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Erkan Göktaş

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Research Article

Prospective teachers' metaphorical perceptions of "school, teacher, principal and superintendent"

Erkan Göktaş  ORCID

Assistant Professor, Educational Administration Department, Faculty of Education, Selcuk University, TÜRKİYE

Abstract

Research on prospective teachers' perceptions and descriptions of the essential education concepts helps to determine their educational viewpoint before starting the profession. In this study, it is aimed to reveal and analyse the metaphorical perceptions of prospective teachers about the concepts of school, teacher, principal, and superintendent. The study is planned in a basic qualitative research design. Participants of the study were 95 students attending to Selcuk University in the 2021-2022 academic year. Participants were recruited by using convenience sampling. Data were collected by using an open-ended questionnaire form and were analysed by content analysis technique. A total of 358 metaphors related to the concepts of school, teacher, principal, and superintendent were produced by teacher candidates. Of these, 91 were related to schools, 103 to teachers, 89 to principals and 75 to superintendents. Findings showed that the metaphors reflect both positive and negative perceptions about the concepts. Prospective teachers often used positive metaphors for the concept of school, teacher, and principal. However, it was noted that the metaphors reflecting negative connotations for the concept of superintendent were relatively more.

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Introduction

School, teacher, principal and superintendent are essential components of educational processes. Preferring the teaching profession requires constant interaction with these components. Pre-service teachers will also become teachers, principals or inspectors in time after completion of their education. At this point, one of the important data that will disclose the view of prospective teachers about the profession is the meanings they attach to these concepts. Metaphors can be used to reveal the concepts of school, teacher, principal and superintendent in the minds of teacher candidates.

In Turkish, the word “metaphor” is being used in the sense of analogy. The origin of metaphor, which is a Greek word, is based on the words "meta", which means beyond, and "pherein", which means to carry. It is used as an association or a symbol related to a particular concept (Nalçacı & Bektaş, 2012; Özdemir, 2012; Öztürk, 2007). Metaphor, originally means "to carry it beyond", serves as a carrier tool in bringing a certain concept closer to human mind. In other words, metaphors can be used to convey the meaning to be explained. Because the concepts possess broad meanings there is a need to make analogy or use metaphors to express the perception. Metaphors make it simple to understand what is meant by using the concepts.

The first pioneering study of metaphors was carried out by Lakoff and Johnson (1980) and then the cognitive metaphor theory emerged. According to this theory, metaphors are expressed as mental structures that shape people's thoughts about the world and reality. Cognitive theory asserts that individuals try to make sense of the world by making connections between the complex phenomena they encounter and the concrete concepts they experience. In the context of education, metaphors play an important role in conceptualizing and reflecting the nature of teaching and learning. In this respect, metaphors are increasingly used to make connections between personal beliefs and educational theories (Leavy, McSorley & Bote, 2007). Metaphors reveal the true knowledge, and in the process, individuals tend to express truths and facts, either consciously or unconsciously, by forming patterns with their experiences (Lakoff & Johnson, 1980).

Humans grasp abstract concepts and perform abstract reasoning by using metaphors (Lakoff, 1993). Within this process metaphors act as a basic mechanism. It is the human mind that uses metaphors to accomplish the reasoning. The need to use metaphors is, in a sense, characteristic of this mechanism. The mechanism necessary for a certain concept to be carried from the mind of one person to the mind of another and to find meaning is established through concepts. Thus, a concept is reflected in different minds through metaphors. In this respect, the meanings of the concepts of school, teacher, principal, and superintendent in the minds of the prospective teachers are reflected in the reader's mind through metaphors. On the other hand, metaphors are also considered an important narrative element because they help to understand a concept more clearly and contribute to the emergence of creativity (Lakoff & Johnson, 2005; Tubin, 2005). Pre-service teachers can more easily express their perception related to the concepts through metaphors and exhibit their creativity via analogies.

