

The Metaphorical Perceptions of Classroom Teacher Candidates Regarding Teacher and Teaching Profession Concepts

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Abstract

The purpose of this study was to determine the metaphorical perceptions of classroom teacher candidates regarding teacher and teaching profession concepts. Study was conducted with 169 teacher candidates at Kastamonu University, Faculty of Education. A survey form, consisted of 2 open-ended questions, was used as data collection tool to set the teacher candidates' perceptions. The participants were asked to fulfil the "Teacher is like because" and "Teaching profession is like..... because....." expressions featured in the survey form. Gathered data was analyzed according to the content analysis technique. To modify the integrity of the metaphors and the categories of them, the lists were shared with 3 field specialist academics. According to the contentions of the specialists, non-meshing metaphors were deliberated and the metaphors and categories used in the study were finalized. Accordingly it was found out that teacher candidates created 53 metaphors about teacher and 62 metaphors about teaching profession. As a result, it was stated that teacher candidates had positive perceptions regarding teacher concept on the other hand they created some negative metaphors about teaching profession. The reason for this was the thought that the teacher candidates perceived teaching as a hard, inappreciable and rigid profession.

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

SUMMARY

Education systems and teachers contributed in these systems have a quite important roles to set societies' contemporaneity and development levels. On this account, it is accurate to define teachers as society architects that establish future generations, depending on this determine and change countries structures. Teacher candidates' sensory characteristics are critically important to actualize these important missions. For this reason, benefiting from metaphors are thought as functional technique for identifying their occupational perceptions.

Word meanings of metaphor are comparison, simulation, trope and borrowing. Metaphors are the words help to express the wanted to say or known the things that are worth ever so much words practically, creatively and permanently. They also contribute to discover the details of an act or fact beyond the known or estimated. Thanks to these features, metaphors are need to be taught as a technique that becoming widespread increasingly and bringing in depth to academic studies. Correspondingly, with the results of this study it is predicted to derive feedbacks about which attitudes are needed to be given in the teacher training processes and also which characteristics

should the teacher candidates acquire by setting the teacher candidates' occupational perceptions and existing personal features.

Purpose of the Study

The purpose of this study is to find out the perceptions of the classroom teacher candidates' regarding teacher and teaching profession concepts.

METHOD

169 classroom teacher candidates, which study at Kastamonu University Faculty of Education in 2013-2014 academic year, are the participants of this study. A survey form consisted of two open-ended questions were asked to identify teacher candidates' metaphorical perceptions regarding specified concepts. Teacher candidates were asked to complete the sentences "Teacher is like because" and "Teaching profession is like..... because....." expressions featured in the survey form. The answers of the participants were analyzed by using the content analysis technique.

FINDINGS

According to the findings of the study it was found out that, teacher candidates created 53 metaphors about teacher and 62 metaphors about teaching profession. Regarding these metaphors 8 category titles were formed concerning teacher concept and 11 category titles were formed concerning teaching profession concept. It was seen that most metaphor belong the metaphors about teacher concept was created under the title of teacher as a knowledge source. When the frequencies of the used metaphors are considered the sun (%12,39) and the candle (%7,08) metaphors in this category and the light metaphor (%8,26) in the category of teacher as a guru are the most repeated 3 metaphors concerning teacher concept.

Concerning the teaching profession, it was seen that the most metaphor was created under the title of teaching as a challenging profession furthermore the motherhood (%8,85) metaphor in the category of teaching as a sacrifice profession was the most repeated metaphor by the participants. The soil (%7,08) and the water (%7,08) metaphors in the category of teaching as a required profession were the following two metaphors according to the repetition.

DISCUSSION and CONCLUSION

When the metaphors, created by the participants regarding teacher and teaching profession, evaluated in a holistic approach; it was taken attention that the features such as informing and guiding individuals; correcting the mistakes and missing of the students are common features for two concepts. It was seen that all the metaphors about teacher concept are positive conversely some negative metaphors were existing about teaching profession. The probable difficulties of the teaching profession, including possible unexpected situations and also having district rules were the imported negative features by the participants. The findings of the study states that

teacher candidates have a positive attitude regarding teacher concept however they have a perspective that transferring the knowledge is basic specificity of a teacher, It is doubtless that according considering the changing definitions of teacher concept, teachers should be seen as investigators, incredulous and leading individuals instead this point view. In accordance with the results, the following proposals may be advanced;

- ✓ So as to develop positive attitudes regarding teaching profession the content and the presentation of the pedagogy lessons at the education faculties may be revised,
- ✓ Similar studies may be conducted with the participant of different shareholders to ensure modify a wide point view about teacher and teaching concept.

