2		2	-	-	-	-	-	-	-	-	-	-	-
	A mother's love of her baby	1		-	-	-	-	-	-	1	-	-	-	-	-
	Father	1		1	-	-	-	-	-	-	-	-	-	-	-
	Individual of the house	1		1	-	-	-	-	-	-	-	-	-	-	-
	Family	1		-	-	-	-	-	-	-	-	-	-	1	-
	Woman	1		-	-	-	-	-	-	-	-	1	-	-	-
SUM		31		21	3	1	1	0	1	0	1	1	1	1	

When table 4 is examined; Under the theme of "family-related statements," it is seen that the phrases "parenting" (f=12) and "motherhood" (f=12) are the metaphors with the most frequency in the metaphors related to the teaching profession. When we compare metaphorical perceptions of classroom teachers and branch teachers in this category; while it was seen that classroom teachers produced more metaphors than branch teachers, it was determined that branch teachers (PCG, Biology) could not produce any metaphors.

Examples of improved metaphors;

"Teaching profession; it's like motherhood... there is an emotional connection between the student and the teacher. After motherhood, the strongest bond with the child is with the teacher. The student continues his emotional education with his teacher." (K37)

"Teaching profession; it's like parenting... Sometimes we worry about what the future of students, such as a mother or father, will be." (K43)

"Teaching profession; It's like a mother loving her baby. .. Mother loves her baby unconditionally. Whether it hurts or is forced, it never occurs to you to neglect him for a moment, to leave him and step aside. It's a dedication job in teaching." (K19)

"Teaching profession; it's like family... The teacher is a family head who keeps his child, mother and father together and now takes care of everything." (K48)

"Teaching profession; it's like being a father... Just as a father puts his best foot forward for his son, a teacher does his job with the same sacrifice." (K14)

Table 5: Metaphors and percentage that make up the category "Vital and Idiom statements"

THEME	CODE	(f)	%	CLASS TEACHER MATHEMATIC	PRESCHOOL	TURKISH	PCG	RELIGION CULTURE	BIOLOGY	PHYSICAL EDUCATION	SPECIAL EDUCATION	GEOGRAPHY	ENGLISH	
DAILY AND AUDITORY STATEMENT S	Life	5	16,12	2	2	-	-	1	-	-	-	-	-	
	Library	2		2	-	-	-	-	-	-	-	-	-	-
	Love	1		-	-	-	-	1	-	-	-	-	-	-
	Passion	1		-	1	-	-	-	-	-	-	-	-	-
	Melody	1		-	-	1	-	-	-	-	-	-	-	-
	Football	1		1	-	-	-	-	-	-	-	-	-	-
	"Türlü" dish	1		-	1	-	-	-	-	-	-	-	-	-
	The soul of man	1		1	-	-	-	-	-	-	-	-	-	-
	Scapegoat	1		-	-	-	-	-	-	-	-	1	-	-
	Building a future	1		1	-	-	-	-	-	-	-	-	-	-
	Heroic saga	1		-	-	-	-	-	-	1	-	-	-	-
	Constantly contracting	1		1	-	-	-	-	-	-	-	-	-	-
	Cooking	1		-	-	-	-	-	-	-	-	-	-	1
	Five fingers of one hand	1		-	-	-	-	-	-	1	-	-	-	-
	The wise man in the fairy tales	1		-	-	-	-	1	-	-	-	-	-	-
	Building a tall building	1		1	-	-	-	-	-	-	-	-	-	-
	Digging a well with a needle	1		1	-	-	-	-	-	-	-	-	-	-
	Renewing	1		1	-	-	-	-	-	-	-	-	-	-
Living old and new	1	1	-	-	-	-	-	-	-	-	-	-		
Volunteering	1	1	-	-	-	-	-	-	-	-	-	-		
SUM		25		13	4	1	0	1	2	0	2	1	0	

When table 5 is examined; It is seen that the expression "life" (f=5) is the metaphor with the most frequency in the metaphors related to the teaching profession under the theme of "vital and idiom expressions" of the teachers participating in the study. When we compare metaphorical perceptions of classroom teachers and branch teachers in this category; while it was seen that the class teachers produced more metaphors than the branch teachers, it was determined that the branch teachers (Turkish, Biology, Geography) could not produce any metaphors.