In the literature, there are various studies examining the means teacher candidates attach to educational concepts through metaphors. Bodycott, Walker and Chi Kin (2001), searched prospective teachers' views on school administrators through a qualitative study by means of dichotomies. Dichotomous thinking was developed by Derrida (1998), and have been used to express the Eurocentric system of thought and the problems it faces. Results of the study

disclosed the dichotomies of democracy against authority, rigidity against flexibility, hindrance against participation, and indifference against motivation. Inbar (1996), in a study categorised schooling metaphors provided by teachers, students and school principals. It was found that the educators primarily saw themselves positively with an educative role, while the students perceived them as controlling and evaluation-oriented. Johnson (2001), analysed the metaphors came out from prospective teachers in form of pictures depicting their initial teaching experiences. The results showed that visual metaphor was a feasible choice to literal written descriptions. Thomson (2016), in a mixed method study, investigated the specific types of prospective teachers' learning and teaching beliefs through the use of metaphorical images. There were two main type of schooling that is teaching and learning belief. Student-centred and teacher-centred. In student-centred approach teachers are motivated intrinsically for teaching and their schooling beliefs described as constructivist. Teachers-centred approach sees teachers as the starters of instruction and students as receivers of teaching. De Laurentiis Brandão (2021), investigated prospective teachers' first experiences of teaching English as a foreign language via metaphors in a narrative study. The pre-service teachers' metaphors abridged the impressions and the executions of their teaching experiences. The metaphors helped them sharing experiences and shaping the formation of professional identity.

In Türkiye, there are wide-ranging studies focused on the perceptions of prospective teachers about various concepts related to education were examined through metaphors. These concepts include school, principal, teacher, and superintendent as well. Several metaphorical studies have been carried out including positive or negative perceptions, approaches, understandings and attitudes related to the concepts of Turkish education system, school administration, education, teacher, student, school administrator, principal, superintendent and school (Altun & Apaydın, 2013; Çobanoğlu & Gökalp, 2015; Demir, 2018; Dilekçi, Limon, & Nartgün, 2021; Duran, 2022; Gültekin, 2013; Nalçacı & Bektaş, 2012; Neyişçi & Özdiyar, 2019; Örucü, 2014; Saban, 2004a, 2004b; Toremén & Dos, 2009; Yalçın & Erginer, 2012). In this study, however, the concepts of "school, teacher, principal and superintendent" are examined all together. The examination of these concepts together will contribute to explore and evaluate the perceptions of teacher candidates, especially in terms of educational administration.

The purpose of this qualitative study was to reveal and analyse the perceptions of pre-service teachers about the concepts of "school, teacher, principal and superintendent" through metaphors. The results to be obtained from this, will reveal how these basic concepts of education been understood by prospective teachers. The analyses will show how the school, which is one of the basic concepts of education, is displayed in the minds of the prospective teachers. It will also give teachers, principals, and superintendents the opportunity to observe their images in different minds. Thus, positive thoughts can be reinforced, while negative ones can be expected to be corrected. The results will also contribute to the teaching staff of educational faculties interacting with teacher candidates. It will be possible to compare the results with the results in similar studies to determine the similarities and differences and to evaluate the change in the perceptions. Prospective teachers' perceptions before the profession may change after being a teacher. Hereby, it's needed to compare the perceptions. As a result of the comparisons it will be possible to contribute to the data flow to update the school, principal, superintendent and teacher training system and educational policies. Beyond all, understanding pre-service teachers' initial

beliefs and teaching motivations can also provide a deeper insight into their attitudes towards students and teaching (Darling-Hammond & Sykes, 2003).

Methodology

Model of the research

In this study, the findings obtained by designing the basic qualitative research design and performing inductive and comparative data analyses were presented by dividing them into themes (Merriam, 2013). The basic qualitative research design is the most widely preferred pattern in educational research. It is carried out in the form of collecting and analysing data with methods such as observation, interview or document analysis and gathering the findings reached through the analyses around themes and categories (Merriam, 2013; Yıldırım & Şimşek, 2011). Metaphors obtained from teacher candidates are systematically presented by dividing them into specific themes.

Participants

Participants of the study were students attending to Selcuk University Faculty of Education in the 2021-2022 academic year. Totally, 95 students were reached by convenience sampling method from a group of 160 students. Convenience sampling method was preferred because of the low cost, being a group of participants familiar to the researcher, and bringing speed and practicality to the research (Yıldırım & Şimşek, 2011). Because of being teacher candidates, the participants were expected to reveal their perception of school, teacher, principal, and superintendent via data collection form. As a result of voluntary participation, the answers of teacher candidates who responded appropriately were considered.

