

The Perception of Pedagogical Formation Students have towards Educational Concepts: Metaphoric Study*

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Abstract

The aim of this study was to evaluate the perceptions pedagogical formation students have about basic educational concepts, such as education, school and class. The research was designed as a phenomenological study, a qualitative research method. The use of metaphors was used as the method of data collection. With this in mind, a structured question form was used to determine the metaphors the research group had developed with regards to certain concepts. The first part of the question form asked participants demographical information. The second part of the question form asked pedagogical formation course trainees what they would liken research concepts to and why. The data was then subjected to content and descriptive analyses through the use of metaphorical analysis. The study group was determined by the convenience sampling among the trainees who attended the pedagogical formation program given by the Faculty of Education at Akdeniz University during the fall and spring semesters of 2015-2016/2016-2017. 500 question forms gathered from pedagogical formation trainees were evaluated. Overall, the results revealed a holistic open system definition with an eclectic point of view, although the thoughts about the concepts of education, school and class were diversified in the study. Besides, pedagogical formation trainees seem to have a positive perception of the concepts of education, school and class. However, the results offer two different possible interpretations of the concepts. The first of these interpretations is that the participants interpreted the concepts of education in an ideal world. Accordingly, opinions about the concepts of education, school and the classroom are positive. The second interpretation reflects the actual practice. Accordingly, this points to the existence of an education and training environment far from fulfilling the expectations of these concepts.

Keywords: education, school, class, pedagogical formation, prospective teacher

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Pedagojik Formasyon Öğrencilerinin Eğitim Kavramlarına İlişkin Algıları: Metafor Çalışması

Öz

Bu çalışmanın amacı, pedagojik formasyon öğrencilerinin eğitim, okul ve sınıftan oluşan temel eğitim kavramlarına ilişkin algılarının değerlendirilmesidir. Araştırma nitel araştırma yöntemlerinden olgubilim çalışması olarak desenlenmiştir. Veri toplama yöntemi olarak mecaz kullanımından yararlanılmıştır. Bu amaçla çalışma grubunun kavramlara ilişkin geliştirdikleri metaforları belirlemek üzere oluşturulmuş yapılandırılmış bir soru formu kullanılmıştır. Soru formunun birinci bölümünde katılımcıların demografik bilgileri sorulmuştur. İkinci bölümde ise pedagojik formasyon kursiyerlerin verilen kavramları neye benzettikleri, nedenleri ile istenmiştir. Veriler, metaforik çözümlenmelerden yararlanılarak içerik analizine ve betimsel analize tabi tutulmuştur. Çalışma grubu 2015-2016/2016-2017 güz ve bahar dönemlerinde Akdeniz Üniversitesi Eğitim Fakültesi'nde pedagojik formasyon programına katılan kursiyerlerin arasından amaçlı örnekleme yöntemlerinden kolay ulaşılabilir durum örnekleme ile belirlenmiştir. Bu çerçevede 500 pedagojik formasyon kursiyerinden gelen soru formu değerlendirmeye alınmıştır. Genel olarak değerlendirildiğinde çalışmada; eğitim, okul ve sınıf kavramlarına dair düşüncelerin çeşitlendiği görülse de sonuçlar, eklektik bakış açısı ile bütüncül açık bir sistem tanımını ortaya koymaktadır. Bunun yanı sıra, pedagojik formasyon kursiyerlerinin çoğunluğunun eğitim, okul ve sınıf kavramlarına dair olumlu algıya sahip oldukları görülmektedir. Ancak sonuçlar, kavramların iki tür yorumunu ortaya koymaktadır. Bu yorumlardan birincisine göre katılımcılar eğitim kavramlarını idealize ederek yorumlamaktadır. Buna göre eğitim, okul ve sınıf kavramlarına dair görüşler olumludur. İkinci olarak, yapılan yorumlar uygulamalardaki durumu yansıtmaktadır. Buna göre ise kavramlar beklentileri karşılamaktan uzak bir eğitim öğretim ortamının varlığına işaret etmektedir.

Anahtar Sözcükler: eğitim, okul, sınıf, pedagojik formasyon, öğretmen adayı

Introduction

Human capital equipped with 21st century skills and the ability to develop manpower pursuant to different domains of expertise is one of the preferred topics talked about in our day. The responsibility of cultivating manpower pursuant to certain specialist domains deemed necessary by society has been left to teachers as a necessity of the science-information age (Sabancı and Şahin, 2006).

In our country, thousands of teachers participate in our education system every year. Are we even able to strengthen our education system with this community of teachers? Or on the other hand, are we weakening our education system? Do prospective teachers see the teaching profession as a gate to a career and a source of livelihood, or do they have the wish and desire to become a member of a dedicated profession group? Many such questions need to be answered in terms of teacher employment and quality of education.

Teacher candidates' idealism, vision, and perspective with regards to the future of education shape their attitudes towards teaching profession. In this respect, the overall perspective of individuals ranging from prospective teachers to actual educational shareholders with regards to the educational system in general is of importance for both the individual as well as the social benefits of the school. When teacher candidates begin the profession, their perspective and vision with regards to their profession and in particular education are also important with regards to the success of the education system. This is because teachers' attitudes towards their profession have a very important place in education-teaching activities, and they are important variables for success in the teaching profession (Can, 2010; Çakır, 2005; Çakır, Kan and Sünbül, 2006). In addition to developing a positive attitude towards the profession in terms of obtaining professional success, it is important that the individuals are prepared both cognitively and emotionally as well as with regards to skill. This again is in relation to their attitude towards the profession (Eraslan and Çakıcı, 2011). In this regards, the development of teachers along with their attitudes towards the teaching profession will bring about positive results in terms of the success of the teachers and the education system (Eraslan and Çakıcı, 2011). Likewise, professional expectations, perspectives, and values related to teaching are important in the preference of the teaching profession (Akbaba, 2002; Altınkurt, Yılmaz and Erol, 2014). For this reason, Akbaba (2002) points out that it is necessary to instill in teacher candidates attitudes and behaviors related to teaching from a very early age. In addition, Akbaba (2002) points out that individual skills, interests, values and personality characteristics are important in the teaching profession as she expresses that individuals with personality traits required by the teaching profession should be chosen for the teaching profession.

In our education system, teacher needs were met through the incorporation of different teacher training programs throughout the years. This process has continued in our Republic through teacher training schools (muallim mektepleri), primary teacher training vocational courses (ilkmektep muallimleri meslek kursları), secondary teacher training schools (orta muallim mektepleri), schools of primary teacher education (ilköğretmen okulları), rural teacher schools (köy muallim mektepleri), village institutes (köy enstitüleri), teacher training institutes (eğitim enstitüleri), higher teacher training colleges (yüksek öğretmen okulları) and education faculties (eğitim fakülteleri) (Akyüz, 2001; Eraslan and Çakıcı, 2011; Yıldırım and Vural, 2014; MEB, 2015). During some periods in our history, many teachers were appointed regardless of their qualities through expedited training programs such as obtaining a teaching diploma in 40 days, pedagogical formation courses in the form of on-the-job training using teachers trained through Teacher Training Course Centers by Correspondence,

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non-thesis graduate programs and pedagogical formation education certificate programs in order to fill the lack of teachers (Akyüz, 2001; Baskan, 2001; Eraslan and Çakıcı, 2011; Günçer, 1998; Korkut, 2002; Sabancı and Şahin, 2006; Tekışık, 2003; Yıldırım and Vural, 2014; YÖK, 1998; MEB, 2015). Thus, the quantitative dimension with regards to teacher education and employment policy took priority over quality (Azar, 2011; Sabancı and Şahin, 2006). As for today, teacher employment continues from two basic sources. The first is education faculties and the second is pedagogical formation education certificate programs (MEB, 2015; MEB TTKB, 2014, YÖK, 2017). However, various teacher training programs within the process, especially pedagogical formation programs which allow educated people to become teachers, have been a topic of debate in terms of their effectiveness and sufficiency as well as the motivation, attitudes and sufficiency of the prospective teachers trained through these programs (Altınkurt et al., 2014; Can, 2010; Çakır et al., 2006; Eraslan and Çakıcı, 2011; Günçer, 1998; Korkut, 2002; Oral, 2000; Tekışık, 2003; Yıldırım and Vural, 2014). In this manner, much research has been done in recent years to determine pedagogical formation programs (Yıldırım and Vural, 2014) and pedagogical formation students' perceptions and attitudes towards the teaching profession (Bağçeci, Yıldırım, Kara and Keskinpaltı, 2015; Özdemir and Demircioğlu, 2016; Özkan, 2012). However, not many studies have been done to determine the perceptions of these prospective teachers using a different technique, that of metaphors.

The need for pedagogical formation programs came about during a period of time where there was a lack of teachers educated in education faculties. However, nowadays, there is a surplus of teachers educated in education faculties. Despite this, formation programs continue. While the number of prospective teachers in many branches has become too much, teachers are continuing to be accepted from formation programs. Rather than strengthening the base of teachers educated in education faculties, evening education programs were decided to be closed, and the procurement of teachers from different sources continues to increase. One of the debates with regards to the quality of the education system is about the attitude of the prospective teachers developed through different sources (Sabancı and Şahin, 2006). On this point, this research is attempting to determine the perspective of teacher candidates educated through pedagogical formation certificate programs, one of two sources in teacher education, using metaphors with respect to basic concepts concerning education.

