

Teacher through the Eyes of Teachers and the Society: A Mixed Method Research

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Abstract

The present study is a mixed methods research in which qualitative and quantitative data are collected at the same time. In this study, in which the metaphorical perceptions of teachers and individuals in different professions towards the concept of teacher were revealed, 263 participants were reached. The quantitative data in the study were collected by using Teacher Metaphor Scale. Teacher Metaphor Scale is a 5-likert type scale which has 19 items and three factors. In the qualitative part of the study, a form was developed by the researchers in order to collect data through metaphors. Data was collected online. According to the qualitative data, it was determined that the images of teachers regarding their metaphorical perception towards the concept of teacher were collected in different and more categories than individuals working in other professions. It has been revealed that the metaphorical perceptions of teachers as individuals from the profession are richer. Individuals working in other professions have developed less metaphorical images towards the concept of teacher. When the quantitative findings are examined, it has been revealed that the metaphorical perception levels of the teachers regarding the meanings they attribute to teachers are higher than the individuals working in other professions.

Keywords: *Metaphor, Teacher, Teacher Metaphor Scale, Mixed Method Research, Metaphoric Perception.*

Öğretmenlerin ve Toplumun Gözünden Öğretmen: Bir Karma Yöntem Araştırması

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Öz

Bu çalışma nitel ve nicel verilerin aynı zamanda toplandığı bir karma yöntem araştırmasıdır. Öğretmenlerin ve farklı mesleklerdeki bireylerin öğretmen kavramına yönelik metaforik algılarının ortaya konduğu bu çalışmada 263 katılımcıya ulaşılmıştır. Çalışmanın nicel verileri öğretmen metafor ölçeği ile toplanmıştır. Öğretmen metaforu ölçeği, beşli likert tipinde 19 maddeden ve üç faktörden oluşmaktadır. Çalışmanın nitel kısmında mecazlar yoluyla veri toplamak amacıyla araştırmacılar tarafından bir form geliştirilmiştir. Veriler online olarak toplanmıştır. Nitel verilere göre öğretmenlerin öğretmen kavramına yönelik metaforik algılarının diğer mesleklerde çalışan bireylerden farklı ve daha fazla kategoride toplandığı belirlenmiştir. Meslekten birer birey olarak öğretmenlerin metaforik algılarının daha zengin olduğu ortaya çıkmıştır. Diğer mesleklerde çalışan bireyler, öğretmen kavramına yönelik daha az metaforik imgeler geliştirmiştir. Nicel bulgular incelendiğinde öğretmenlerin öğretmenlere yükledikleri anlamlara ilişkin metaforik algı düzeylerinin diğer mesleklerde çalışan bireylere göre daha yüksek olduğu ortaya çıkmıştır.

Anahtar Kelimeler: *Metafor, Öğretmen, Öğretmen Metafor Ölçeği, Karma Yöntem Araştırması, Metaforik Algı.*

Introduction

Metaphor is a linguistic structure that is used to explain a concept on any subject by using different concepts, to make expression stronger and to convey opinions with a rich language (Ertürk, 2017). Metaphors are the way human beings understand life and they are frequently used in daily life (Kıral, 2015). Metaphors are concepts frequently used to explain feelings or thoughts about a sad, happy, frightening or surprising event in daily or academic life (Turhan and Yaraş, 2013). Based on the definitions made, metaphor can be defined as comparisons which are used to express or define the meaning a concept related with an issue, phenomenon or event evokes in the minds of individuals. Metaphors have an important role in adding vitality to the intellectual meaning of the content or argument during a discussion and in showing creativity (El-Sharif, 2016). According to De Guerrero and Villamil (2001), metaphors have three important characteristics. These are their common use in language teaching, providing with the ability to explain complex information specific to the field and their use by educators as a means of reflection and increasing students' awareness on the related subject. According to Lapasau, Setiawati, Mayasari and Virgana (2020), metaphors have two commonly known typical characteristics. The first is the way of speech used to decorate the language or to make it richer; the second is the fact that metaphors are not a conceptual language phenomenon, but a linguistic phenomenon. Metaphors used during conversation make the conversation richer and more gripping. Metaphors used in conversation are not used to define the related concepts, but to express the comparison the concepts evokes in the mind. That is, the aim of using metaphors is not to define the target concept, but to explain the thoughts in the mind by making comparisons.

Metaphors are common in the thoughts, speaking and behaviors of individuals in daily and academic life (Lakoff and Johnson, 1980). Students who are in the center of educational processes use different metaphors which express their thoughts about a subject, event or phenomenon they come across in their daily and academic life. These metaphors students use are closely related with the richness of their vocabulary and their ability to express themselves. Two components in the development of students' vocabulary and communication skills are the family and teachers.

While the experiences they gain and the formal information they acquire in family and school environment explain their thoughts about a subject, phenomenon or event, they are also reflected in the language they use. Therefore, it is important for students to gain the ability to express themselves with a rich language during their education life.