Table 1. Demographic data of participants

Department	Number of Participants		
	Female	Male	Total
Primary School Mathematics Teacher Education	32	12	44
Turkish Language Teaching	19	17	36
Elementary School Teacher Education	11	4	15
Total	62	33	95

Table 1 shows demographic information of the participants. Out of 95 participants, 62 of them are female and 33 of them are male prospective teachers. The findings obtained from the participants were examined and a systematic elimination was applied in terms of compliance with metaphorical themes. Accordingly, forms containing answers that do not express a clear metaphor and are not clearly understood are considered invalid. As a result of this elimination, the answers given by a total of 95 participants, 44 from the primary school mathematics teaching department, 36 from the Turkish language teaching department and 15 from the elementary school teacher education department, were deemed appropriate for examination and analysis.

Data collection tool

The study is based on determining the perceptions of teacher candidates about the concepts of school, teacher, principal, and superintendent by using metaphors. For this purpose, a questionnaire form with open-ended expressions developed by the researcher. In this form, the

teacher candidates asked to fill in the blanks in form of "A school is like because....", "A teacher is like because....", "A principal is like because...." and "A superintendent is like because...." according to their own views. Participants were asked to briefly base their analogies on a causation. In the analyses of the analogies, foundation of a metaphor is also important. Because metaphors alone may not be meaningful. Therefore, the why questions make it easier to determine the perception and understanding in the minds of participants who use similar metaphors. In addition, the reasons of participants using similar, or the same metaphor may differ (Glucksberg, 1998). In this study, the metaphors used by the participants were examined and interpreted together with their reasons. The reasons are expressed in the second part of the open-ended sentences.

Data analysis

Determination and arrangement of codes and themes were carried out with the content analysis technique. Content analysis is a technique that is used when in-depth analysis is needed (Yıldırım & Şimşek, 2011). The collected data were analysed in the following order: (1) Extracting and coding, (2) Finding themes, (3) Checking validity and reliability (4) Making interpretation (Akbaba Altun & Apaydın, 2013).

Extracting and coding: After elimination of the forms containing weak or invalid expressions, the remaining valid metaphors of the appropriate structure were rearranged in an alphabetical order. The raw data were reviewed separately for the second time. Participants are encoded with the section right next to the metaphor statement in question and the sequence number in the data group. For instance, the participant in the 5th place alphabetically from the Mathematics Teacher Education department is coded as "M5", from Turkish Language Teaching department as "T5" and from Elementary School Teacher Education department as "S5".

Finding themes: In this step, the metaphors were examined in terms of the common characteristics of the concepts examined. The metaphors were considered how to express the perception of school, teacher, principal, and superintendent. Then, the identified metaphors were associated in terms of meaning. Lastly, themes were created accordingly. For example, the metaphors of gardens, fields, farmers, farms, veterinarians, and bees are collected under the theme of agriculture and livestock.

Checking validity and reliability: In order to ensure validity and reliability in qualitative research, the collected data should be reported in detail, and it should be explained how the results obtained were achieved (Yıldırım & Şimşek, 2011). For this purpose, the process of collecting and analyzing data in the research is explained in detail. During data collection there was no attempt to affect the participants. The validity level was tried to be increased by including statements of the participants. On the other hand, the level of similarity of the results reached with the results of different studies on the same subject was also used as a criterion to measure validity (Çobanoğlu & Gökalp, 2015). The results are similar to the results of different studies. In order to increase the reliability, invalid participant forms were eliminated. The opinions of experts in the field were asked to determine under which themes the metaphors should be collected. In line with the opinions of experts, some corrections have been made again. Then, interrater reliability was calculated in the formula [Reliability = (number of agreements) / (number of agreements + number of disagreements) *100] suggested by Miles and Huberman (1994). The interrater reliabilities were 89%, 85%, 90% and 87% for the concepts of "school",

“teacher”, “principal”, and “superintendent” respectively. For qualitative studies, if the value obtained from the consensus formula is 70% or more, then the result is sufficiently reliable (Miles & Huberman, 1994). Based on this fact, it has been decided that these results were sufficiently reliable.

Making interpretation: At this stage, the metaphors were interpreted by considering the themes and repetition. The most recurring metaphors and themes were examined. The perceptions expressed by the metaphors that stand out in themes are tried to be explained by quoting the statements of the participants. The results obtained were interpreted by comparing them with the results of similar studies in the literature as well.

Findings

A total of 358 metaphors related to the concepts of school, teacher, principal, and superintendent were produced by teacher candidates. Of these, 91 related to schools, 103 to teachers, 89 to principals and 75 to superintendents. The metaphors are divided into various themes considering the relationships between them and shown in tables. The answers given by the teacher candidates and those deemed appropriate for the analysis were gathered under certain themes, considering their proximity in terms of meaning. The themes obtained from the analysis of the data are agriculture and livestock, system, slavery, freedom, production, knowledge, tools, transportation, shelter, nutrition, structure, health, life, and charisma. The number of times a particular metaphor is repeated is numerically expressed in adjacent parentheses. Metaphors that fit more than one theme are placed under the respective themes. Demographic data, themes and metaphors are demonstrated in tables.