In educational research, metaphors can be used as useful conceptual tools. One of the common reasons why metaphors are used in educational research is to illustrate and explain a concept so that it can be communicated effectively with the target audience (Midgley and Trimmer, 2013). Metaphors arise from the interaction of language and thought, thought transforming into language. Metaphors are used not only in literature but also in daily life. Many branches of science use the metaphor as a data source (Tepebaşı, 2013). In fact, metaphors are tools that enable us to understand and give meaning to an experiential experience (Lakoff and Johnson, 2015). In the process of creating metaphors, the general purpose is to use concrete objects to bring light to abstract concepts. Metaphors have such functions as 1) enriching vocabulary, 2) focusing, 3) stimulating the imagination, 4) discovering immaterial domains, 5) transmitting and triggering emotions, 6) creating aesthetic appeal, 7) entertaining, 8) transmitting moral values, and 9) warning behavior (Tepebaşı, 2013).

Metaphors help us frame our human experience and enable us to depict our world in a unique way. The essence of metaphors is to understand, comprehend and feel something through something else which is more concrete, more familiar and more visible (Lakoff and

Johnson, 1980; Zhao and Huang, 2008). Metaphors are not just speech patterns, but they also create the necessary mechanisms that allow our brains to model and acknowledge past experiences. For this reason, metaphors can be understood as the psychological modeling experience leading to new forms of conceptual understanding (Zhao, Coombs and Zhou, 2010).

Metaphors reflect our minds and influence our behavior. In other words, metaphors reflect our cognitive approaches. Thus, metaphors can be regarded as linguistic behaviors and thought schemes (Tepebaşılı, 2013). Metaphorical thinking is inevitable and mostly unconscious (Lakoff and Johnson, 2015). In this respect, metaphors can be regarded as the best, most objective and most reliable way of expressing emotions (Tepebaşılı, 2013). In this way, metaphors enable us to visualize what we have accumulated in our prior knowledge and experiential experiences in consequent subconscious concepts. They bring the reality in our subconscious to the surface. Individuals have the ability to manipulate when explaining their thoughts. But with metaphors, the situation is a bit different and our consciousness enters into the picture. As a result, the subconscious works more uncontrolled and unbridled. In this case, the individual expresses his or her real thoughts with relation to specific events and phenomena. That is why metaphors are important in terms of revealing feelings and thoughts that an individual is not aware of.

Concepts such as education, school and the classroom that are commonly seen as isolated are, in fact, a part of the whole education system. The combination of the thoughts and experiences of individual concepts can give us a better idea with regards to the whole. The metaphor of each singular concept and the internal consistency of these metaphors together in the whole have the potential to give an idea of the prospective teachers' perceptions of our educational system. From this perspective, this study purposes to analyze the perspective pedagogical formation certificate program trainees have towards the organization they are candidates with through the analysis of their emotions and thoughts with relation to various educational concepts presented in this study.

The pedagogical formation certificate program gives an opportunity to prospective teacher candidates to reshape the system in the future through identifying their perceptions, revealing new dynamics, different perspectives, dynamic energy and creative practices from different sources, and it emphasizes a more realistic relationship between theory and practice through more comprehensive and profound studies. This research presents an idea regarding whether or not human sources that are developed in different fields and are now teacher candidates are part of an effective and efficient learning teaching process. However, there is a debate about whether or not these certification programs can be evaluated as a permanent source of teacher training. In doing so, scientific quality metaphorical data on the perceptions of pedagogical formation certification program candidates were obtained and in light of this data, it was attempted to analyze, discuss, evaluate, and develop a vision for the future with regards to the teacher development system.

Revealing the actual feelings of the teacher candidates towards the education system and the various roles in the system 1) will provide a strategy for how to train prospective educational personnel 2) will allow us to determine the data teacher candidates give themselves, their idealism, wishes and desires towards the teaching profession.

In this context, metaphor was used as the method of data collection in the study. The aim in the study is not to question the reasons for this but to get an impression about the

quality and the future of the education system through the questioning of the perceptions of those who come from this particular source.

Method

Research Model

In this study, which aimed to determine in depth the perceptions of pedagogical formation students with regards to basic education concepts such as education, school and class. A qualitative research method, that of the phenomenological study, was used. Büyüköztürk, Çakmak, Akgün and Demirel (2010) indicate that qualitative research methods may be more appropriate in researching human perceptions. Phenomenological studies attempt to determine in depth the perceptions of and reactions to an event go, based on the experiences of individuals (Fraenkel, Wallen and Hyun, 2011). In other words, we focused on phenomena that we are aware of though we do not have an in-depth and detailed understanding of it (Yıldırım and Şimşek, 2011). At the same time, the study was based on cognitive theory regarding metaphors as it was used as a means of data collection. The cognitive approach has increased the relevance of metaphors and has been used as a qualitative research method of data collection in many disciplines such as medicine, literature, education, psychoanalysis and business. According to cognitive understanding, one of the important tasks of metaphors is to explain and bring understanding to abstract concepts (Tepebaşı, 2013). Metaphors are important sources for the visualization of the inner worlds of people, their ways of thinking, making something concrete through the use of words, and the links between knowledge and experience. One of the attractive aspects of using metaphors in research, as a methodological method is the ability to make knowledge and life experiences relevant and meaningful and relate them to each other through the use of metaphors (Black, 2013).

Study Group

The study group was determined through the convenience sampling among the participants who attended the pedagogical formation program at Akdeniz University Faculty of Education during the fall and spring semesters of 2015-2016 / 2016-2017. Convenience sampling gives speed and practicality to research (Yıldırım and Şimşek, 2011). 500 question forms gathered from pedagogical formation trainees were evaluated. However, some participants did not answer all the questions. Therefore, there were differences in the number of metaphors produced for the concepts of education, school and class. The demographic data of the study group was presented in Table 1.

500 pedagogical formation course trainees voluntarily participated in the study. 74.8% (374) of the trainees were female; 25.2% (126) were male. The average age of participants was 27.22 years old.

Table 1. *Demographical characteristics of participants*

		Pedagogical Formation Trainees (N=500)		Branches/Departments
		N	%	
Gender	Female	374	%74,8	Accounting and Finance (27), Agricultural Eng. (14), Agriculture Tech. (2), Architecture-Structural Design (1), Biology (13), Business Administration (13), Ceramics (3), Chemistry (19), Communication (12), Computer Eng.-Information Tech. (5), Economics (1), Electrical-Electronics Tech. (1), Engineering (2), Environmental Health (1), Family and Consumption Sciences (2), Finance (1), Food Eng.-Tech. (12), Foreign Language (16), French (1), Graphic Design (10), History (16), History of Art (2), Journalism (7), Justice (21), Laboratory Service. (1), Landscape Architecture (4), Literature (16), Marketing (5), Mathematics (8), Music (13), Philosophy (24), Photography (5), Physical Education and Sports (10), Physics (7), PPE (1), Psychological Counseling and Guidance (9), Psychology (8), Public Administration (4), Public Relations and Publicity (25), Radio Cinema TV (16), Renewable Energy Tech. (1), Sculpture (2), Sociology (51), Textile Tech. (1), Theology (41), Traditional Hand Crafts (3), Tourism (38), Transportation Services (1), Travel (1), Visual Arts (3)
	Male	126	%25,2	
Age	20-25 years	255	%51,0	
	26-30 years	139	%27,8	
	31-35 years	53	%10,6	
	36-40 years	36	%7,2	
	41-45 years	11	%2,2	
	46-49 years	6	%1,2	

Data Collection Tool and Data Collection Process

The use of metaphor was used as a method of data collection. To this end, a structured question form was used to determine the metaphors the study group has developed about various concepts. In the first part of the question form, the demographic information of the participants was asked. In the second part, the opinions of pedagogical formation trainees with regard to basic education concepts such as education, school and the classroom were asked. Participants were asked to describe these concepts along with their reasons for answering the way they had. The questions were asked in the following manner. *"Education is like, because"*

The items in the questionnaire were explained one by one and through mutual interaction, and participants were requested to write their answers honestly. Each participant was asked to answer the questions on their own, and they were prevented from influencing each other. While the participants filled out the questionnaires given to them, the researchers walked around and gave any necessary explanations to the questions asked by the participants and provided the necessary environment and facilities for the participants to provide in-depth information through the providing of mutual interactions (interviews) between the participants and the researchers. It took an average of 27 minutes for participants to fill out the questionnaires. Participation in the survey was completely voluntary, and no questionnaire was distributed to anyone who did not want to participate.