One of the main objectives of the education system developed is to ensure that students at any stage of the education process gain the knowledge and skills they will use in their academic and daily life (Kalyon and Taşar, 2020). Teachers teach these skills to students and they should have certain competencies in order to teach these skills to students. These competencies may be listed as having strong communication skills, following the developing world, using technological equipment, transferring knowledge, being a good, decent and example individual, having the skills of managing, planning and evaluating (Şeker, Deniz and Görden, 2005). Although the competencies expected from teachers are so high, the respect shown to teachers by the society and the teacher perception of the society are changing day by day and the value of teachers is decreasing each day. Although teaching was a respected profession in the past and teachers were respected and had an important place in the society, today the prestige of teaching profession has begun to decrease and the place of teachers in the society has started to be damaged (Çermik, Şahin and Doğan, 2017). However, defining the concept of teaching or teachers as the architects of the future who ensure the growth of new generations and the development and change of the society is important in terms of giving this profession the value it deserves (Koç, 2014).

The concept of teaching is perceived in different ways by individuals or teachers. While some groups attribute positive meanings to the concept of teaching, some groups interpret this concept negatively. When the literature is reviewed, it can be seen that there are studies which define the concept of teacher with positive adjectives such as guiding (Koç, 2014), curative (Saban, 2004) and gardener (Cerit, 2008); there are also studies which define the concept with negative adjectives such as unqualified (Yılmaz, Göçen and Yılmaz, 2013) and unattractive/unwanted entity (Kıral, 2015). When other studies in which the perceptions relating the concept of teaching are examined, it can be seen that mostly the opinions of students or managers such as inspectors or managers within the process

of education have been examined (Saban, 2004; Pektaş and Kıldan, 2009; Yıldırım, Ünal and Çelik, 2011; Turhan and Yaraş, 2013; Turan, Yıldırım and Tıkman, 2016). Unlike other studies in literature, the present study aims to make a correlation between the metaphors used by teachers and individuals working in different occupations about the concept of teacher and their scores from "Teacher Metaphor Scale". Revealing the metaphor perceptions towards the concept of teacher will be able to reveal the view of the teacher from the perspective of the teacher and other participants. Thus, an idea can be gained about the perception of teachers and society towards the concept of teacher. In this context, answers were sought to the following quantitative and qualitative sub-problems with the present study:

1. How are the metaphorical perceptions of teachers regarding the concept of teacher?
2. How are the metaphorical perceptions of individuals working in different professions regarding the concept of teacher?
3. Are there significant differences between the metaphorical perceptions of the participants regarding the concept of teacher in terms of the participants' gender and the state of being a teacher?
4. Are there significant differences between the metaphorical perceptions of the participants regarding the concept of teacher in terms of their ages and their states of being a teacher?
5. Are there significant differences between the metaphorical perceptions of the participants regarding the concept of teacher in terms of place of residence and state of being a teacher?

Method

Study design

The present study is a mixed methods research in which qualitative and quantitative data are collected at the same time. The study is a study in convergent parallel design. In this design, while methods have equal priority, stages are discussed separately during analysis, while the results are combined when making a general interpretation (Delice, 2014).

Participants

Teachers and individuals working in other professions in Turkey were reached in this study. Metaphor scale and metaphor form sent to them online. 278 individuals participated in the study. Data on the variables of gender, age, place of residence and occupation were collected from the individuals who participated in the study.

The demographic data of the participants included in the study are presented in tables under the headings of gender, age, place of residence and occupation, respectively.

Table 1. Data regarding the demographic information of the participants

		Frequency	Percent
Gender	Female	180	68,4
	Male	83	31,6
Ages	20-30	66	25,1
	31-40	87	33,1
	41-50	51	19,4
	51-60	49	18,6
	61 and older	10	3,8
Place of residence	City centers	147	55,9
	Town centers	112	42,6
	Village	4	1,5
Occupation	Teacher	135	51,3
	Different Occ.	128	48,7

When table 1 is examined, it can be seen that participants in the study, 180 (68,4%) are female, while 83 (31,6%) are male; 66 (25,1%) are between 20 and 30, 87 (33,1%) are between 31 and 40, 51 (19,4%) are between 41 and 50, 49 (18,6%) are between 51 and 60 and 10 (3,8%) 61 years of age and older; 17 (55,9%) live in city centers, 112 (42,6%) live in town centers and 4 (1,5%) live in villages; 135 (51,3%) of the participants are teachers, while 128 (48,7%) are adults working in different occupation groups.

Data Collection Instruments

In terms of the qualitative part of the study, metaphor form developed by the researchers was used as qualitative data collection instrument in this study in which data were collected through metaphors, which is a qualitative data collection method.

Data collection through metaphors is a data collection method based on open ended questions which can be used in sciences and engineering in addition to social sciences disciplines and which provides very rich metaphors (Yıldırım and Şimşek, 2018). The quantitative data in the study were collected by using Teacher Metaphor Scale developed by Aktaş and Tunca (2018). Teacher Metaphor Scale is a 5-likert type scale which has 19 items and three factors. The cronbach alpha value of the scale and the 1st factor was .97; the alpha values of the 2nd and 3rd factors were determined as .90. Scale items were scored as "1" strongly disagree, "2" disagree, "3" undecided, "4" agree, and "5" strongly agree. Data analysis was conducted on 263 data. In addition to the scale, gender, age, place of residence and occupations of the participants were also collected as demographic data.