Metaphors and themes related to the concept of school are shown in Table 2.

Table 2. Metaphors and themes related to school

Theme	Frequency (f)	Metaphor
Agriculture and livestock	15	Farm, hive, soil(5), flower, apple tree, flower garden(2), garden, plant, flowerpot(2)
System	2	Electrical circuit, human body
Slavery	6	Prison(2), cage, caste system, obligation, forced destination
Freedom	5	Forest, playground, national park, blank paper, sea
Production	7	Factory(4), notebook, carpenter's workshop, painting workshop
Knowledge	5	Book, bookcase, table, encyclopedia, knowledge base
Tools	8	Mirror, wrench, compass, lamp, table, alarm clock, notebook, book
Transportation	2	Ship, plane
Shelter	23	House(14), family(2), nest(6), protector
Nutrition	3	Kitchen, restaurant, table
Structure	10	Building(5), institution(4), unfinished construction
Health	1	Hospital
Life	4	Prepare to life, water, water in desert, season
Total	91	

In Table 2, it is seen that the metaphorical perceptions of the teacher candidates about school are mostly related to the concepts in the themes of shelter, agriculture and livestock and structure. As making analogies about the concept of school, the participants mostly used the metaphors of house, nest, building, soil, institution, factory, garden, flowerpot, family, and prison. Except the prison metaphor, rest of the metaphors contain more positive perceptions and similar meanings. The participants generally have a positive perception about school. For instance, M26 said, "*A school is like a playground for me because whether I fall or get up, it is a place that adds something to me and allows me to learn life by having fun.*" and emphasized that school is a place for both having fun and learning. Another participant T5 said, "*A school is like a home for me because, if we think of classrooms as our private rooms, the school is our home.*" Participant S9 said, "*A school is like family for me because I can find everything I need.*" and expressed the need for school. In addition to these, there are also a small number of participants who express the concept of school with negative metaphors. T3 said, "*A school is like a cage for me because school is a place that we enter at the very beginning of our lives, without our own will, as if we were crammed into a cage.*" and likened schools to a place that restricts life and prevents freedom.

Metaphors and themes related to the concept of teacher are shown in Table 3.

Table 3. Metaphors and themes related to teacher

Theme	Frequency (f)	Metaphor
Agriculture and livestock	16	Farmer (4), worker bee, flower branch, flower bud, gardener (6), bee, fruit tree, tree root
Family	12	Mother (5), father, parent (6)
Slavery	2	Curtains, horse goggles
Freedom	7	Sun (2), wind, water, river (3)
Production	7	Bricklayer, worker, carpenter (2), painter, machine, operator
Knowledge	4	Book (2), encyclopedia, knowledge base
Tools	8	Cable, black pen, pen (2), candle, key, compass, lantern
Transportation	3	Cabin attendant, captain (2)
Shelter	7	Candle, light (3), feet of the table, friend, companion
Nutrition	2	Cook, chef
Structure	2	Column of the building, iron
Health	2	Development, veins
Life	10	Water, sun (2), shadow, wind, river (3), cat, turtle
Charisma	21	Guide (5), leader (2), expert, jewel, chance, respected person, important person, manager, warrior, lion, light (3), sun (2), difference
Total	103	

As seen in Table 3, metaphorical perceptions of the prospective teachers about teacher are mostly related to the concepts in the theme of charisma, agriculture and livestock and family. While making analogies about the concept of teacher, the participants mostly used the metaphors of parent, gardener, guide, mother, farmer, light, river, leader, sun, pen, book, captain, and

carpenter. These metaphors often contain positive connotation and similar meanings. However, the metaphors of curtains and horse goggles show that the concept of teacher has a negative perception and meaning for some teacher candidates. The participants have a mostly positive perception about the concept of the teacher. For example, M7 said, "*A teacher is like a flower branch for me because the branches carrying water to the flower is like the teacher carrying knowledge to the student.*" and drew attention to the important position of the teacher in the process of learning of a student. Another participant, T12, said, "*A teacher is like a mother to me because we learn a lot from our teacher as we learned from our mother when we were little.*" and emphasized the teacher's contribution to personality formation. Participant S4 said, "*A teacher is like a captain to me because the captain guides us on our journey.*" In addition to these, there are also a small number of participants who express the concept of teacher with negative metaphors. T27 says, "*A teacher is like horse glasses for me because it looks at things from a single point of view and tries to impose what it sees on the students.*" and claims that teacher is the representative of limited perspective and understanding.