Analysis of Data

The inductive content analysis and descriptive analysis techniques were used together in the analysis of the qualitative data obtained. For the analysis of qualitative data, the NVivo qualitative research program was utilized. During the descriptive analysis phase, a thematic

framework for data analysis was established primarily through the conceptual framework of the research and by way of the research questions. Later, according to this thematic framework, the findings were combined in a meaningful and logical way, and the metaphors used were metaphorically analyzed and collected according to each relevant question. Then, by using inductive content analysis, these data were coded, and based on the relations between the codes, themes were generated and the findings interpreted. The purpose of inductive analysis is to reveal the underlying concepts of data and the relationships between them through coding. Direct citations have also been included in the study in order to dramatically reflect the views of the participants (Yıldırım and Şimşek, 2011). During the process of metaphoric analysis, image fields were created that contain the meanings of each source, starting from the logical basis of metaphor-generating methodology (Tepebaşılı, 2013). Care has been taken to use the images that best reflect the participants' sense of meaning and thought when creating the images.

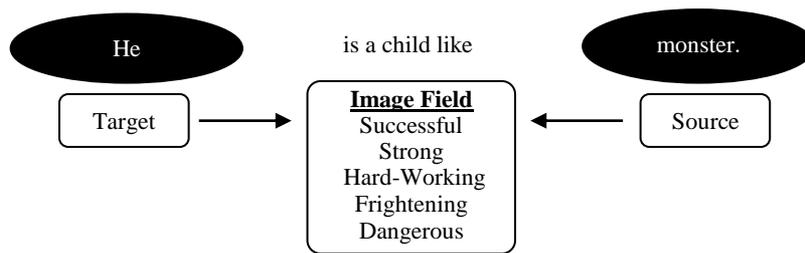


Figure 1. *The metaphor generation process (Tepebaşılı, 2013)*

While the images evoked by the source codes were being created, the knowledge and experience of the researchers and the Turkish Language Institution's Online Current Turkish Dictionary (2017) were used. In addition, during the analysis process of the data, codes such as A12, F02 were used for the participants in order to hide their personal identities.

Validity and Reliability Studies

During the course of the analysis of qualitative data, a road map was established using the criteria and thematic framework generated through the study's conceptual framework and research questions prepared by the two researchers in order to provide harmony and coherence in the analysis of the data. During the analysis, all data were analyzed together through the NVivo qualitative research program according to the determined roadmap in terms of cohesion and adaptation. This process, which is carried out during the analysis stage, is important both in terms of determining the validity as well as the reliability of the qualitative data.

The researchers' collaborative analysis has increased the credibility of the research through the debating and negotiating of the process of coding and conceptualization and thereby ensuring consensus and ensuring that the final codes and themes coincide with the views reflected by the common opinion of the researchers. The research findings were then shared among the three classes of pedagogical formation program trainees, and they were asked to confirm them by reading whether or not the findings accurately reflected their views. Participants' opinions on the findings were found to be consistent with the results of the research. This in itself is accepted as an internal validity factor. The inclusion of the views of pedagogical formation trainees with different demographic characteristics and the consistency of these views increase the external validity of the research. The openness of the

research process, the archiving of raw data and its openness to being checked if deemed necessary also improves the reliability of the research (Yıldırım and Şimşek, 2011).

Findings

In this section, the findings of the analysis of the pedagogical formation students' perceptions related to basic education concepts such as education, school and the classroom were presented.

Table 2. *Metaphorical analysis of the concept of education*

Themes	Codes (Sources)*	Image Field	n
Existence	Life's Building Block (20), Water (19), Breath (13), Soil (7), Air (11), Basic Need (4), Rain (2), Necessity (1), Sun (1)	Four Elements (Air, Water, Soil, Fire), Abundance, Vitality, Life Symptoms, Respiration, Living Environment, Life Source, Liquid, Heat	78
Source of Change and Development	Tree-Forest (24), Sapling (10), Flower (7), Seed (4), Love (3), Desire for Freedom (3), Growth (2), Summit (1), Knowledge and Skill Accumulation (1), Future (1), Foundational Stone for Development (1), Agriculture (1)	Multi Purpose, Able to Produce Fruit, Long Life, Whole Trees, Growing and Strengthening, Mineral, Water, Sunlight, Carbon Dioxide (Composed of Four Elements), Fine, Long, Delicate, Grace, Freshness, Open to Growth, Reproducible, Offspring, Generation, Loyalty, Passion, Independent Thought, Volition, Puberty, Desire to Reach the Peak, Mastery, Production, Quality, Yield, Planting and Harvesting Process	58
System	<u>Macro System:</u> Ocean (6), Sea (6), Sky (3), Stream (3), Space (2), Infinity (2), Nature (1), Universe (1) <u>Micro System:</u> Family (11), Ladder Rung (3), Road (3), Chain (2), House (2), Sand (1), Adaptation (1), Lego (1), Color (1), Bridge (1), Ivy (1), Spider Web (1), Factory (1), Industry (1)	<u>Macro System:</u> Universe, Eternity, Profound, Ocean (Upper System), Connection with One Another (Salt Water Culture), Wide Area, Multiplicity, Density <u>Micro System:</u> The Smallest Unity in Another (ships, Unity of Purpose, Group, Agreement, Cluster, Order of Steps, Target, Bed, Attitude, Behavioral Form, Intertwined Past Connections, Series, Dwelling, Unit, Effect, Scattering, Dissolution-Integration, Adaptation, Comprehension, Understanding, Meaningful Unification, Variable Collectivity	54
Lifelong Learning Process	Lifelong (28), Process (5)	Birth Death, Repeat, Progress, Development, Unending, Cycle	33
Basic Needs	Nutrition (8), Honey (3), Fruit (3), Breakfast (1), Vitamin (1), Food (1), Bread (1), Pastry (1)	Food, Abundance, Vital Food, Product, End, Profit, Different Needs, Cumulative Knowledge, Stability, Experience, Special Taste, Relativity,	19
Source of Enlightenment	Light (5), Sun (3), Lamp-Lantern (2), Compass (2), Key (1), Eyewear (1)	Light, Lover, Illuminated Tool, Guide, Illuminator, Happy Glow, Light and Heat Source, Illuminating Tool, guide, Directional Indicator, Determining Factor, Transducer, On/Off Switch, Tool	14

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		to See Better	
Diversity	Human (4), Mirror (2), Ability (2) Development (1), Fingerprint (1), Adventure (1), Patience (1), Glass (1), Experience (1)	Living Creature able to Think, Uniqueness, Outstanding, Objective, Reflection, Differentiating Individuals, Ability, Identification, Unique, Adventure, Endurance, Waiting, Transparent, Experience	14
Academic Development	Library (2), Book (2), House of Science (1), Learning (1), Teaching (1), Invention (1), Discovery (1), Research Center (1)	Knowledge Bank, Bookshelf, Work of Art, Place Open to Everyone, Best Friend, Reading, Gaining Knowledge, Gaining Abilities and Skills, Behavioral Change, Giving Information, Schooling, Basic Right, Necessity, Creativity, Learning Something Knew Using Prior Knowledge, Methodical Studying, Newness, Development	10
Protective and Remedial Impact	Drug (4), Vaccine (3), IV-Serum (1)	Remedy, Healing Agent, Healing, Protecting, Preventing, Immunization, Disease Prevention, Beneficial Nutritional Strengthening Fluid	8
Gem	Diamond (1), Certified Diamond (1), Treasure (1), Inheritance (1), Wealth (1), Unopened Lock (1), Iron (1)	Bee, Pure, Transparent, Depth, Precious, Processed, Precious, Brilliant, Accumulation, Wealthy, Tool for Protection, Strong, Power, Hard	7
Emotional and Social Development	Painting (2), Art (2), Film (1), Foundation (1), Makeup (1)	Visual Product, Art teaching a visual product, Creativity, Mastery, Skill, Expression of emotions and thoughts, Spiritual Intelligence Manifesting in the Body's Outward Expression, Socialization, Impressionism, Artistic Work, Something that Shows Homogeneity, Beauty, Beautification through Change, Correction	7

* The numbers in brackets refer to the frequencies of the codes.

Table 2 shows that pedagogical formation trainees most relate the concept of education to the metaphor of existence. Most of the participants emphasize the importance of education in terms of human life and this importance being to a high degree as associated education with basic living sources such as air, water, soil, fire and building blocks of life. When source metaphors used by the participants are examined, images such as vitality, life signs, life fluid, life source, etc. emerged, which the participants tried to express. In these cases, it can be said that the participants pointed to education as one of sine qua non in terms of the person's age. In this regard, A41 related education metaphorically to one of the foundational sources of life by saying, "Education is like water, because man cannot live without water. Education cannot be in question in society." On the subject, another participant indicated the importance of education by saying, "Education is like breathing, because humans die if they do not breathe as necessary. Those who do not receive education will also die." (A29). B34 likened the concept of education to the air that is unavoidable for educational life by using the metaphor of oxygen: "Education is like oxygen, because no one can live without." Similarly, to I37 shared that "Education is like oxygen, because there is no life without education." E14 likened education to soil explaining his thought as "Education is like soil, because you reap what you sow. Good education is a good result."