Examples of improved metaphors;

"Teaching profession; bittersweet life... Our world can fall on us with a drop of tears while bursting into laughter with a little word from a student." (K30)

"Teaching profession; it's like a library... You read hundreds of books in the library, but there's still a lot you don't know that you haven't read. You have hundreds of students in teaching, you say you've seen all kinds of students, but you come across another student life that you haven't necessarily seen, and I know there are many students I haven't seen and their unique world." (K30)

"Teaching profession; it's like football... The more you play football, the more you open up, the more you enjoy it. The teaching profession is a profession that you love as you do it." (K36)

"Teaching profession; it's like cooking... You use different ingredients to make great food. It's like creating a beautiful atmosphere in a classroom with children of different characters." (K46)

"Teaching profession; like a spanking boy... the teacher is billed for the skills that the student is inadequate and the courses in which he is weak. The fact that the child has no interest or does not really understand is always ignored." (K54)

Table 6: Metaphors and percentage that make up the category "Professional Expressions"

THEME	CODE	(f)	%	CLASS TEACHER	MATHEMATI CS	PRESCHOOL	TURKISH	PCG	RELIGION CULTURE	BIOLOGY	PHYSICAL EDUCATION	SPECIAL EDUCATION	GEOGRAPHY	ENGLISH	
PROFESSIONAL STATEMENTS	Farmer	4	14,83	4	-	-	-	-	-	-	-	-	-	-	
	Artist	4		3	-	-	-	-	-	1	-	-	-	-	-
	Heykeltıraş	2		1	-	1	-	-	-	-	-	-	-	-	-
	Cooking	2		1	-	-	-	-	-	-	-	-	1	-	-
	Company Manager	2		1	1	-	-	-	-	-	-	-	-	-	-
	Gardening	2		1	-	-	-	-	-	-	-	1	-	-	-
	Guide	2		-	-	-	1	1	-	-	-	-	-	-	-
	Shepherding	1		1	-	-	-	-	-	-	-	-	-	-	-
	Psychologist	1		-	-	-	-	-	-	-	-	-	1	-	-
	Architecture, carpenter	1		-	-	-	-	-	-	-	-	1	-	-	-
	Surgery	1		-	1	-	-	-	-	-	-	-	-	-	-
	Idolism	1		1	-	-	-	-	-	-	-	-	-	-	-
SUM		23		13	2	1	1	1	1	0	2	2	0	0	

When table 6 is examined; Under the theme of "professional expressions," it is seen that the expression "farming" (f=4) and the expression "artistry" (f=4) are the metaphors with the most frequency. The most commonly used metaphors are sculptor (f=2), cookery (f=2), company management (f=2), gardening (f=2), guide (f=2), respectively. When we compare metaphorical perceptions of classroom teachers and branch teachers in this category; while it was seen that the class teachers produced more metaphors than the branch teachers, it was determined that the branch teachers (Biology, Geography, English) could not produce any metaphors at all.

Examples of improved metaphors;

"Teaching profession; like a guide person... the guide next to the child who embarks on the journey of self-discovery is the guide. The kid trusts him. The guide tries to help the child in this struggle and guides him." (K34)

"Teaching profession; it's like being an artist when the time comes... the artist leaves lasting traces when exhibiting his art. Creates the same effect on the teacher." (K10)

"Teaching profession; like a farmer... it is similar to growing crops. We have to do our job with patience, tolerance and effort while raising the children so that the result is good. Let's get nice products." (K28)

"Teaching profession; it's like cooking ... Just as a cook cook cooks differently from different ingredients, the teacher recognizes different students according to their Characteristics and produces products by giving them the trainings they need based on individual differences. Since the same food cannot be made from every ingredient, it does not have the same characteristics in every individual, taking into account the necessary educational needs." (K38)