Metaphors and themes related to the concept of principal are shown in Table 4.

Table 4. Metaphors and themes related to principal

Theme	Frequency (f)	Metaphor
Agriculture and livestock	10	Farm owner, flower root, flower stem, greenhouse owner, landowner (2), fertilizer, queen bee, garden owner, shepherd
Family	8	Father (5), householder, grandmother, grandparents
Slavery	11	Guard (2), watchman, executioner, order, law, orders and prohibitions, rule, park attendant, attendant, coldness
Freedom	1	Flying balloon
Production	5	Farm owner, workshop owner, school owner, greenhouse owner, garden owner
Knowledge	7	Brain (6), preface
Tools	7	Key, anvil, typewriter, button, microphone, razor, red pen
Transportation	5	Captain (2), pilot, road control, locomotive
Shelter	2	Door, armchair
Nutrition	2	Food chef, kitchen manager
Structure	3	Castle, door
Health	2	Expert, rule
Life	5	Combat, responsibility, suit, torpedoed status, supervision
Charisma	21	Team coach, team captain, lion (4), wrestler, conductor, coach (2), chef (2), muse, leader (3), king (2), president, roster, judge
Total	89	

Table 4 shows metaphorical perceptions of the teacher candidates about principals which are mostly related to the concepts in the themes of charisma, slavery and agriculture and

livestock. As making analogies about the concept of principal, the participants mostly used the metaphors of brain, father, lion, leader, chief, team coach, king, captain, landowner, and guard. Except the guard, watchmen, and executioner rest of the metaphors express close and positive meanings. Most of the participants used positive analogies for the concept of principal. However, the metaphors of guard and executioner show that the concept of principal has a negative connotation and meaning for some teacher candidates. The participants have a mostly positive perception of the concept of principal. For instance, M17 said, "*A principal is like a brain to me because just as the brain controls the body, the principal controls the school.*" and emphasized the vital importance of the principal. Another participant, T32, said, "*A principal is like a father to me because, like a father who protects, watches over and manages the family, the principal also manages the school.*" Participant S13 said, "*A principal is like a leader to me because the principal solves all problems.*" and emphasized the principal's leadership qualities. In addition to these, there are also a small number of participants who express the concept of principal with negative metaphors. Of these, T8 says, "*A principal is like an anvil to me because just as iron is shaped on an anvil, the school is shaped by the principal.*" and expresses the principal with a quality that forcibly shapes the school.

Metaphors and themes related to the concept of superintendent are shown in Table 5.

Table 5. Metaphors and themes related to superintendent

Theme	Frequency (f)	Metaphor
Agriculture and livestock	7	Veterinarian, agricultural engineer (2), gardener, flower caregiver, queen bee, garden owner
Family	5	Father, grandma, guest (2), unwanted relative
System	4	Immune system, judgement, insurance, black box
Slavery	19	Pressure, horror (4), security camera (5), constabulary (2), hidden person, detective, feared person, police, order, lock, monster
Freedom	2	Statue of liberty, water
Production	4	Manufacturer, notebook, carpenter workshop, painting workshop
Knowledge	5	Television, brain (2), researcher, observer
Tools	7	Stove, ruler, lock, mirror, scale, XR device, blue pen
Transportation	2	Ship owner, black box
Shelter	1	Landlord
Nutrition	2	Gourmet, restaurant owner
Health	4	Doctor (3), immune system
Life	9	Friend, theatre audience, suit, torpedoed status, arrogant boss, still object, electric bill, formality, fire drill
Charisma	4	Minister, general manager, chief painter, eagle
Total	75	

In Table 5, it's seen that metaphorical perceptions of the participants about superintendent are mostly related to the concepts in the theme of slavery, life, agriculture and livestock, and tools. As making analogies about the concept of superintendent, the participants mostly used the concepts of security camera, fear, doctor, police officer, brain, guest, and agricultural engineer.