The second theme that was most related to the concept of education by participants is that education is seen as a source of change and development. Participants used metaphors such as trees-forests, flowers, seeds, love, and growth to express how they regard education as a source of change and development. These metaphors are evocative of purposefulness, growing, strengthening, producing fruit, reproduction, openness, quality, yield, breeding, harvesting and mastery. A43 explained how education was the tool for change and development by saying, "Education is like a tree, because every time new knowledge is learned, your branches grow." Likewise, A48 says: "Education is like a tree, because as a tree greens, it grows and develops." C26 relates education to soil by saying, "Education is like seed sowed, because as long as the seed is watered and fed, it grows, develops and brings forth fruit."

At the same time, the concept of education has also been associated with systemic collectivity. However, in terms of system collectivity, some participants seemed to be approaching the education from the angle of a macro system and some of them from the angle of a micro system. Education is associated with the macro system, as metaphors such as ocean, sea, sky, space, nature and the universe were used. These metaphors evoke images such as world, eternity, interconnectedness, immensity, multiplicity and wide field. In this regard, A30 concretely expressed that education is a macro system by saying, "Education is like the ocean, because it lasts forever; you can never bring the end." Likewise, D30 stated that "Education is like the ocean, because education is a colorful and deeply diverse, beautiful place." I9 also stated, "Education is like the sky, because there is no limit in education. Language is endless. Education is life-long." Furthermore, A38 said, "Education is like the universe, because there are always things to learn and discover." Finally, E24 stated, "Education is like a river, because it heads for the final point by receiving a lot of information from various different sources." Participants who regarded education as a micro system used metaphors such as family, ladder, road, chain, house, unwrapped. In the image fields created to better understand the feelings and thoughts underlying these metaphors, concepts such as unity in purpose, the smallest unity in relationships, cluster, the order of steps, intertwined past connections, harmony, diversity in unity, and the meaningful unification emerge. It is important for the participants who perceive education as a micro system to be able to relate education with other systems. In regards to this topic, some participants expressed their views as follows: "Education is like a chain, because a single chain of rings is no good but when they come together they can create influence and formation." (A19), "Education is like a chain, because if any chain link is lacking, such as family, school, student, teacher, the whole cannot come about." (A20), "Education is like a ladder, because if you cannot take the first step, you can not progress higher." (I43), "Education is like family, because education first begins in the family." (B60), and "Education is like ivy, because it surrounds everything and continues to grow." (E7).

Another idea expressed by the participants with regards to education was collected under the theme of a lifelong learning process. Regarding this theme, the participants use lifelong and process metaphors. When the images of these sources were examined, it was seen that education was emphasized to be a process which progresses from birth to death, advances, repeats and develops. B17 supported this by saying, "Education is like life, because it is lifelong and should continue to develop throughout one's lifetime." Likewise, B39 stated, "Education is like life, because it exists in every period of life and is a part of life." Also, D18 says, "Education is like life, because it develops and changes throughout the process."

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Education is also seen as a basic need by some of the participants. Participants with this idea related education to such sources as meals, honey, fruit, breakfast, vitamins, breads and food. During the process of portraying these sources through images, they have come to mean things like food, fullness, things that cannot be done in the body and things that should be done with the help of external support. From here, it can be said that the participants who expressed their views on this issue seemed to relate education to basic necessities in terms of sustaining human life. E14, F15 and E11 support this idea as follows:

Education is like eating, because it is essential for every individual to eat (E14).

Education is like morning breakfast, because we do not start the day without breakfast and we cannot live without it (F15).

Education is like vitamins, because though we do not die when we lack vitamins, we do get sick. If we still continue to not take vitamins, our illness can be fatal. The same process occurs in education. We can continue to live without education. However, education is everywhere. I have to refrain from eating anything to keep from taking in vitamins. In order to not receive education, you have to not do anything (E11).

Education is also seen as a source of enlightenment. When these considerations were put into metaphors, sources such as light, sun, lamp-lantern, compass, key and glasses were used. When the images evoked by these sources were examined, it was seen that the emphasis had been placed on the educational guidance, as well as the enlightenment and development of individuals and the collective. On this subject, some participants said:

Education is like an everlasting lamp, because it gives light and knowledge to every new generation with the same eagerness and enthusiasm (C11).

Education is like a compass, because it teaches those that are uneducated how to find their way (C36).

Education is like light, because it shows the way and broadens one's horizons (C9).

Education is like the sun, because as information increases, it spreads knowledge all around it. Knowledge that is continuously alive and ongoing (D2).

Education is like a lantern, because it illuminates our horizon (D41).

Education is like light, because it illuminates the person or place around it (F10).

Education is like the sun, because it pours light on and illuminates everything around it, and everybody gets at least a little light (G20).

Other themes that emerged through expressing education through metaphors were diversity, academic development, protective and healing effect, precious gem, emotional and social development.

Participants who supported the theme of diversity often emphasized reflecting inequality, individual differences, diversity and talents using sources such as human, mirror, ability development and fingerprinting. At the same time, educational diversity and

individual peculiarities were also pointed out due to individual differences. On this topic, F18 stated, *"Education is like a mirror, because society and individuals in society reflect their character and their characteristics."* As for E12, *"Education is like a fingerprint, because it should be peculiar to that person."*

The metaphors used by the participants in relation to academic development were often associated with such things as a knowledge bank, a space open to everyone, skill acquisition, basic right, research, innovation, creativity and development. In short, academically education is seen as a source and means of development. On the subject, E33 point this out by saying, *"Education is like a library, because it gives information and upon fulfilling its purpose it gives direction to life."* D38 states, *"Education is like a library, because the information is developed and updated."* Likewise, A33 states, *"Education is like a book, because no matter how much you read it, it never ends."*

As for the protective and remedial impact of education, it becomes clearer as A2 states, *"Education is like medicine, because if medicine is taken, a person heals; otherwise, s/he gets worse."* B26 says, *"Education is like a vaccination, because education protects us from evil."* Finally, E13 states, *"Education is like an IV, because it is made up of vitamins and minerals which will bring immediate benefit to us. It has the power to heal us; education is similar to an IV."*

Education is also seen as a valuable gem. Participants used metaphors such as diamond, certified diamond, treasure, and iron in this analogy. When these metaphors are envisaged, they have meanings like precious, strong, power, accumulation, pure, depth. In fact, it can be said that education is a very valuable system for many people and societies, and besides its value, it is also a powerful tool at the same time. A42 emphasizes that when it is used it makes people stronger and more durable by saying, *"Education is like iron, because the luminous iron does not rust."* B21 emphasizes the importance of education by saying, *"Education is like a treasure, because it is valuable. Its value should be recognized."* B31 mentions that education is already important and valuable, but much more valuable, useful and effective for those who know how to use it and benefit from it by saying, *"Education is like a diamond, because it is valuable for those that know how it is forged."*

Finally, participants emphasized the emotional and social development aspects of education. Participants used painting, art, film, foundation cream and makeup metaphors for this purpose. According to the sources, it can be said that the participant's emotions and thoughts related to the subject conjured up imagery such as the expression of emotions and thoughts, beauty, correction, beautification through change, creativity, mastery. Indeed, B13 supports this by saying, *"Education is like art, because it continues throughout life. It shapes new individuals from scratch."* And B16 states, *"Education is like makeup, because the student becomes more beautiful as s/he is educated."*

Overall, pedagogical formation trainees seem to have a positive perception with regards to education. This is a result that can be evaluated as positive and opportunistic in terms of the education system they are candidates to become members of.

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Table 3. *Metaphoric analysis of the concept of school*

Themes	Codes (Sources)*	Image Field	n
Existential Affiliation	Home (78), Nest (37), Family (36), Mother's Bosom (4), Shell (1), Shelter (1), Cocoon (1)	Family, Generation, Kindredship, Unity, Formal Unity, Sitting-Working-Lying Down Room, Eye, Resting Place, Thing Protecting from Evil, Socialization, Protector of the Mind, Covered Place, Longing, Root, Father's House, Domestication, Safe Food, Protection, Decontamination, Commitment, Affiliation, Harbor, Stretching Arm and Wings, Support, Friend for a Bad Day, Relaxed and Peaceful	158
System	Life (15), Field-Soil (12), Tree-root (10), Garden (10), Forest (9), World-Universe-Space (8), Flower (3), Sea-Ocean (3), Body (3), Growing Sapling (3), River Tributaries (1), Oxygen (1), Milky Way (1)	Vegetables, Fruits, Flowers, Soil, Water, Air; Useful and Harmful Creatures to the Plant, Product, Nutrition, Decay, Fertilizer; Tree Community, Peace, Protected Structure, Artificial Eco System, Balanced Internal Relations Network, Different Forms, Respiration-Extraction-Sweating Cycle, Energy Collector, Output, Variability, Pressure, Crop, Sapling, Life-giving, Harboring Life, Universe, Eco-System	79
Task and Responsibility	<u>Continuous Cooperation, Division of Labor, Relationship and Communication:</u> Business-Workshop, Business (8), Beehive (5), Organizational Structure (4), Ship-Captain (3), Kitchen (3), Bank (2), Country (2), Ashure (1), Farm (1), Electric Circuit (1), Anthill (1), Patisserie (1), Building Complex (1), Social Network (1), City (1) <u>Provisional Cooperation, Division of Labor, Relationship and Communication:</u> Factory (16), Harbor-Shelter (8), Car-Bus (5), Bakery (1), Hospital (1), Caravanserai (1), Club (1), Hotel (1), Bus Station (1), Restaurant (1), Public Transportation Vehicle (1), Dining Hall (1)	Earning, Blessing, Ownership, Satisfaction, Meat, Vegetables and Fruit, Spices and so on. The Entirety that Cooks Create, Product, Machines, Bottom-Top Relationships, Input-Output, Energy Give and Take, Social Security, Work Security, Retirement, Lifelong Work, Collaboration, Business Department, Specialization, Information Access, Leadership, Participation, Job Commitment, Job Satisfaction, Whole Built from Parts, Management, Rules Course, Seminar, Conference, Workshop, Interaction, Relationship, Bottom-Top, Boss-Worker, Trial, Practice; Mechanical Components, Gear System, Engine, Fuel, Driver, Motion, Transportation, Transit Accommodation, Landing, Departure, Ground Services, Aircraft Companies' National- International Flights, Transportation, etc. Operation within Business and Relationship Network; Blue-White Collar, Confrontation, Merge, Transition, Connection; Giving, Dining, Entertainment, Service, Bottom-Top Relationships, Inputs, Output Volunteering, Humility, Modesty	73
Harsh	Prison (16), Ward (1),	Trap, Mastery, Death, Cruelty to the Weak,	18