"Teaching profession; it's like gardening... The more care gardeners take to the garden, the more beautiful the garden will get. That's what teaching is like. The more you take care of the kids, the better his future will be.." (K56)

4. Discussion

This research was carried out in order to reveal and compare the perceptions of classroom teachers and branch teachers regarding the concept of "teaching profession" through metaphors. Yılmaz, Göcen and Yılmaz (2013), he stated that revealing perceptions of the teaching profession with metaphors can be used as an important research tool to understand and explain this profession. Therefore, metaphorical perceptions of the teaching profession are important for teachers, teacher candidates or students who want to choose this profession. In the study, 155 valid metaphors were produced and these metaphors were collected in 5 different categories. When the metaphors are examined; teachers' perceptions of the teaching profession were generally positive. The most

repeated metaphors in the study were "motherhood (f=12)" and "parenting (f=12)". As a matter of fact, this finding obtained by the metaphor of parents Yilmaz, Göcen and Yilmaz (2013), Budak and Kula (2017), Ocak and Gunduz (2006) with Eguz and Ontas (2018) also coincides with their work. In this case, it can be said that the teaching profession for teachers is as effective and important as parenting. This is due to teachers spending most of their time with their students during the day (Yilmaz, Göcen and Yilmaz, 2013).

Based on metaphors, 5 conceptual categories were created. Categories created accordingly; (1) Statements concerning the family (2) Expressions concerning the profession (3) Statements concerning natural and irrevocable elements (4) Expressions concerning an object (5) Statements related to an object are vital and idiomizing statements. Of the 5 categories created, metaphors were produced mostly in the category "Expressions related to an object." It is seen that the phrase "candle" (f=8) is the metaphor with the most frequency among the metaphors of the teachers who participated in the study in this category. This is because teachers' perceptions of the teaching profession guide students on the paths they will take, illuminating their paths. As a matter of fact, this finding obtained by candle metaphor is similar to the work of Koc (2014). Metaphors created by teachers can also be said that the teaching profession is perceived as a profession with the characteristics that guide them, guide them and shape them.

The metaphors put forward by the teachers who make up the working group to express their perceptions of the teaching profession are semantically diverse in terms of the images they evoke in teachers. From this point of view, it is seen that the concept of the teaching profession will not be collected under a single metaphor, so alternative metaphors are needed. In addition, there was no difference between the same metaphors produced by classroom teachers and branch teachers. For example, if you want to use metaphor of a person who is a classroom teacher "Teaching is like motherhood. Because I don't know if I We don't just teach children to read, write or count in school. We feed them, we wipe their noses, we fall, we dressing, most importantly, we love them unconditionally like their mothers and we always work hard for their good." The metaphor of an English teacher is "Teaching profession; It's like motherhood. Because I don't know if I Students are as valuable as your own, and they expect what you expect from your child, teacher. You're as merciful to your child as you are to your student. " in the form of " . Whether it is a classroom teacher or a branch teacher, the perception of the teaching profession does not change. Such studies will benefit the teacher identities of the teacher candidates in the future. However, when we compare metaphorical perceptions of classroom teachers and branch teachers in all categories; while it was seen that the class teachers produced more metaphors than the branch teachers, it was determined that the branch teachers could not produce little or no metaphors. As a reason, it can be said that the professional identity transformations and professional experiences of the classroom teachers are more pronounced and functional than the teachers of the branch.

5. Recommendation

In terms of determining the needs of education, more effective and functional training programs can be developed in teacher training by taking into account the results of these and similar studies. As a matter of fact, Majchrzak and Ostrogska (2021) stated that a teacher training program should be introduced that will contribute to classroom management and help them manage their resources. Giving more space to practical courses than theoretical courses during undergraduate periods will help them to get to know the teaching profession. The criteria that the teacher who will perform the teaching profession should adopt, love and pay attention to when choosing this profession are important for our education system.

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