There are more negative connotations of the superintendent concept. The analogies of security cameras, fear and police are close to each other, but point to negative connotations and meanings. The analogies of doctor, brain, guest, and agricultural engineer contain relatively more positive connotation and meanings. It is seen that prospective teachers have both positive and negative perceptions about the concept of superintendent, but the negative ones obviously draw attention. As a matter of fact, M13 said, "*A superintendent is like a gardener for me because the superintendent controls the school like a gardener maintenance and controls a garden.*" and saw the superintendent as a symbol of positive work such as maintenance, review, and improvement. Another participant, T37, said: "*A superintendent is like a guest to me because, just as the house is arranged when the guest comes, the school is reviewed when the superintendent comes.*" Participant S6 said, "*A superintendent is like the person I am feared because when the superintendent comes to school, everyone is nervous.*" and expressed the uneasiness that the concept of superintendent evokes.

Discussion

In this study, it is aimed to reveal and analyse the perceptions of teacher candidates about the concepts of school, teacher, principal, and superintendent through metaphors. The findings showed that teacher candidates generally use metaphors that reflect positive connotations of school, teacher, and principal. However, it was noted that the metaphors reflecting negative connotations for the concept of superintendent are relatively more.

To make an analogy about the concept of school, the concepts of home, nest, building, soil, institution, factory, garden, flowerpot, family, and prison were used the most. Of these, the ones other than the prison analogy contain similar meanings. These concepts constitute a set of meanings that express tillage, animal feeding, farming, production, shelter, solidarity, love, strength, support, help, home, belonging, shelter, protection, strength, durability. However, the concepts of prison, cage, caste, and alarm clock also show that school has a negative meaning for some teacher candidates. Most prospective teachers expressed the concept of school with positive analogies. The images identified by these expressions show that the school is perceived as a phenomenon that is as vital to prospective teachers as agriculture and livestock, that takes place in everyday life like tools, that glorifies human beings like knowledge and freedom. It is seen that similar findings have been reached in other studies examining metaphorical perceptions of prospective teachers about the concept of school. Accordingly, Nalçacı and Bektaş (2012) have reached themes that contain negative meanings such as authority, negation, race, and formative among the metaphors of teacher candidates about school. In another study, the school was likened to a place that shapes the individual, causes behavior change, and transfers unnecessary information (Örücü, 2014). Neyişçi and Özdiyar (2019) found that teacher candidates mostly see school as a positive concept that supports psycho-social development and enlightens the individual by providing features such as responsibility and division of labor in the natural flow of life. They explored that relatively few of them perceived school as a negative concept with its features that restrict freedom, have an element of political pressure, and threaten physical security. Özdemir and Orhan (2019) listed the metaphors created by the teacher candidates regarding the concept of school as living space, life preparation environment, life itself, production center, team, tools and limiting environment. Prospective teachers generally depicted the school with positive metaphors. Kara and Bozbayındır (2019), on the other hand, found that the metaphors related to the concept of school obtained from teacher candidates

contained positive expressions in the form of a whole, an environment of love and trust, a place of production, a part of life and a place of knowledge and acquisition that contained elements of different structures. Dilekçi et al. (2021) stated that teacher candidates make analogies for the concept of school, a source of knowledge, a part of life, a place of change, development and maturation, a place that gives confidence and happiness, an inclusive place, a restrictive place, a place that shapes, a guiding and guiding place, an indispensable place, a complex place, a place of socialization and a place that has lost its purpose. The findings of this study and its predecessors are that metaphorical perceptions about the concept of school are generally in a positive direction. However, a small number of metaphors that express negative perceptions are also seen. Although the participants whose opinions were taken changed over time, metaphors expressing the perceptions are similar. This means there is not a kind of change that would cause significant differences in the perception of the teacher candidates.

