

Analysis of Pre-service Teachers' Views of Philosophy through Metaphors

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ABSTRACT The goal of this research is to determine pre-service teachers' views regarding philosophy and properties of philosophy through metaphors. Subjects of this research are 320 pre-service students who were full time students in the education department. In order to collect data for this qualitative research, pre-service teachers were asked to generate a metaphorical connection by filling the blanks in "Philosophy is just like ... because ..." sentence on a given form. Collected data analyzed initially by using frequency counts of the metaphors and percentages of the categories, after this primary analysis a qualitative content analysis methodology is been used. Based on the findings, 115 different metaphors regarding philosophy were generated by 320 pre-service teachers. Produced metaphors are grouped into eight conceptual categories based on their common characteristics. Concerning the distribution of metaphors to the categories, while *encompassing 4* takes the first place, *knowledge producing field* category takes the second place followed by *subjective field* and *difficult field to understand* categories. The least number of metaphors generated in the *guiding field* category. The results showed that most of the metaphors that students associated with philosophy carry positive meanings, yet especially metaphors like *black hole*, *blind node*, and *labyrinth* used to express the characteristics of philosophy and referring the difficulty of understanding it occasionally carries negative meanings.

1. INTRODUCTION

The word metaphor originates from the combination of the words 'meta' and 'phora' and describes a natural meaning or an issue through a figurative expression (Keklik 1990). Metaphors relating two objects or concepts to each other are symbolic language tools that enable the transition between two lives or association between two different concepts or ideas to make comparison. Additionally, they are being used as a noun, verb and a modifier in everyday conversations (Palmquist 2001). Lakoff and Johnson (1980) define the foundation of metaphor as experiencing a phenomenon through the perspective of another phenomenon. According to McCloskey (1964) using a word as a metaphor is actually transferring a phenomenon to an experience field. In this transfer the meaning is delivered through a literary context.

Metaphors are considered as effective mental tools to understand and explain a highly abstract, complicated or conceptual phenomenon (Yob 2003), however sometimes they can be used to make familiar the unfamiliar (Guerra-Ramos 2011). One single metaphor can assure the understanding of the complicated ideas in a whole story. From this aspect metaphors provide economy in the explanation of the ideas. Further, presenting unseen ideas underlying the seen ones, reifying abstract concepts thus speeding up the process of making sense of something are characterized as important properties of the metaphors (Gibson and Zellmer-Bruhn 2001; Lakoff 1993).

Since Aristotle, metaphor has been seen as an important component of the development and expansion of the natural languages. Several studies conducted recently in field of philosophy of science state that metaphor plays an equally important role in the structured languages. On the other hand, it is stated that the relationship between the language system and its rhetorical space is similar to the relationship between the two elements of the metaphor. Each metaphor express that a thing it represents is like something else (Keehley 1979).

The metaphors of philosophy are quite different than metaphors of the fields like literature in terms of both form and purpose. When a

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philosophical issue cannot be easily understood by the intellectual majority, it is necessary to give examples resembling the issue and these examples are called metaphors (Keklik 1990). In the history of thought almost all of the philosophers made use of metaphors while explaining their ideas. For instance, Platon (2005) used "cave" metaphor to make his "idea of the good" more clear and comprehensible, Aristo (2010) used "hard and soft voice tones" metaphors to explain the difference between oligarchy and democracy, while Mevlana (2008) used "dress and dust" metaphors instead of body and soul to make the soul and body relationship more perceptible.

In the history of philosophy, various metaphors were used by many philosophers like, Aristotle (child), Descartes (tree), Schopenhauer (tree), Rousseau (market place), Jaspers (journey) etc. in order to liberate philosophy from meaningless, dark, blurry and uncertain expressions and to present it clearly and easy to understand constructive manner. Since the question of what philosophy is considered to be one of the most difficult questions of the history of philosophy. Uygur (1995: 14) describes this difficulty as "It is a weird field of study this thing called philosophy: a fog covers up the world around it most of the time. Not only the random pass- byers of the philosophy cannot but also the philosophers themselves cannot usually see where they are... Since the beginning it was difficult to locate philosophy." In this respect, every answer given to the question "what is philosophy?" will bring a new interpretation and is wide enough to introduce new extents. On the other hand, as a concept not commonly used in daily life by people, philosophy directly affects people's personality, thoughts, behaviors and the events happening around them. In this sense, perceived as a cold, abstruse, and even distant concept, philosophy is in human life as it is. Since the human beings are so involved with philosophy, defining it with metaphors was tried in many ways (Aydin 2006). For example, Delauze and Guattari (1996: 12) by declaring that the question of "what is philosophy?" is a question that a person asks, in a secretive hurry, when there are no questions left to ask in the middle of the night, they again given a metaphoric answer to this question.