Data collection and analysis

The required ethics committee permissions were obtained for the study and the data were collected online due to COVID-19. The number of the ethics committee permission is 2021/76. The date of the ethics committee permission is 29.01.2021. The analysis of quantitative data was started with 269 data after the data obtained from 9 individuals that would not be included in the analyses were excluded. Before starting data analysis, normality test was conducted to determine the tests to be used in the analysis. As a result of the normality test conducted, since the number of participants was higher than 50, p value of Kolmogorov-Smirnov test was found to be .039 (significant for $p < .05$) and 6 outliers were found. With the exclusion of outliers, the number of data decreased to 263 and normality test was conducted again. It was concluded that the data were normally distributed since $p = .060$; $p > .05$ result was found as a result of second normality test (Skewness=.114; Kurtosis=.158). Data regarding demographic information were presented in frequency table by conducting descriptive statistical analyses. The data obtained from the participants were evaluated separately in terms of the participants' perceiving teachers as guiding, target achiever, discipline provider-protector and their perceptions of the meanings they attributed to teachers and they were shown in tables. In order to find out to what extent the variables affected each other, the

data were analyzed by using two factor ANOVA technique for independent groups. Two factor ANOVA for independent groups is a technique in which the effects of two different independent variables on a dependent variable can be analyzed both together and separately (Seçer, 2015). Total scores taken from the total scale and each factor in the scale were analyzed separately in terms of the states of participants' being a teacher and not being a teacher within the context of gender, age and place of residence. In the analysis of data in qualitative part of the study, the steps of coding and sorting, compiling a metaphor sample image, developing categories and ensuring validity and reliability which were developed by Saban (2009) were followed. In the analysis of qualitative data, first the coding and sorting phase was conducted. In this phase, it was checked whether teacher participants and the other participants filled in all the information in the form presented to them. The forms of individuals who did not fill in the forms in line with the explanations, those whose metaphors and explanations did not match each other, those who presented more than one metaphor, those who gave the metaphor of a teacher as teacher, those whose metaphors and explanations consisted of only the metaphor and those who did not give a valid explanation to their metaphor were eliminated. Nine data were eliminated, the remaining forms were sorted and a number was given to each individual. Percentages and frequencies of the metaphors were included in the phase of sample metaphor image review. In this section, the explanations regarding the metaphors expressed were also included. These explanations were presented with the code names of the individuals. A sample metaphor list was included to place the metaphors in categories. With the inclusion of sample metaphor expressions, the stage of presenting the metaphors in categories and validating the interpretations with data analysis process of the study was completed. In the category development stage, it was checked whether the metaphor images the participants expressed were integrated with their explanations and each metaphor image was included in the theme with which it was related. Therefore, conceptual categories were formed. Ten categories were formed in line with the metaphors developed by the participants who were teachers, while seven categories were formed in line with the metaphors developed by the participants working in different profes-

sions. For validity and reliability, the steps of reaching conceptual categories were shown in detail and metaphor images were included. The data obtained and analysis results were presented to expert opinion. With the confirmation of the understandability of the questions in the form with individuals other than the participants, the step of validity and reliability was also completed.

Results

Results regarding the quantitative data

In this part of the study, demographic information of the participants, total scores from "Teacher Metaphor Scale" and scores of each factor in the scale were evaluated under separate headings and the relationships between the data were analyzed by using crosstabs, two factor ANOVA technique and presented in tables.

Results regarding the total scales from Teacher Metaphor Scale: In this part, total scores of the participants from "Teacher Metaphor Scale", the factors in the scale and the total scores from the whole scale were calculated. While presenting the data in tables, the scores the participants got from the total scale, from the first (guiding teacher), second (goal oriented teacher) and third (discipline provider/guardian teacher) factors were divided by the number of items in the total scale, the number of items in the first factor, the number of items in the second factor and the number of items in the third factor and mean perception were determined by calculating the scores from the factors and the total scale. The minimum score participants can get from the first factor is 11, while the maximum score they can get is 55; the minimum score participants can get from the second factor is 5, while the maximum score they can get is 25; the minimum score participants can get from the third factor is 3, while the maximum score they can get is 15 and the minimum score participants can get from the total scale is 19, while the maximum score they can get is 95. According to these scores, perception means of the participants regarding the first factor were scored as low (between 11 and 28,59), moderate (between 28,6 and

37,39) and high (between 37,4 and 55); while means of the participants regarding the second factor were scored as low (between 5 and 12,99), moderate (between 13 and 16,99) and high (between 17 and 25), their perception means regarding the third factor were scored as low (between 3 and 7,79), moderate (between 7,7 and 10,19) and high (between 10,2 and 15) and their perception means regarding the total scale were scored as low (between 1 and 2,59), moderate (between 2,6 and 3,39) and high (between 3,2 and 5). The data regarding the aforementioned means were presented in tables with frequency and percentages:

Table 2. The data regarding the scores of the participants from the scale

Level	Occu.	1.Fac- tor (f)	1.Fac- tor (%)	2.Fac- tor (f)	2.Fac- tor (%)	3.Fac- tor (f)	3.Fac- tor (%)	To- tal (f)	To- tal (%)
Low	Teacher	4	3,0	8	5,9	31	23,0	6	4,4
	Different	5	3,9	13	10,2	38	29,7	8	6,3
Mode- rate	Teacher	40	29,6	25	18,5	56	41,5	43	31,9
	Different	49	38,3	31	24,2	48	37,5	53	41,4
High	Teacher	91	67,4	102	85,6	48	35,6	86	63,7
	Different	74	57,8	84	65,6	42	32,8	67	52,4

In table 2, the perception means and percentages of the participants based on the scores they got from the scale in terms of their professions. According to these results, according to the teachers working in different professions, the teacher as a guide ($\bar{x}_{\text{teacher}}=97,0\% > \bar{x}_{\text{other}}=96,1\%$), as teacher as a target achiever ($\bar{x}_{\text{teacher}}=94,1\% > \bar{x}_{\text{other}}=89,8\%$) and as a discipline provider-guardian ($\bar{x}_{\text{teacher}}=77,0\% > \bar{x}_{\text{other}}=70,3\%$) and the meanings they attribute to the teacher ($\bar{x}_{\text{teacher}}=95,6\% > \bar{x}_{\text{other}}=93,7\%$).