Prospective teachers mostly used the concepts of parent, gardener, guide, mother, farmer, light, river, leader, sun, pen, book, captain, and carpenter to make an analogy about teacher. These concepts constitute a set of meanings that express tillage, animal feeding, farming, production, shelter, solidarity, love, solidity, support, help, home, belonging, family, protection, guidance, enlightenment, continuity, solidity, and endurance. However, the concepts of curtains and horse goggles show that for some teacher candidates, the teacher has a negative meaning that is obstructive and restrictive. Most prospective teachers expressed the concept of teacher with positive analogies. The images determined by these expressions show that the teacher is perceived as a phenomenon that is as vital to prospective teachers as agriculture and livestock, that takes place in daily life like tools, that glorifies people like knowledge, guidance, and leadership. It is seen that similar results have been reached in different studies in which metaphorical perceptions of the concept of teacher were sought. Saban (2004b) has found that teacher candidates use expressions such as the source and transmitter of knowledge, educating and shaping students, supporting the individual development of students and guiding students in the learning process for the concept of teacher. Arslan and Karataş (2015) reported the concept themes of teacher candidates in the pedagogical formation certificate program in the form of parents, pioneers, altruism, and knowledge dissemination. Duru (2015) stated that teacher candidates use metaphors such as cultural transmitter, behavioral engineer, former, person who presents information and guide for the concept of teacher. In various research conducted to investigate the metaphors used for the concept of teacher, themes such as researcher, artist, practitioner, former, guide, altruist, source of knowledge and volunteer have been identified (Ekici, Baş, & Kızılkaya, 2017; Ryan & Bourke, 2018). Among the meanings attributed to the concept of teacher, there are both positive and negative analogies such as knowledge source or fear source (Egüz & Öntaş, 2018). Neyişçi and Özdiyar (2019) determined that teacher candidates mostly use positive expressions for the concept of teacher in the form of sacrifice, meeting the knowledge and emotion needs of the student, competence in the field, guiding in accessing knowledge and encouraging to establish healthy human relations. In addition, a relatively small number of teacher candidates used negative expressions such as limiting interests and abilities, being closed to self-improvement and not being fair for the concept of teacher. Özevin and Kaya (2020) determined that teacher candidates use the metaphors of trainer, instructor, and guide for the concept of teacher. In addition to these, it has been seen that metaphorical perceptions reflecting the feelings of warmth, closeness, and freedom such as family, mother, father, parent,

house with stove, sugar, heart, angel, rainbow, and sky are often used. Dilekçi et al. (2021) found that metaphors were used in the themes of guidance, knowledge source and transference, source of love and trust, source of authority, role modeling, shaper, altruistic and development source for the teacher concept of teacher candidates. When the previous research and the findings of this research are compared, it is seen that both positive and negative metaphors are used for the concept of teacher. But positive metaphorical connotations were used more. It is highly likely that teacher perceptions of teacher candidates will change after starting the profession. The main reason for the negative perceptions may be the traces left by the previous education and training experiences of the candidates.

When making an analogy about the concept of principal, prospective teachers mostly used the metaphors of brain, father, lion, leader, chief, team coach, king, captain, landowner, and guardian. Except for the guardian analogy, the rest contain similar meanings. These concepts constitute a set of meanings that express impressiveness, robustness, support, protection, leadership, management, leading, guidance, tillage, animal nutrition and farming. However, the concept of guard, unlike these, also shows that for some teacher candidates, the principal carries a negative meaning of a prohibitive nature. Most prospective teachers expressed the concept of principal with positive analogies. The images identified by these expressions show that the principal is perceived as a guiding element such as leadership and impressiveness for prospective teachers, as vital as agriculture and livestock, taking part in daily life like tools, glorifying people such as protection, support, and robustness. It is seen that similar results have been reached in different studies. In the findings of Çobanoğlu and Gökalp (2015), the most important analogies of father, mother, lion, leader, and power related to the concept of principal of teacher candidates reflect positive perceptions, while the analogies of authority and harshness reflect negative perceptions. Özdemir and Orhan (2019) explored the most used metaphors related to the concept of principal and school administrator of prospective teachers who received pedagogical formation training as leader, main element, supporting element, protective and responsible element, respectively. It was found that the principals were perceived as an actor protecting and motivating the school stakeholders in line with the determined goals. They are also responsible for managerial functions of the schools. They foster effective teaching and learning in schools as well. It was concluded that the school administrator was generally perceived positively.

As for the superintendent, prospective teachers mostly used the metaphors of security camera, fear, police officer, doctor, brain, guest, and agricultural engineer to make analogies. Security cameras, fear and police analogies indicate that the concept of superintendent creates uneasiness, pressure, and anxiety in the minds of teacher candidates. The analogies of doctor, brain and agricultural engineer are reflections of relatively more positive connotations. The guest analogy refers to the temporary and short-term inclusion of the superintendent in educational processes. The concepts of security camera, fear and police constitute a set of meanings that express control, restriction, monitoring, supervision, and pressure. The brain analogy means control and central management. The doctor and the agricultural engineer evoke a specialization and professionalism. These analogies show that the concept of superintendent is perceived negatively as well as positively in the form of management and expertise. The images described by these expressions show that the superintendent is perceived as a phenomenon needed by human being, such as expertise and management skills. It's reflected in prospective teachers' mind such as life, agriculture and livestock and tools. It expresses slavery and limitation for