Environment	Spider Web (1)	Restriction, Captivity, Injustice, Prisoner, Pain, Sadness	
Knowledge Bank (Window for the Opportunity to Learn)	Place of Education (5), Information Repository (4), Library-Book (4), Computer (1), Food (1), Lung (1), General Blood Donor (1)	Information Source, Education, Learning, Information Access, Bridge Built between the Person's World and Relationship	17
Dilemma with Regards to School	<u>Negative:</u> Ideology Machine (3), Rules Ordinance-Obeying Authority (2), Lifespan (1), Gum (1), Pencil (1), Control (1) <u>Positive:</u> Discipline (2), Longing (2), Smile (1), Value (1), Dream (1), Hope (1)	Distraction Tool, Ideology Transmitter, Developing Similarities, Repetitive, Erratic, Overwhelming, Distracter Door of Hope, Disciplined Life, Source of Happiness, Valuable	17
Intellectual Development and Enlightenment	Compass (2), First Point-Beginning (2), Sun (2), Air Conditioner (2), Candle (2), Locksmith (2), Explorer (2), Community Conscience (2)	Illuminating Like the Sun, Radiating, Information Source, Inspiration for Intellectual Development, Curiosity, Inspiring Different Ideas, Creating a Desire to Discover, Refreshing, Security in Stepping Out in Life, Pathfinder, Illuminating the Road, Integrating with the Community,	16
Happy Results	Playground (3), Stage-Theater (2), Exhibition Hall (1), Circus (1), Water Park (1), Palace (1)	Entertainment, Role Diversity, Communication, Costume, Stage, Excitement, Comedy Drama etc. Expressing Oneself, Using Gestures and Mimics, Listening, Reaction, Creativity, Place for Creating Suspense, Love, Criticism, Tolerance, Performance, Visual Richness, Learning, Teaching, Team, Participation, Being a Part of the Group, Leadership	9
Competitive Environment	Hippodrome (1), Race Course (1), Exam (1), Labyrinth (1), Arena (1)	Race, Winner, Loser, Happiness, Sadness, Show of Power, Strategy, Ability, Demonstration	5

* The numbers in brackets refer to the frequencies of the codes.

When examining Table 3, it shows that pedagogical formation students' metaphorical perceptions emphasized an existential affiliation by relating the concept of school mostly with love, loyalty, and a place of refuge providing shelter. Participants used the concepts of home and nursery most when generating metaphors with regards to the concept of school. When these sources of metaphors are analyzed semantically, image fields such as descendants, generation, blood ties, unity, family, socialization, father's house, and purification, place providing shelter, protection, comfort, peace and support come up. These suggest that the school is perceived as a safe harbor for the individual, being a place that protects, strengthens the individual, provides comfort and peace and is connected with love. In this respect, it can be said that the participants have positive perceptions and attitudes with regards to school. A11 states that school is like a part of the family by saying, "School is like home, because there are classes like rooms in the house. Teachers and students constitute members of a family." In fact, this statement suggests that the participant cultivate similar feelings of love and devotion they have towards their family towards school, teachers and

students. Another participant made similar statements on the subject by saying, *"The school is like a second home, because people spend so much time there growing and socializing from very early on. The person kind of forms a second family. It shows that family is not just blood ties."* (A25).

The second most used theme according to the participants is the analogy of the comprehensiveness of the school system. Participants expressed this through metaphors such as life, field-soil, tree, root, garden, forest, world, universe, space, sea, ocean, flower. These sources evoke a balanced network of internal relations, cycles, eco-systems, and so on. H36 explains the systematic nature of school by saying, *"School is like steps in life, because it is through these ladders that people reach where they are going."* Similarly, G13 states: *"Education is like life experience, because the whole sum of what you have lived through is called education."*

At the same time, the concept of school was likened to a network of tasks and responsibilities with collaboration, relationship and communication at the center. However, according to the participants' opinions, it can be said that a network of cooperation, relationship and communication must be constantly and temporarily examined under two sub-themes. In this respect, source metaphors were also analyzed under these two sub-themes. When participants' views on continuous cooperation, division of labor, relations and communication were examined, it was seen that metaphors such as workshop, business, bee hive, organizational structure, ship, captain, and kitchen came forth. These sources evoke imagery such as earnings, ownership, satisfaction, production, subordinate relations, input-output, division of labor, business association. In this regard, A30 explained concretely that the school is a place of continuous cooperation, relationship and communication by saying, *"School is like a workshop, because all kinds of materials are reshaped."* Similarly, F43 said, *"School is like a company, because it is a place to produce things."* I51 states, *"School is like a bee hive, because just like bees everyone is gathered in the same classroom for the same purpose."* Finally, F19 said, *"School is like an organization, because teachers, students, personnel, etc. all come together for the same purpose."* Most of the participants who likened school to temporary cooperation, division of labor, relationship and communication network used metaphors such as factory, harbor, car, bus, caravanserai, hotel, bus station. In order to give more meaning to these metaphors, concepts such as transportation, reconciliation, unification, modesty, transition, connection and temporary accommodation along with similar concepts such as relationship, bottom-top, functioning, input-output also emerged. These images help participants understand the reasons for their coming to school and seeing it as a temporary network of collaboration and relationship. On this subject, some participants commented as follows: *"School is like a factory, because the stages of production start here."* (A42), *"The school is like a caravanserai, because it's like a house for a short time. Students are like travelers."* (A54), and *"School is like public transport, because it takes everyone where they want to go"* (C18).

Another thought the participants came up with was the negative perspective that likened the concept of school to places that were painful and distressing environments. With regards to this theme, participants used metaphors such as prison, ward, and spider web. When these sources are examined, images such as trap, captivity, pain, sadness, cruelty, restraint, bondage, deprivation came forth. In this respect, it can be said that the participants who considered schools as painful environments emphasized one of the negative aspects of schools and have had negative experiences with regards to school. In this regard, those who are candidates for the teaching profession need to succeed in their profession in order to

develop positive attitudes towards school. A29 explains his/her thoughts as *"The school is like a prison in today's system, because the repressive and castle-like school walls are quenching people's spirits."* E8 says: *"The school is like a prison, because education is everywhere and should not be mandatory."*

At the same time, school was seen as a window for the opportunity to learn according to some participants. Participants who held this idea used metaphors to liken school to such things as information pool, library, book, computer, nourishment for a place of education, lung, and general blood donor. On this topic, participants created images that acted like a bridge to such metaphoric sources as knowledge base, education, learning, knowledge acquisition, and the person's relationship to the world. As B10 said, *"School is like an information pool, because it teaches us knowledge relating to many fields."* Similarly, C9 stated, *"School is like food, because it teaches something with each bite."* D1 also said, *"School is like a library, because it is the place where we can learn about all subjects."* Also, D37 said, *"School is like a library, because even if there are various kinds of information, the desire for learning depends on the person."* From this point of view, it can be said that school is seen as an area of opportunity for learning.

Another idea that came up was the dilemma that school harbors ambiguity. While some participants seemed to have a positive perception of schools, it could be argued that some of them also have a negative attitude. These differing perspectives on school are a matter of debate as to whether or not schools (traditional communal education) should exist. When the images expressed by the participants through the metaphors were examined, positive images were generally expressed as hope, happiness, value and discipline, whereas negative images evoked concepts such as distraction, ideology, repetition, memorization and overwhelming. With regards to this topic, C3 expressed his/her negative feelings as *"School is like an ideology machine, because the new generation dictates state politics and strict social norms."* However, I39 expressed a positive perspective by saying, *"School is like hope, because we always look forward to the future."*

School is also seen as a window for intellectual development. Participants used metaphors such as compass, sun, air conditioner, candle, first point, locksmith, explorer and public conscience. As for the associating images, concepts like radiating like the sun, feeding curiosity, inspiration, pioneering, unifying came to light. According to the participants who made this analogy, school is seen as an enlightening environment providing intellectual development. Some supporting statements of the participants were:

School is like candle, because when it's put out, you will be imprisoned in darkness (A8).