Findings relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from the scale in terms of gender and occupation: The scores of participants from the scale in terms of gender and profession were analysed on the basis of factors and total scale and the data obtained were shown in tables:

When Table 3 is examined, it can be seen that the effects of gender ($F=.358, p>.05$) and gender*occupation ($F=2.124, p>.05$) on the perceptions of participants considering teachers as guides, which is the first factor,

were found to be insignificant, while the effect of occupation ($F=4.280$, $p<.05$) was found to be significant.

Table 3. Data relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from scales in terms of gender and occupation

	Source	Sum of Squares	sd	MeanSquare	F	Sig.	Part. EtaSqu. (η^2)
1. factor	Gender	.162	1	.162	.358	.550	.001
	Occupation	1.940	1	1.940	4.280	.040	.016
	Gender*Occupation	.962	1	.962	2.124	.146	.008
	Error	117.375	259	.453			
2. factor	Gender	.335	1	.335	.490	.485	.002
	Occupation	1.704	1	1.704	2.492	.116	.010
	Gender*Occupation	.129	1	.129	.189	.664	.001
	Error	177.147	259	.684			
3. factor	Gender	.006	1	.006	.007	.935	.000
	Occupation	1.145	1	1.145	1.228	.269	.005
	Gender*Occupation	.007	1	.007	.008	.929	.000
	Error	241.592	259	.933			
Total	Gender	.003	1	.003	.005	.942	.000
	Occupation	2.443	1	2.443	4.737	.030	.018
	Gender*Occupation	.481	1	.481	.933	.335	.004
	Error	133.592	259	.516			

When the data relating to the second factor are examined, it can be seen that the effects of gender ($F=.490$, $p>.05$), occupation ($F=2.492$, $p>.05$) and gender*occupation ($F=.189$, $p>.05$) on the perceptions of participants considering teachers as target achievers were found to be insignificant. When the data relating to the third factor are examined, it can be seen that the effects of gender ($F=.007$, $p>.05$), occupation ($F=1.228$, $p>.05$) and gender*occupation ($F=.008$, $p>.05$) on the perceptions of participants considering teachers as discipline provider-protector were found to be insignificant. When the data relating to the scores of the total scale are examined, it can be seen that the effects of gender ($F=.005$, $p>.05$) and gender*occupation ($F=.933$, $p>.05$) on the meanings teachers attributed to the teacher were found to be insignificant, while the effect of occupation ($F=4.737$, $p>.05$) was found to be significant. As a result of the post hoc analyses conducted to examine the significance of effect levels in the scale, it was found that both the perceptions of teachers considering teachers as a guide and also their perceptions of the meanings they attributed to teacher were

higher than those of the participants who were working in difference professions.

Findings relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from the scale in terms of age and occupation: The scores of participants from the scale in terms of age and profession were analysed on the basis of factors and total scale and the data obtained were shown in tables:

Table 4. Data relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from scales in terms of age and occupation

	Source	Sum of Squares	sd	MeanSquare	F	Sig.	Par. EtaSqu.(η^2)
1.factor	Age	2.899	4	.725	1.633	.166	.025
	Occupation	.115	1	.115	.259	.611	.001
	Age*Occupation	3.615	4	.904	2.037	.090	.031
	Error	112.263	253	.444			
2.factor	Age	1.140	4	.285	.413	.799	.006
	Occupation	1.013	1	1.013	1.467	.227	.006
	Age*Occupation	.1586	4	.396	.574	.681	.009
	Error	174.613	253	.690			
3.factor	Age	7.929	4	1.982	2.167	.073	.033
	Occupation	.198	1	.198	.217	.642	.001
	Age*Occupation	1.754	4	.438	.479	.751	.008
	Error	231.414	253	.915			
Total	Age	3.237	4	.809	1.596	.176	.025
	Occupation	.006	1	.006	.011	.915	.000
	Age*Occupation	3.233	4	.808	1.594	.176	.025
	Error	128.309	253	.507			

When table 4 is examined, in terms of the data relating to the first factor, it was found that the effects of age ($F=1.633$, $p>.05$), occupation ($F=.259$, $p>.05$) and age*occupation ($F=2.037$, $p>.05$) on the perceptions of participants considering teachers as guides were found to be insignificant. When the data relating to the second factor are examined, it can be seen that the effects of age ($F=.413$, $p>.05$), occupation ($F=1.467$, $p>.05$) and age*occupation ($F=.574$, $p>.05$) on the perceptions of participants considering teachers as target achievers were found to be insignificant. When the data relating to the third factor are examined, it can be seen that the effects of age ($F=2.167$, $p>.05$), occupation ($F=.217$, $p>.05$) and age*occupation ($F=.479$, $p>.05$) on the perceptions of participants considering teachers as discipline provider-protector were found to be insignificant. When the data relating

to the scores of the total scale are examined, it can be seen that the effects of age ($F=1.596$, $p>.05$), occupation ($F=.011$, $p>.05$) and age*occupation ($F=1.594$, $p>.05$) on the meanings teachers attributed to the teacher were found to be insignificant.