prospective teachers. It is seen that similar results have been reached in different studies examining metaphorical perceptions about the concept of superintendent. Demirtaş and Kahveci (2015) stated that the perceptions of the superintendent in the minds of teacher candidates are generally negative. It was concluded that the metaphors expressed by the participants were mostly collected in the theme of authority. In addition, the metaphors of grower, punitive, evaluator, observer, open seeker, raid, and investigator were also used to express the superintendent. It is noteworthy that most of these metaphors are of a negative nature. Ekinci et al. (2017) explored that teacher candidates expressed more negative aspects related to the concept of superintendents. Şahin and Sabancı (2018) found that positive perceptions of superintendents were emphasized a little more strongly than negative perceptions. The positive ones are encouraging corrective behaviors and creativity by doing objective evaluations. Negative perceptions often evoke anxiety, fear, and violence.

Some of the metaphors used for superintendents and principals appear to fit into Bolman and Deal's (1991) structuralist leadership framework. In particular, metaphors such as factory, prison, guardian, security camera and police officer are appropriate to this leadership. These metaphors reflect the importance of the hierarchical structure in the school and show that inspectors and principals are perceived as a source of legal and coercive power. Abundance of the metaphors in theme of slavery shows that, inspectors and principals are generally perceived as having the characteristics of providing security and control. As a result, their human relations and cultural characteristics are less prominent.

Inbar (1996) categorised schooling metaphors provided by teachers, students and school principals. The results showed that about half of students perceived their teachers as 'super controller' like policeman, big boss, and judge. However, only about ten percent of the educators agreed on this view. In addition, the self-assessment of more than half of the educators was positive. They saw themselves as listeners, supporters and protectors, in contrast to the students' answers to the same questions. It was found that educators primarily viewed themselves in a positive light and played a caring role, while students perceived educators as controlling and evaluating. These results coincide some of the metaphorical perceptions of the current study. Abundant number of metaphors under the theme of slavery such as guardian, police officer, detective, judge, boss, king, security camera, and hidden person are in line with this result.

On the other hand, it is also seen that some of the metaphors produced in this study have dichotomous properties (Bodycott et al., 2001). For example, metaphors such as mother and father, farm owner and farmer, queen bee and worker bee, garden owner and gardener are dichotomous. This result shows that some prospective teachers think in a dichotomous way.

Studies examining ideas about education show that prospective teachers' schemas for these concepts are based on previous educational behaviors (Woolfolk Hoy & Murphy, 2001; Thomson, 2016). The mental schemas of the prospective teachers within the scope of this study regarding the concepts of school, teacher, principal and inspector are based on their previous educational experiences. The schools they attend throughout their education life, the teachers they are trained by, the principals and the superintendents they have seen also affect the meanings they attach to these concepts. Negative metaphors point to the existence of negative behaviors. Positive metaphors also show that there are positive experiences. In fact, metaphorical expressions help teacher candidates sharing experiences and shaping the formation of professional identity (de Laurentiis Brandão, 2021).

Conclusion

The results obtained in this research express a synthesis of the perceptions of teacher candidates towards the concepts of school, teacher, principal, and superintendent that they have experienced throughout their entire educational lives. It has been observed that some of these perceptions, especially those related to the superintendent, express negative qualities. Their common features have become evident in the form of slavery, oppression, authority, restriction, and blunting. Accordingly, it can be considered that the overly centralized structure of our education system has a role on this result. Providing democratic environments, planning education in accordance with the interests and needs of students, flexibility of curriculum with interdisciplinary understanding and the needs of disadvantaged groups in education is essential. Thus, the impressions of teacher candidates starting from their previous educational background until the end of higher education can be turned into a positive manner. The experiences of the teacher, school, principal, and superintendent they witness can positively change the perceptions in their minds.

Suggestions

Considering the results of the study, it may be useful to consider the following suggestions:

- Superintendents can be presented with more data on how they are perceived by principals, teachers and students.
- School principals can be provided with more data on how they are perceived by teachers and students.
- Teachers can be presented with more data on how they are perceived by students.
- Both the practical and theoretical parts can be emphasized during the professional teacher education.
- Metaphors can be used as a pedagogical tool in teacher education courses. Specifically, starting dialogues on school, teacher, principal and superintendent to detect and correct misunderstandings.

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