In recent years especially educators took a prominent place among the researchers who consider metaphors as powerful tools to reveal

people's individual perceptions. Some of these are as follows: Bozlk (2002) asked the university students who are taking a class to generate metaphors about how they perceive themselves as students; Cerit (2008), Saban, et al. (2006) asked the pre-service to do the same with the concept of teacher; Balci (1999) asked the students, teachers and parents to do the same with the concept of school; Cerit (2006) asked the teachers and administrators to do the same with the concept of school as well and Saban (2008) asked the students, pre-service teachers and teachers to generate a methaphor about the concept of school. In addition, while Hagstrom et al. (2000) were suggesting to use metaphors as a teaching method, Ormell (1996) developed eight metaphors laying down the unchanging principles of education and in his study Baker (1991) suggested four metaphors for school.

While previous researches were generally involved with the student, teacher, school and administration concepts, there are some research done using literature review to determine what metaphor is in philosophy and how philosophers use metaphors (Keklik 1990), as well as the some more specific research like usage of metaphors in Mevlana's school of thought (Cicek 2003) or Jaspers' school of thought (Aydin 2006). There was not any research studying teachers', pre-service teachers' or any other groups' opinions or perceptions regarding philosophy in the literature found by the researcher.

The goal of this research is to determine pre-service teachers' views regarding philosophy and properties of philosophy through metaphors. Therefore, answers to the following questions were sought:

- ♦ How metaphors used by pre-service teachers did explain their views of philosophy?
- ♦ Which characteristics of philosophy were emphasized by the metaphors indicated by pre-service teachers?
- ♦ How did the distribution of metaphors associated with philosophy differ according to gender and program of study?

2. MATERIAL AND METHODS

2.1 Research Participants

371 pre-service teachers who were enrolled to a state university's education department during spring semester of 2010-2011 academic

and both fall and spring semesters of 2011-2012 academic year constituted the sample of this research. However, 51 of the participants' forms were removed from the data since they either used more than one metaphor in their composition and it was not clear for the reader that which metaphor they associated with the concept of philosophy or they did not explain their reasoning clearly. Therefore, only the remaining 320 pre-service teachers' forms were evaluated for this study. For the sampling procedure the purposive criterion sampling method was used because it was considered that pre-service teachers who would participate in this research should at least have some general training about philosophy. They were expected to meet the basic criterion that they should at least taken one of the philosophy or educational philosophy courses. Consequently, data for this research were collected from the pre-service teachers who were enrolled to the 'philosophy' and 'philosophy of education' courses. In these courses they were given information regarding the definition of philosophy and the disciplines of philosophy (Epistemology, ontology, ethics, philosophy of science, philosophy of art, philosophy of politics, philosophy of education etc.) and afterwards they were asked to fill the forms used for data collection. Demographic characteristics of the pre-service teachers participated in the research are shown in Table 1.

As seen in Table 1 among the pre-service teachers participated in this study 184 of them were female while 136 of them were male. 209 of these participants were enrolled in Social Studies Education while 95 of them were enrolled in Elementary Education and 67 of them in Early Childhood Education.

2.2 Data Collection

In this research, a form with a writing probe "Philosophy is like... because..." was used and pre-service teachers were asked to complete this

form in the form of a composition to determine the metaphors they associate with the concept of philosophy. Pre-service teachers were asked to focus on only one metaphor and explain the reasoning behind their decision. They were given a week's time to fill the forms.

2.3 Data Analysis

The content analysis methodology was used for the data analysis of this research. First of all, distribution of the metaphors generated by participants and distribution of these metaphors by categories and participant characteristics were shown with frequencies (*f*) and percentages (%), then afterwards metaphors generated by participants and their reasoning were quoted from their statements. In a qualitative research, it is considered as an important criterion to explain how the researcher obtained the results and to report the gathered data in a most detailed way to assure validity (Yildirim and Simsek 2006). Therefore, in this research the process of data analysis were explained in detailed and the steps seen below were followed to assure the validity of the obtained results.

In the first phase of the analysis, the metaphors associated with philosophy generated by pre-service teachers were analyzed one by one and if the participants used more than one metaphor in their answers these forms were eliminated. For example "Philosophy is the joy of small hearts and guardian of great evils. Philosophy is like sun and water in our lives. The sun illuminates us. Water gives us life... Just like these two components philosophy has an important place in our lives..." in such statement it is not clear that how the participants portrays philosophy.

The reasoning behind the associations generated by pre-service teacher between metaphors and philosophy were analyzed, in addition it was examined whether or not these associations were clearly stated. For example "To me philosophy is like a piano. With its multiple

Table 1: Demographic characteristics of the sampled pre-service teachers

Gender	<i>f</i>	%	Program of study	<i>f</i>	%
Female	184	57.5	Social Studies Education	178	55.6
Male	136	42.5	Elementary Education	89	27.8
			Early Childhood Education	53	16.5

keys it represents various opinions. Besides, *do-mi-sol* combined together makes a beautiful resonance. So it supports the idea that 'one hand has nothing but both hands have sound' (Turkish idiom), such statement lacking logical construct were not included in the analysis.