Findings relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from scales in terms of place of residence and occupation

The scores of participants from the scale in terms of place of residence and occupation were analysed on the basis of factors and total scale and the data obtained were shown in tables:

When table 5 is examined, it can be seen that the effects of place of residence ($F=2.848$, $p>.05$), occupation ($F=1.339$, $p>.05$) and place of residence*occupation ($F=1.200$, $p>.05$) on the perceptions of participants considering teachers as guides, which is the first factor, were found to be insignificant. When the data relating to the second factor are examined, it can be seen that the effects of occupation ($F=2.743$, $p>.05$) and place of residence*occupation ($F=.143$, $p>.05$) on the perceptions of participants considering teachers as target achievers were found to be insignificant, while the effect of place of residence ($F=5.682$, $p<.05$) was found to be significant. When the data relating to the third factor are examined, it can be seen that the effects of occupation ($F=.971$, $p>.05$) and place of residence*occupation ($F=1.199$, $p>.05$) on the perceptions of participants considering teachers as discipline provider-protector were found to be insignificant, while the effect of place of residence ($F=3.383$, $p<.05$) was found to be significant. When the data relating to the scores of the total scale are examined, it can be seen that the effects of occupation ($F=2.061$, $p>.05$) and place of residence*occupation ($F=.621$, $p>.05$) on the meanings teachers attributed to the teacher were found to be insignificant, while the effect of place of residence ($F=7.163$, $p<.05$) was found to be significant. As a result of the post hoc analyses conducted to examine the significance of effect levels in the scale, it was found that the perceptions of the participants who were living in city and town centers considering the teacher as target achiever were higher than those of the participants who were living in villages, and when the effects were examined, it was found that the participants who

lived in town centers when compared with those living in villages and the participants who lived in city centers when compared with those living in town centers had higher perceptions relating the meanings they attributed to teachers.

Table 5. Data relating to the results of two factor ANOVA for independent groups regarding the scores of the participants from scales in terms of place of residence and occupation

	Source	Sum of Squares	sd	MeanSquare	F	Sig.	Par. EtaSqu. (η^2)
1.factor	Place of residence	2.549	2	1.275	2.848	.060	.022
	Occupation	.599	1	.599	1.339	.248	.005
	Place of residence*Occupation	.537	1	.537	1.200	.274	.005
	Error	115.459	258	.448			
2.factor	Place of residence	7.482	2	3.741	5.682	.004	.042
	Occupation	1.806	1	1.806	2.743	.099	.011
	Place of residence*Occupation	.094	1	.094	.143	.705	.001
	Error	169.853	258	.658			
3.factor	Place of residence	6.136	2	3.068	3.383	.035	.026
	Occupation	.881	1	.881	.971	.325	.004
	Place of residence*Occupation	1.087	1	1.087	1.199	.275	.005
	Error	233.987	258	.907			
Total	Place of residence	7.046	2	3.523	7.163	.001	.053
	Occupation	1.014	1	1.014	2.061	.152	.008
	Place of residence*Occupation	.306	1	.306	.621	.431	.002
	Error	126.901	258	.492			

Results regarding qualitative data

This part of the study shows the metaphorical perceptions of teachers regarding the concept of teacher. In this sense, 135 metaphorical images were analysed and placed in the category they belonged to. The table showing the metaphor images, the categories of these metaphor images and frequency and percentages of metaphor images is as follows:

Table 6. Metaphorical perceptions of teachers regarding the concept of teacher

Category	Metaphors	Frequency	Percent
<i>Teacher as a guiding and shaping element</i>	Light (21); Candle (9); Sun (9); Compass (5); Guide (4); Guide (as a manual) (3); Torch (3); Engineer (2); Lighthouse (2); Sculptor (2); Architect (1); Artist (1); Candlelight (1); Key (1); Navigation (1); Polar star (1); The light that illuminates all around (1); Theatre artist (1)	68	50,4
<i>Teacher as an altruistic and sympathetic element</i>	Candle (9); Mother (7); Parent (3); Family (1); Light (1); River (1); Soil (1); Sun (1)	24	17,8
<i>Teacher as an indispensable and determinant element</i>	Sun (3); Water (3); Inspiring (1); Machine gear (1); Moon (1); Trees (1); X-ray device (1)	11	8,1
<i>Teacher as an element with depth and waiting to be understood</i>	Tree (3); Book (2); Rosebud (1); A big lush tree (1); Patience stone (1)	8	5,9
<i>Teacher as the element of authority and wisdom</i>	Book (2); Mirror (1); Sunflower (1); Watch (1)	5	3,7
<i>Teacher as an element that does not give up and is not affected by conditions</i>	Sun (2); Ant (1); Bee (1); Patience stone (1)	5	3,7
<i>Teacher as an affected and responding element</i>	Tree (2); Flower (1); Light (1)	4	2,9
<i>Teacher as a protecting and developing element</i>	Book (1); Gardener (1); Sun (1); Tree (1)	4	2,9
<i>Teacher as a source of trust and happiness</i>	Flower (2); Friend (1)	3	2,2
<i>Teacher as a neglected and late appreciated element</i>	Beggar (1); Breathing (1); Light (1)	3	2,2

In this part of the study, the data were collected directly from teachers and it was aimed to find out the metaphorical perceptions of teachers about themselves. In this part of the study, it can be seen that there are categories different from the categories formed with the data collected from individuals in other professions. Based on this, it can be said that the perceptions of teachers about themselves show more variety. The justifications of teachers regarding the metaphors they developed are as follows:

Teacher as a guiding and shaping element: It can be understood that teachers also evaluate themselves in terms of guiding and shaping individuals.