School is like a compass, because it always shows the right way, just as a compass does (B34).

School is like a locksmith, because it helps us find the key to life (B40).

School is like the sun that rises every day, because it enlightens students with fresh light every day (C11).

Another thought related to school is that schools are seen as a place of entertainment producing happy results. Regarding this theme, participants generally used metaphors such

as playground, stage, theater, exhibition hall, circus, water park and palace. When these sources were examined, imaginative meanings such as entertainment, excitement, stage, costume, comedy, drama, listening, communication, self-expression, creativity, love and criticism emerge. Thus, it can be said that schools are happy and enjoyable learning environments. This positive view of school environment will help teacher candidates develop positive attitudes toward students, parents, colleagues, and other school shareholders. F7 explained this by saying, "School is like a water park, because you have fun and learn. If you are pessimistic, you will drown in it."

The last thought regarding school was regarding these environments as competitor and competitive-focused. Participants sharing this idea attracted attention to the school environment by using metaphors such as a hippodrome, racetrack, labyrinth and arena for schools. However, there are two perspectives that emerge with regards to competitiveness and competition. While with one perspective, the parties are happy and is on the winning side, the other party is sad and on the losing side. No matter how much one wins, it can be said that these metaphors have a negative perspective on school. It's to design these school environments and effectively manage them in such a way that everyone is on the winning side and happy. Such expressions of the participants' thoughts regarding schools as competition and ruthlessly competitive are as follows: "School is like a racetrack, because everyone competes against each other." (C2); "School is like a labyrinth, because if you cannot figure out what you want to explain and teach, you will get lost." (C34); "School is like a hippodrome, because children are competing in tests such as the TEOG, preparing like they would for a horse race." (E14); and "School is like an arena, because students are always asked to win." (I9).

Table 4. Metaphoric analysis of the concept of the classroom

Themes	Codes (Sources)*	Image Field	n
Existential Association	Home (47), Family (42), Nest (20), Room (19), Shelter (10), Socialization Medium (6), Skull (1), Poultry (1), Village (1), Happy Place (1), Cultivated Mushroom (1), Love (1), Father (1), Umbrella (1)	Family, Generation, Kindredship, Unity, Formal Unity, Sitting-Working-Lying Down Room, Eye, Resting Place, Thing Protecting from Evil, Socialization, Protector of the Mind, Covered Place, Longing, Root, Father's House, Domestication, Safe Food, Protection, Decontamination, Commitment, Affiliation, Harbor, Stretching Arm and Wings, Support, Friend for a Bad Day, Relaxed and Peaceful	152
System	Garden (19), Field-soil (9), Forest (8), Flower Garden (6), Greenhouse (1), Leaf (1), Life (1), Air (1), River (1)	Vegetables, Fruits, Flowers, Soil, Water, Air; Useful and Harmful Creatures to the Plant, Product, Nutrition, Decay, Fertilizer; Tree Community, Peace, Protected Structure, Artificial Eco System, Balanced Internal Relations Network, Different Forms, Respiration-Extraction-Sweating Cycle, Energy Collector, Output, Variability, Pressure, Crop, Sapling, Life-giving, Harboring Life	47
Task and Responsibility	<u>Continuous Cooperation</u> , <u>Division of Labor</u> , <u>Communication and Relationship</u> ; Kitchen (5),	Earning, Blessing, Ownership, Satisfaction, Meat, Vegetables and Fruit, Spices and so on. Sweeteners, knives, forks, plates, cookers and so on. All	41

	Orchestra (4), Ship (4), Box (4), Place of Business (2), Team (2), Beehive (1), Ashure (1), Choir (1), People (1)	Cookery Creations, Cooperation, Coordination, Leadership, Communication, Socialization, Unified Goal	
	<u>Provisional Collaboration, Division of Work, Communication and Relationship:</u> Workshop (4), Bus (3), Health Institution (3), Harbor (2), Airport (1), Bridge (1), Construction Area (1), Hotel (1)	Course, Seminar, Conference, Workshop, Interaction, Relationship, Bottom-Top, Boss-Worker, Trial, Practice; Mechanical Components, Gear System, Engine, Fuel, Driver, Motion, Transportation, Transit Accommodation, Landing, Departure, Ground Services, Aircraft Companies' National- International Flights, Transportation, etc. Operation within Business and Relationship Network; Blue-White Collar, Confrontation, Merge, Transition, Connection; Giving, Dining, Entertainment, Service, Bottom-Top Relationships, Input, Output	
Hurtful Environment	Prison (5), Cage (3), Lantern (3), Sheep (2), Stable (2), Stove (1), Closed Box (1), Boiling Soup (1), Pepper (1), Cactus (1), Dark Room (1), Poultry (1), Bacteria Bed (1), Herd (1), Concentration Camp (1)	Four Walls, Loneliness, Exclusion, Failure, Absence, Communication Barriers, Control, Punishment, Pain, Physical And Mental Stability, Emotional Depression, Exploitation, Use, Benefit, Animal Stable, Feces, Fecal Odor, Obedience, Painful, Burning, Learning through Pain, Learning through Experience, Ignorance, Ambiguity, Learning through Painful Experiences, Burning, Fear, Groping, Filth, Chaos, Chaotic Environment, Difficult to Taste, Thorny Road, Rubbing up to Differences, Becoming the Same, Slavery	25
Happy Results	Theater (5), Playground (4), Aquarium (2), Stage (1), Concert Hall (1), Casserole (1), Place of Entertainment (1)	Entertainment, Role Diversity, Communication, Costume, Stage, Excitement, Comedy Drama etc. Expressing Oneself, Using Gestures and Mimics, Listening, Reaction, Creativity, Place for Creating Suspense, Love, Criticism, Tolerance, Performance, Visual Richness, Learning, Teaching, Team, Participation, Being a Part of the Group, Leadership	15
A Rich and Valuable Positive Environment with Its Differences	Grocery (2), Unity in Diversity (2), Crayon Box (1), Appetizer Plate (1), Ice Cream (1), Seed Storehouse (1), Mosaic (1), Honeycomb (1), Snowflake (1)	Colorfulness, Closeness, One of Us, Diversity, Flavor, Adaptability, From the Neighborhood, Neighbor Solidarity, Communication, Information Giving- Receiving, Respect for Different Ideas, Variety, Richness of Diversity, Local Values, Taste, Flavor, Fruitfulness, Influence, Individuality, Respect for Values, Collaboration, Division of Labor, Sharing, Involvement, Contribution, Integration	11
Individualized	Battlefield (2), Arena (1),	Race, Win, Passion, Achievement,	6

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Beneficial Competitive Environment	Battleground (1), Exam (1), Competition Area (1)	Audience, Competitor, Living and Inanimate Tools for Competition, Fee, Profit, Team, Measure, Evaluation, Grade, Motivation, Certificate	
Window of Opportunity	Dining Table (1), Chance (1), Scratch-Off Tickets (1)	Random Learning, Environment based on Luck, Win, Lose	3

* The numbers in brackets refer to the frequencies of the codes.

When examining Table 4, it is observed that the participants used metaphors most to express the concept of the classroom as an existential association. The evaluation of the classroom as a close environment creating a sense of belonging and safe haven similar to their views regarding school reveals that the participants view the concepts of school and the classroom in a positive light. Metaphors such as home, family, room, shelter and social environment were used. These metaphors refer to family, lineage, bloodline, unity, residing-studying, refuge, protection from evil, socialization, belonging, comfort, etc. The metaphors used by the participants and the images that these sources refer to showed that the classroom is regarded as an environment in which individuals can feel at home, feel love and devotion. In relation to this matter, B12 emphasized that classes should be places that have a positive climate like the home environment physically keeping individuals healthy and comfortable by saying, *"The classroom is like home, because a student spends most of the day at school. We need places that are clean, spacious and inviting. Education should be done well."* F29 in a similar fashion depicts the classroom environment as an environment where a positive climate prevails and socialization is ensured by saying, *"The classroom is like home, because it is where the conversation is; it's the place to socialize."* Likewise, A15 likens the classroom to the family pointing out the student's solidarity and unity by stating, *"The classroom is like a family, because it consists of students in unity and togetherness."* A19 also points out that each classroom is actually a social environment by saying, *"The classroom is like family, because all happiness, hardship, success, and joy are experienced and shared together."*

The perception of the classroom as a system was the second most expressed theme by the participants. Participants expressed their view of the classroom as a system through metaphors such as garden, field, forest, greenhouse, leaf, life, weather and river. It can be said that the images produced from these sources generally conjure up a complete system. In this manner, C16 emphasizes the diversity within the system by stating, *"The classroom is like a garden, because there are different flowers in that garden."* E6 said, *"The classroom is like a field, because produces crop whenever seed is sown."* H27 observed the classroom as a subsystem of the education system by saying, *"The classroom is like earth, because it is the floor of all education."* A37 referred to the sub-parts of the system that are compatible with each other in the system by stating, *"The classroom is like a forest, because there are all kinds of different personalities. The various kinds of animals and plants in the forest resemble the diversity of the students in the classroom."*

At the same time, the concept of classroom was likened to the network of cooperation, relationship and communication just as the concept of school was, and the participants' thoughts are gathered under two sub-themes such as constant cooperation and relationship. When the participants' opinions on continuous cooperation were examined, it was observed that metaphors such as kitchen, orchestra, ship, box, work place, team, beehive, ashure, chorus and people came forth. These metaphors evoke images such as earning, blessing, ownership, satisfaction, unity in purpose, cooperation, coordination, leadership, communication, socialization. On this topic, A11 likened the classroom to a workplace by saying, *"The classroom is like the workplace, because certain people have come together"*

(teacher, student) for a purpose: to produce desired behavior." Especially when using the workplace analogy, emphasis was placed on unity of purpose. Nowadays, workplaces along with the home environment constitute the two most basic environments which people spend their life. In terms of life management, being a business owner is a continuously demonstrated action. This action also includes cooperation and communication. In this respect, workplace metaphors are important analogies in terms of demonstrating continuous cooperation and communication. Similarly, C22 states, *"The classroom is like a team, because teamwork should be achieved and success ensured."* D39 also draws attention to the importance of cooperation, communication and coordination by saying, *"The classroom is like an orchestra, because very different elements come together to form a harmonious relationship."*

Participants who thought of the classroom as a temporary collaboration network mostly used metaphors such as workshop, bus, health institution, airport, bridge, construction site and hotel. Concepts such as interaction towards us, relationship, bottom-top, functioning input-output, transition, connection, transportation, reconciliation, unity, modesty, transition, connection and temporary accommodation emerged better revealing the meanings implied by these metaphors. These images helped the participants understand the reasons the classroom was likened to a temporary network of collaboration and relationship.

With regards to this subject, some participants commented: *"The classroom is like a bus, because people come from different places. They all come together for a common purpose."*(C36), *"The classroom is like a tour bus, because it is the vehicle that allows us to get where we want to go."* (F8) and *"The classroom is like a bridge, because it serves as a bridge for the information exchange between teacher and student"* (F24).

Another idea that the participants likened the concept of the classroom to, just as they did for the school, was the negative perspective that the classroom is a painful and distressing environment. Regarding this theme, the participants used metaphors such as prison, cage, fan, lantern, sheep, stove, closed box, dark room and so on. When these metaphors were examined, various images emerged such as four walls, loneliness, exclusion, failure, absence, communication obstacles, suffering, punishment, depression, exploitation. In this respect, it can be said that the participants, who think that the classroom is a painful environment, likewise have had negative experiences with regards to school and the classroom as is seen with them using the same analogies for school. E18 thinks, *"The classroom is like a chicken coop, because you always want to get out of it."* I33 stated, *"The classroom is like a cage in the forest, because it restricts freedom."* I45 emphasized his/her negative view of the classroom environment by saying, *"The classroom is like a dark room, because nobody will enter on purpose."*

Another thought regarding the classroom was that they were environments seen as entertainment areas producing happy results. In regard to this theme, the participants used theater, playground, aquarium, stage, concert area, "The Chaos Class" and entertainment venue as metaphors. When these metaphors were examined, various images emerged, such as entertainment, role variety, communication, costume, stage, excitement, comedy, drama, listening, reaction, participation, leadership, love, criticism, etc. In this regard, it can be said that classrooms are seen as happy, pleasurable learning environments. On this topic, A1 stated, *"The classroom is like entertainment, because it is a place to enjoy with friends."* Similarly, B38 said, *"The classroom is like 'The Chaos Class,' because there is always something that goes wrong. If need be, it shows its true colors."*

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The classroom was also seen as a favorable environment with its colorfulness and diversity. With regards to this idea, participants used metaphors such as grocery, diversity, crayon box, appetizer plate, ice cream, seed storehouse, mosaic, honeycomb and snowflake. In terms of image association, various images emerged such as color, unity of things with different characteristics, sincerity, a piece of us, taste, suitability, solidarity, richness of diversity, respect for different ideas, originality, sharing, participation, division of labor and so on. According to the participants who used this metaphor, individuals with a variety of characteristics within a classroom setting is seen as creating a positive environment in which they find themselves within the framework of such basic values as sincerity, cooperation, solidarity and respect. Supporting statements of some of the participants are:

The classroom is like a box of 12 crayons, because it consists of every color (C33).

The classroom is like a mosaic, because it is composed of many different people (D41)

The classroom is like ice cream, because it becomes more appreciated the more it is shared (E14)

The classroom is like a snowflake, because each one seems similar but is actually different, and each one falls somewhere else (H36).

The class is also seen as an individualized utilitarian competitive environment. Participants sharing this idea drew attention to the classroom using metaphors such as battlefield, arena, field of combat, examination, racehorse, battleground and scratch-off tickets. Some participants pointed to each classroom being a competitive environment by saying, "*The classroom is like a battlefield, because all achievements are achieved either in the physical or the abstract classroom.*" (B25); "*The classroom is like an exam, because befriending it teaches how to struggle in life.*" (B9); "*The classroom is like an arena, because every character in it competes in synergy.*" (C9); and "*The classroom is like a competition, because everyone is in a race. It's all because of social pressure.*" (G37)

The final thought regarding the classroom was related to the fact that these environments are viewed as windows of opportunity. Participants with this idea used such metaphors as dining tables, luck and scratch-off tickets. With regards to this subject, D13 likened the classroom to coincidental learning, an environment based on luck, winning and losing by stating, "*The classroom is like a scratch-off ticket, because if there are good friendships one likes school; on the contrary, they hate it.*" Similarly, D8 stated, "*The classroom like luck, because it can be good or bad.*" From this point of view, it can be said that the classroom creates an opportunity for learning. However, these expressions can also be interpreted the opposite. In this regards, it is unthinkable that the classroom allows and gives opportunity for learning based on chance and coincidence to happen. The important thing is to always be able to make these environments effective and fruitful and to design them in this manner.

Discussion and Conclusion

According to the perceptions of the participants, it seems that education is essentially likened to things. Metaphors for education have been made using the most basic elements of

the universe. The relation of education to these concepts, which are the main sources of life, emphasizes the importance and necessity of education for life. In short, education is regarded as one of the musts in terms of a person's life. In addition, while explaining the concept of education, the emotional, mental and psychomotor dimensions, which act as sources of change and development, were emphasized as a whole. From this perspective, it can be said that the participants' education is defined as a multi-faceted and lifelong adaptive training and development process in which individual differences are taken into consideration. When emphasis was placed on training and development, attention was also placed on the role of education as protector, strengthener and healer. This is supported by the fact that participants saw education as having a therapeutic nature seeing it as a source of nutrition or likening it to such things as drugs, vaccines and an IV. Another important conclusion regarding education is the concept of a holistic system that internally relational, having different but interdependent parts, and together constituting a greater whole, or, in other words, as the depiction of a grand system. Thoughts related to it as a system included ocean, universe, space and sky at the macro scale and family, sand, ladder step, chain, ivy, factory and spider web at the micro scale. Education was also seen as a source of enlightenment. It can be said that the participants who hold to this idea actually emphasized the guidance of education and the enlightenment and development of both individuals and the community. In a study conducted by the Kart (2016), it was observed that similar metaphors such as the sun, light, candle, and guide were made with regards to the teaching profession.

It was observed that pedagogical formation students' metaphorical perceptions with regards to the concept of school were most associated with places such as love, loyalty and shelter providing protection. These thoughts suggest that schools are, in terms of individuals, a place perceived as protecting, strengthening, comforting and providing peace and affection to the individual just like a safe haven or a family would. From this perspective, it can be said that the participants held a positive attitude towards the school in general.