Some of the explanations made by teachers regarding the metaphors are as follows:

64: *A teacher is like a theatre artist because s/he prepares students for all the roles in life.*

88: *A teacher is like a sculptor because I think that s/he has the role of shaping the individual.*

Teacher as an altruistic and sympathetic element: The metaphor images teachers expressed and their explanations show the importance of the roles they play in being altruistic and showing empathy. The explanations regarding the specified metaphor images are as follows:

37: *A teacher is like a parent because s/he loves students like her/his child.*

108: *A teacher is like a river because s/he feeds and grows everything around.*

Teacher as an indispensable and determinant element: The teacher has a very important place in the society with the inspiration s/he gives to the students and the society. The explanations of teachers also show that they are aware of these roles of them. Some of the explanations are as follows:

117: *A teacher is like the moon because the moon is the light that saves the night from darkness.*

129: *A teacher is like water because s/he gives life to children.*

Teacher as an element with depth and waiting to be understood: Beyond their visible sides, teachers also have an invisible power and knowledge. Understanding them and being aware of all this richness requires an effort. For this reason, teachers have a depth and aspects that are waiting to be understood. The explanations in this category are as follows:

35: *A teacher is like a book because as you read, you learn and understand life and interpret it correctly.*

75: *A teacher is like a tree because s/he has lots of branches.*

Teacher as the element of authority and wisdom: Teachers have a certain authority and dignity in the eyes of the society. It is possible to see how teachers explain the wise nature of teachers and the authority influenced by this nature:

12: *A teacher is like a watch because her/her only aim is to show the right always.*

76: *A teacher is like a sunflower because s/he turns her/his face towards the sun.*

Teacher as an element that does not give up and is not affected by conditions: It can be seen that unlike the other individuals, teachers made explanations forming the category of teacher as an element that does not give up and is not affected by conditions. In this sense, such a category was formed since teachers themselves are aware of their nature that struggles without giving up. Some of the explanations made are as follows:

25: *A teacher is like an ant because s/he struggles all the time.*

128: *A teacher is like a patience stone because s/he endures every adversity.*

Teacher as an affected and responding element: Some of the explanations for the metaphor images in this category which show that the teacher has a nature that is affected by what happens around him/her and a nature that responds to the situations s/he is affected by are as follows:

51: *A teacher is like a flower because s/he takes her/his strength from water and the sun.*

102: *A teacher is like a tree because it bears fruit.*

Teacher as a protecting and developing element: Teachers' protecting and developing nature is also shown by the metaphors they developed and the explanations they made. Teachers' attitudes for protecting and developing what is existing are expressed as follows by them:

92: *A teacher is like a gardener because s/he grows both beautiful flowers and thorny weeds in her/his garden.*

97: *A teacher is like a book because s/he does not harm or hurt her/his students, just like books.*

Teacher as a source of trust and happiness: Teachers have a side that has even been the subject of poetry. A side that reassures and makes one happy to see... In this sense, there were teachers who emphasized this side. Some of the explanations of teachers are as follows:

8: *A teacher is like a flower because s/he makes everyone happy.*

58: *A teacher is like a friend because s/he gets on better with her/his child friends.*

Teacher as a neglected and late appreciated element: Teachers have developed metaphors that will form a category addressing the difficulties they experienced as individuals in their professional life. Some of the metaphors and explanations developed by teachers are as follows:

5: *A teacher is like a light because its value is not known until it distinguishes.*

40: *A teacher is like breathing because her/his value is mostly understood in difficult conditions.*

After teachers' metaphorical images about the concept of teacher were shown, the meanings attributed by individuals in different occupations were also determined. In this sense, the data obtained from 128 individuals working in different occupations were analyzed. The table showing the metaphor images, the categories of these metaphor images and frequency and percentages of metaphor images is as follows:

Table 7. Metaphorical perceptions of individuals working in different occupations regarding the concept of teacher

Category	Metaphors	Frequency	Percent
<i>Teacher as a guiding and shaping element</i>	Light (18); Sun (16); Compass (5); Guiding (3); Artist (2); Torch (2); Water (2); Bright future (1); Candle (1); Dawn (1); Family (1); Flambeau (1); Future (1); Leader (1); Life (1); Lighthouse (1); Loam (1); Map (1); Monument tree (1); Moon (1); Mother (1); Navigation (1); Oil lamp (1); Painter (1); Parents (1); Rainbow (1); Sculptor (1); Star (1); Tree (1); Wise (1)	71	55,5
<i>Teacher as an altruistic and sympathetic element</i>	Parent (5); Mother (4); Candle (2); Soil (1); Step (1)	13	10,2
<i>Teacher as a protecting and developing element</i>	Mother (6); Gardener (2); Parent (2); Family (1); Mirror (1); Water (1)	13	10,2
<i>Teacher as the element of authority and wisdom</i>	Book (3); Commander (1); Encyclopaedia (1); Encyclopaedia with too many volumes (1); Information machine (1); Leader (1); Mother (1); The most listened to in the family (1); Wise (1); Zombie (1)	12	9,4
<i>Teacher as an indispensable and determinant element</i>	Bright (1); Childhood (1); Cornerstone of the society (1); Family (1); Keepers of the bright future (1); Spark (1); Sun (1); Superhero (1); Water (1); Water of life (1)	10	7,8
<i>Teacher as an affected and responding element</i>	Tree (2); Mirror (1); Moon (1); Ship (1); Star (1)	6	4,7

<i>Teacher as a source of trust and happiness</i>	Flower (1); Mother (1); Sincere as a friend (1)	3	2,3
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The explanations of individuals working in different occupations regarding their metaphoric images of the concept of teacher are presented as follows:

Teacher as a guiding and shaping element: The data in this part, which were collected from individuals working in different professions except teaching, shows how the society views teachers. A great majority of the metaphor images reached are in this category. Therefore, it can be seen that in the eyes of the society, teacher has an identity that protects and guides students. Some of the explanations relating the metaphor images expressed by the individuals are as follows:

37: *A teacher is like a painter because s/he can colour a white paper according to her/his identity.*

71: *A teacher is like a light because s/he illuminates the way for us so that we can comprehend some things.*

Teacher as an altruistic and sympathetic element: The data obtained in this part of the study show that the teacher has a self-sacrificing nature and connects emotionally with others. Some of the metaphors and the explanations of these metaphors in this category are as follows:

26: *A teacher is like a parent because s/he considers students as her/his own child.*

60: *A teacher is like a candle because s/he extinguishes while illuminating her/his surroundings.*

Teacher as a protecting and developing element: The data obtained from this category show that the teacher has a protecting and developing role in the eyes of the society. Some of the metaphor images and the explanations of these images are as follows:

17: *A teacher is like a mother because s/he protects, embraces students and joins them in happiness and sadness.*

24: *A teacher is like a gardener because s/he waters the flowers in her/his garden with care.*

Teacher as the element of authority and wisdom: It can be seen that the participants who expressed their views emphasized the power of the teacher in terms of knowledge and in the eyes of students. Some of the explanations of metaphors in this part are as follows:

34: *A teacher is like a book because you can easily reach the information you want.*

87: *A teacher is like an encyclopaedia because s/he knows everything.*

Teacher as an indispensable and determinant element: The participants expressed with metaphors that teachers serve as cornerstone and are in a critical position in the society. This is confirmed by examining the explanations of metaphor images reached. Some of the explanations regarding the metaphor images in this category are as follows:

2: *A teachers is the cornerstone of the society because s/he educates the society.*

18: *A teacher is like a super hero because s/he can do the impossible with her/his mind and skills and always does the best for students.*

Teacher as an affected and responding element: It is possible to understand from the metaphors and the explanations in this part that the teacher is affected by the approaches to him/her and that it is understood by the society that s/he can reflect things to others. The explanations of metaphors obtained are as follows:

22: *A teacher is like a star because s/he shines as s/he teaches.*

30: *A teacher is like a sun because s/he reflects the light from the sun.*

Teacher as a source of trust and happiness: The fact that teacher is expressed with happy images shows the way s/he is considered by the society. Some of the explanations are as follows:

36: *A teacher is like a mother because you can share your everything with her/him. .*

84: *A teacher is like sincere as a friend because s/he both teaches and also is as a close friend.*

Discussion, Conclusion and Recommendations

Teaching is one of the most professionally and personally respected professions in the society. It is known that the society in general has a positive attitude towards individuals working in this profession. However, this general assumption cannot go beyond an assumption unless it is scientifically verified. Therefore, the aim of the present study was to show how the teacher is viewed from the perspective of the society. In this sense, both teachers and other individuals in the society were reached for a diversity of perspectives. The results of the data obtained were presented quantitatively and qualitatively under separate headings.

According to the quantitative results of the study: When the scores of the participants from scales were evaluated by their professions (table 2), it was found that the perception levels of teachers relating the meanings attributed to teachers were higher than those of individuals working in different professions in terms of perceiving the teacher as a guide, target achiever and discipline provider-guardian. Another result obtained from the study was that gender of the individuals (table 3) did not affect their perceptions of the teacher as a guide, target achiever, discipline provider-protector and the meanings attributed to teachers, although teachers had a higher perception of considering the teacher as a guide and perceptions relating to the meanings attributed to teachers. According to another result of the study, it was found that the participants' age and profession did not affect their perceptions of the teacher as a guide, target achiever, discipline provider-protector and the meanings attributed to teachers (table 4). When the scores of the participants from the factors of the scale and the total scale (table 5) were analysed in terms of their place of residence and profession, it was found that the participants who lived in city and town centers had higher perceptions of considering teachers as target achiever when compared with the participants living in the village; when the scale was evaluated in general, it was concluded that perceptions relating to the meanings attributed to teachers were higher in the participants who lived in town centers when compared with participants living in city centers and in the participants who lived in town centers when compared with participants who lived in the village.