Similar metaphors made at various places points to the existence of a common perception related to education and school. In particular, both education and school are seen as enlightenment and a window of opportunity in terms of the system's integrity, network of collaboration and relationships, development and change. It was observed that the participants' thoughts regarding the concept of education were hopeful, ambitious, overarching, unifying, and idealizing human differences, rights and freedoms, and yet, on the contrary, saw school as something that eliminates individual differences and places emphasis on individuality through such pragmatic characteristics as competition and individual success, though still seeing it in a positive light. While emphasizing individual differences in education, this emphasis of disappears when school is defined. It was observed that clearly emphasizing it as a place home to collaborative relationships, communication and a network of cooperation it also was seen as a place of temporal relationships. It was striking the little emphasis that was placed on negative aspects with regards to the concept of school such as a spider web, arena, prison, ward, and juvenile detention center. It was also emphasized that school is actually a dynamic place, using metaphors such as anthills and beehives. It can be argued that the participants reflected a difference between the perceived and desired perceptions with regards to the school. Theoretically, although the participants held positive perceptions of school, it can't be said that the school is a fun place in its current state, but rather, on the contrary, the school was seen to be dominant, and as unhappy painful environments restricting freedom. The dilemma that participants reflected in their general perceptions about school in their mind also had the characteristics of being summaries of their evaluations. To sum up, the school is a system. Such a system is a like a home that

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serves as a dynamic positive network of collaborative relationships, less entertaining, loving, and able to express itself with a depth of emotion, but not all that fun. In a study done by Nalçacı and Bektaş (2012), they observed that the metaphors produced by teaching candidates likened school to something indispensable, negative, guide, social environment, racing, recreational, formative, developmental, authoritative, and information provider. In a study done by Cerit (2006), such perceptions that likened schools to knowledge and enlightenment, change and development, family, a place of growth and maturation, and emphasizing teamwork were recognized by all participants. In another study conducted by Saban (2008), schools were seen as places of knowledge and enlightenment, places of love and solidarity, centers of discipline and control, and centers of work and study. In other studies which had similar results, Cerit (2006), Nalçacı and Bektaş (2012) and Saban (2008) emphasized that schools were observed to have the indispensable characteristics of being locations of information, enlightenment, change and development and showing love and reassurance as a family would.

When the participants' perspectives on the concept of the classroom were evaluated, it was seen that the concept of the classroom was mostly related to the metaphors that likened it to the idea of a refuge including the concepts of home, family and socialization. The implications of the feelings and thoughts evoked by the concept of shelter indicate that the classes are seen as safe, loving, protective, comfortable and peaceful and supportive positive environments. In addition, the most emphasized perspective was that of being systematic, as was in the case with schools. Emphasis on the systematic characteristics of both schools and classrooms shows the interrelationships of the schools and the classrooms with each other, the top-bottom relationship. While emphasizing the systematic nature of the concept of the classroom, the metaphors used were more associated with positive imagery such as gatherer of energy, life giving, life sustaining, balance, relationship, peace, fertilizer and sheltered structure. This suggests that the classes are positive, energetic, productive, efficient and dynamic environments. Thus, it can be said that the positive potential of the classroom can be that of an even more effective and efficient environment. In fact, the results indicate that classrooms are considered as a sub-system of schools and are important to the success of the school system.

At the same time, the concept of the classroom was likened to a network of cooperation, relationships and communication, just like the concept of school had. Participants' perspectives are divided into two sub-categories, that of permanent cooperation and relationship. When the participants' opinions on continuous cooperation were examined, it was seen that metaphors such as kitchen, orchestra, ship, box, work place, team, beehive, ashure, chorus and people came forth. These metaphors evoke images such as gain, blessing, ownership, satisfaction, purpose cooperation, collaboration, coordination, leadership, communication and socialization. In the metaphors in particular, noteworthy concepts that came up were unity in purpose, coordination, communication, harmony and satisfaction. It was the sense that these positive concepts should be emphasized in the classes seen as environments based on continuous cooperation. Participants who likened the classroom to a temporary network of collaboration mostly used metaphors such as workshops, buses, health institutions, airports, bridges, construction sites and hotels. Images such as interaction towards us, relationship, bottom-top operation, input-output, transition, connection, transportation, reconciliation, modesty, bond and temporary accommodation emerged in an attempt to better reveal the meanings implied by these metaphors. These images helped the participants understand the reasons they saw the classroom as a temporary network of collaboration and relationship.

Another idea that the participants held regarding the concept of the classroom likened it to a negative perspective that the classroom is a painful and distressing environment, just like the school. When metaphors and associated objects were examined, it can be said that the participants who held this idea had had negative experiences with schools and classes. The important thing is for teacher candidates who have had negative experiences to use this to their advantage and change the underlying perceptions in a positive way improving, developing and creating a positive learning environment.

Another consideration with regard to the classroom was that these environments were regarded as a place of entertainment. According to the participants who held this idea, it can be said that the classes are seen as happy and enjoyable learning environments. However, greater emphasis being placed on its negative aspects suggests that these aspects are more dominant than the classroom being a place of entertainment.

Classrooms are also seen as positive environments that accommodate a variety of color and diversity. According to the participants who made this analogy, individuals with different characteristics together in the classroom and this togetherness creating a framework of such fundamental values as sincerity, cooperation, solidarity and respect was seen as being a positive environment. The class was also seen as an individualized pragmatic competitive environment, attracting attention to competition within the classroom environment. The final thought regarding the classroom was related to the fact that these environments were viewed as windows of opportunity. It can be said that the classroom can be seen as an opportunity for learning. However, these expressions also left room for an opposite interpretation. In this regard, it is unthinkable that classes allow for learning based on chance and opportunity. The important thing is to be able to always make these environments effective and productive and plan activities and designs to achieve that.

However much the body of literature in this field has made findings with regards to the necessity of the pedagogical formation training program (Dündar and Karaca, 2013) the results of this study show that the majority of pedagogical formation trainees have a positive perception with regard to education. This situation can be regarded as an opportunity with regards to the education system that they are candidates of. Indeed, Kart (2016) showed that pedagogical formation students preferred the teaching profession primarily for immaterial reasons and because of this they will be able to take ownership of and perform well in it.

Similar results were obtained in a study conducted by Altınkurt et al. (2014) indicating that the pedagogical formation program students' motivation towards the teaching profession was high. In another study conducted by Kartal and Afacan (2012), it was determined that the pedagogical formation course teacher candidates' general attitudes towards the teaching profession were higher than normal. Similarly, a study conducted by Çocuk, Yokuş and Tanrıseven (2015) showed that the majority of metaphors regarding the teaching profession by formation education teacher candidates were positive.

In reality, all these results show that pedagogical formation students (Nartgün and Gökçer, 2014), who are deeply anxious about the future, both have a positive attitude in regards to the teaching profession and see it as a door to a second chance as well as have a positive perception with regards to the educational system itself based on their own experience.

When evaluated at the holistic level, participants do not have a common and unified idea, but rather, they show a diversity of perceptions with regards to the concepts of education, school and the classroom. However much perceptions were not unified but rather varied, the results reveal an open and holistic definition of the system with an eclectic perspective. Indeed, it is stated that a large number of metaphors are needed in order to explain something at the holistic level, as it is not possible to explain a phenomenon based on a single concept (Saban, 2008). In this regards, there is some evidence that participants have a passive and holistic perception regarding the concepts of education, school and the classroom. It can be said that there is a similar perception regarding the teaching profession. Altinkurt et al. (2014), Can (2010), Kartal and Afacan (2012), Çocuk et al. (2015), Nartgün and Gökçer (2014) and Ömür and Nartgün (2013) indicated that pedagogical formation program teacher candidates generally have a positive attitude towards the teaching profession. As for Başbay, Ünver and Bümen (2009) and Yüksel (2004), they found that the attitudes of the Middle School Teacher Non-Thesis Masters Programs' students towards the teaching profession were high. Positive metaphors related to the concepts of education, school and the classroom in the study can be considered as the basis of these views. In order to give an overall understanding about the findings, the participants' perceptions were given in Table 5.

Table 5. Summary of the participants' perceptions

EDUCATION is something that:	SCHOOL is something that:	CLASSROOM is something that:
<ul style="list-style-type: none"> • is the source of existence. It is a reason to exist. • is seen as a source of versatile change and development. It changes and develops people. • is a system. Like the ecosystem, it is something that has macro and micro inner unity and consistency. • is a lifelong learning process. • it is one of our basic needs. • is an enlightenment source. It enlightens people. It is an intellectual enterprise. • is able to protect and improve. • is like a gem. It is valuable. • is a developmental process that accepts emotional, mental and bodily individual differences as meaningful and existent. • makes the individual valuable and happy. 	<ul style="list-style-type: none"> • evokes existential association. It is a place connected with love. • is a system with inner integrity and varying dynamics. • evokes duties and responsibilities. • develops cooperation, relationship and communication. • is a knowledge bank. It is a meaningful place where people can voluntarily access information that can be used as a window of opportunity for learning. • contains various dilemmas within. There is a perception that it is both happy and painful. • is an environment of intellectual development and enlightenment. • is a competitive environment. 	<ul style="list-style-type: none"> • evokes existential association. It's like a protected area. • is a system with inner integrity and varying dynamics. • evokes duties and responsibilities. • develops cooperation, relationship and communication. • contains a competitive spirit. However, the individualized pragmatic character stands out. • contains various dilemmas within. It is a place of happy results and pleasure. It is a place to find entertainment, witnessing different roles and undertaking those roles. It is also painful at the same time. • is a rich and valuable positive environment with diversity. It is a democratic, colorful and amusing environment that accommodates the differences (mosaic) of each student like a crayon. • is a window of opportunity. • every student in the school is like a snowflake. In essence, each student is unique and without equal.

In conclusion, most pedagogical formation trainees seem to have a positive perception with regards to the concepts of education, school and the classroom. This can be seen as an opportunity in terms of the education system they are candidates to become members of. However, when the results are idealized, it is observed that when talking about the concepts of education, school, and the classroom the perception is positive, but when looking at it practically, there are negative perceptions as well based on unfulfilled expectations.

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