The results obtained from the qualitative data of the study are as follows:

When the metaphor images of the teachers who responded to the metaphor form were analysed, 10 conceptual categories were reached. The first of these is the category of teacher as a guiding and shaping element. The metaphors and their explanations expressed by teachers in this category show that they considered themselves as a guiding and shaping element. The fact that the highest number of metaphor images were in this category show that teachers evaluated themselves like this in general. The second conceptual category "teacher as an altruistic and sympathetic element" includes metaphor images which emphasize the self-sacrificing, emotionally connecting and sympathizing roles of teachers. The fact that teachers mentioned having such roles proves that they have family ties with their students beyond a teacher-student relationship. In the third conceptual category of teacher as an indispensable and determinant element, it is emphasized that the teacher has a very important and key point in the society. In this part, teachers described themselves with metaphors such as tree, water, moon, sun and x-ray device and emphasized their important and determinant roles in the society. In this category they emphasized the critical roles they had in the society, determinant characteristics of teachers come to the fore. The fourth conceptual category of teacher as the element of authority and wisdom emphasizes that the teacher is always a role model in the society in showing the good and the right. In the fifth conceptual category of teacher as an element with depth and waiting to be understood, it can be seen that it is emphasized the teacher is an individual with depth and s/he wants to be understood. When the sixth conceptual category of teacher as an element that does not give up and is not affected by conditions is examined, it can be seen that teachers emphasized their struggling and resisting characteristics. The seventh conceptual category is the category of teacher as a protective and developing element. The eighth conceptual category is the category of teacher as an affected and responding element. The category of teacher as a neglected and late appreciated element emphasizes that there are situations in which teachers' expectations are not met. The last category developed by the metaphors of teachers is the category of teacher as a source of trust and happiness, which is the tenth category.

When the metaphors developed by individuals working in different professions are examined, it can be seen that they have metaphor images in 6 different categories. The first of these categories is teacher as a guiding and shaping element. This category is the category in which the highest numbers of metaphor images are included. Another category shaped by the metaphor images of individuals working in different professions is the category of teacher as an indispensable and determinant element. This category emphasizes the perceptions of individuals working in different professions on the importance and determinant aspects of teachers. The category of teacher as a protective and developing element is a category including metaphors that emphasize the important role of teacher in terms of protecting and developing. In this category, it is possible to see that individuals from different professions emphasize the protecting and developing side of teachers. The fourth category of teacher as an affected and responding element emphasizes the role of teacher as an individual affected by what happens around and who responds to effects. The metaphors in the fifth category form the category of teacher as an altruistic and sympathetic element. It is noteworthy that the teachers in this category are emphasized as altruistic and understanding teachers by individuals who have professions other than teaching. The category of teacher as a source of trust and happiness sheds light on teachers' side that provides trust and happiness. In the category of teacher as a source of authority and wisdom, which is the last category, it can be stated that teachers are considered as a source of authority by individuals in different professions. As a result of the analysis of qualitative data obtained from the study, it was found that teachers expressed metaphor images that could form more different categories than individuals working in other professions. This situation showed that individuals within the profession had awareness in different dimensions about themselves.

In parallel with the results of our study, in a study conducted with teachers, students and managers, Cerit (2008) examined metaphors of teachers as parent, guide, gardener, the person who illuminates her/his surroundings, sculptor, authority, friend, source and dispenser of knowledge. When the arithmetic means of gardener and sculptor metaphors were examined, it was found that these metaphors were not adopted by students, while these two metaphors and others were adopted

in different levels by teachers and managers. In our study, it was found that the concept of teacher was perceived with these metaphor images and in this respect, both studies can be said to be similar.

In their study, Yılmaz, Göçen and Yılmaz (2013) found metaphor images relating the concept of teacher. In this study conducted with prospective teachers, similar to the results of our study, it was found that the concept of teacher had metaphors such as tree, family, key, mother, parent, friend, moon, mirror, gardener, flower, lighthouse, sincere as a friend, torch, sun, sculptor, light, book, leader, architect, candle, compass, guide, painter, water, soil and star. Therefore, the data obtained from this study and the results of our study support each other. In a study conducted on prospective primary education teachers, Saban (2004) found metaphor images such as tree, key, bee, gardener, flower, lighthouse, sun, sculptor, book, architect, candle, compass, painter, water and soil relating the concept of teacher, similar to the results of our study. In their study conducted with teachers, managers and inspectors, Yıldırım, Ünal and Çelik (2011) found metaphors such as patience stone, mother, parent, ant, bee, candle, sun, light, compass, book, star, gardener, sculptor, soil, river and beggar relating to teachers. It can be said that the studies are similar in that same metaphor images were reached.

Kıral (2015) showed the metaphoric images of prospective teachers regarding the concept of teacher. Similar to our study, the concept of teacher was explained with metaphors such as water, sincere as a friend, soil, book, sun, candle, encyclopaedia, compass, guide, parent, commander, sculptor, bee, ant and flower in this study.

Koç (2014) showed that similar to our study, the concept of teacher was explained with metaphors such as tree, mother, moon, gardener, flower, sincere as a friend, torch, ant, spark, book, architect, candle, compass, guide and water metaphor. Tulunay Ateş (2016) reported the metaphors of students relating to the concept of teacher. Similar to our study, the concept of teacher was explained with metaphors such as parent, flower, book, mother, tree, light, sun, candle, family, ant, bee, friend, gardener, water, encyclopaedia, soil, key, mirror, torch, commander, leader and star.

In a study conducted with parents, Aslan (2019) reported metaphors for the concept of teacher. Similar to our study, metaphors such as tree, family, key, mother, parent, bee, friend, gardener, flower, lighthouse, sun,

light, guide (as a manual), book, leader, architect, candle, engineer, compass, guide, patience stone, artist, water, soil and star were found.

The present study fills a gap in literature in terms of showing the metaphoric images of teacher relating to teachers and the metaphoric images from the eyes of individuals in different professions. The present study is important in this sense.

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