Metaphors associated with philosophy by pre-service teachers were arranged in categories. These categories were adopted from most frequently used fundamental characteristics of philosophy or philosophical knowledge in the literature (Arslan 1996; Delauze and Guattari 1996; Inam 1993; Runes 1942; Warburton 2000; Weber 1991) and metaphors generated by participants were examined by taking the characteristics of these categories into account. Following the content analysis protocol, participants' opinions were investigated by two researchers separately and primarily the characteristics related to philosophy were coded. The coded data was evaluated by field experts (Doctorate in Philosophy or related field) and according to the opinions of the third expert some of the discrepancies between the prior evaluations were removed.

In the second phase of the content analysis, coded data were identified with a certain theme and through this process 8 different conceptual category were created. These categories and the properties that are used to grouping obtained data under a specific category are shown in Table 2.

In order to assure the validity of the research findings, the example metaphor statements that will be used in results section as the best representative of their own categories were deter-

mined through the consensus of the researcher and the field experts and only the most important aspects of the metaphors were cited while conserving the original statements of the participants.

In order to assure the reliability of the research and confirm that the generated metaphors were representing the category which they were put, an expert were ask to place the metaphors given to him in alphabetic order again into the categories based on the characteristics they carry. Afterwards, pairing done by the expert was compared with the researcher's own categories and "agreement" and "disagreement" scores were determined. The reliability of the research was calculated by using Miles and Huberman's (1994) formula ($\text{reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}} \times 100$). As a result of the comparisons the expert placed 6 of the metaphors (phoenix, mirror, computer, market place, piano) into a different category than the researchers. Accordingly, the reliability = $\frac{109}{109 + 6} \times 100 = 95\%$ was calculated. In qualitative research, in the case of 90% or higher rate of compatibility between expert and researcher evaluations it is assumed that a desired level of reliability was reached.

3. RESULTS

In this section, first of all metaphors associated with philosophy by pre-service teachers were presented. Secondly, eight conceptual categories related to these metaphors and their properties were introduced by supporting examples of metaphors associated with philosophy and

Table 2: Properties representing the categories

1. <i>Philosophy as a Encompassing Field</i>	2. <i>Philosophy as a Knowledge Producing Field</i>
• Philosophy is the mother of all sciences	• Philosophy is an universal explanation
• Philosophy is the field that reflects an era at best	• Philosophy produces concepts for science
• Philosophy is a systematization	• Philosophy is an inquiry and a speculation.
3. <i>Philosophy as a Subjective Field</i>	4. <i>Philosophy as a Rationale Field</i>
• Philosophy has no general validity	• Philosophical systems are independent
• Philosophy is an activity based on reason	• Philosophy is consistent in itself
5. <i>Philosophy as a Critical Field</i>	• Philosophy is an attempt to understand being
• Philosophy is comprehensive and interrogative	6. <i>Philosophy as a Process of Seeking</i>
• Philosophy is the love of wisdom	• Philosophy has a critical attitude
7. <i>Philosophy as a Guiding Field</i>	• Philosophy is a search for absolute knowledge
• Philosophy gives direction to human life	• Philosophy is a search for meaning
• Philosophy is incomprehensible	8. <i>Philosophy as Difficult Field to Understand</i>
	• Philosophy gives meaning to human life
	• Philosophy is a entangled

generated by participants. In the following section, the distribution of the stated metaphors, and the participants representing the category which the metaphors are related and the demographic characteristics of these participants were determined.

3.1 Metaphors Associated with Philosophy by Pre-service Teachers

According to the findings of the study, pre-service teachers produced a total of 115 valid metaphors related to the concept of philosophy. Out of these 115 metaphors 46 of them were produced by only social studies pre-service teachers, 19 of them by only elementary pre-service teachers and also 9 of them by only early childhood pre-service teachers. As for the remaining 41 metaphors, 11 of them were stated commonly by the participant from all these three groups, 30 of them were stated by the participants from any two different participant groups.

It was determined that the most used metaphor by pre-service teachers was *child* (41). Following this metaphor in frequency were *tree* (18), *ocean* (12), *space* (12), *universe* (9) and *love* (8). The other metaphors associated with philosophy by pre-service teachers were (7), *river* (7), *moonlight* (6), *soil* (6), *music* (6), *journey* (6), *mirror* (5), *water* (5), *painting* (5), *car* (5), *mother* (4), *teacher* (4), *chameleon* (4), *food* (4), *labyrinth* (4), *building* (3), *ecosystem* (3), *grey* (3), *organism* (3), *piano* (3), *train* (3), *lesson* (3), *rubber* (3), *bee* (3), *ant* (3), *well* (3), *white* (2), *frame* (2), *flower* (2), *word* (2), *marketplace* (2), *pizza* (2), *ivy* (2), *ashura* (2), *Google* (2), *heart* (2), *book* (2), *balloon* (2), *elephant* (2), *glasses* (2), *key* (2), *women* (2), *machine* (2), *Casper* (2), *butterfly* (2), *attorney* (2), *black hole* (2), *impasse* (2), *pyramid* (2), *mythological being* as put in order by frequency. Remaining metaphors *mental hospital*, *Phoenix*, *fire*, *octopus*, *honey*, *computer*, *riddle*, *walnut*, (*tea*) *sugar*, *sack*, *grandfather*, *sensor*, *magazine*, *ostrich*, *state*, *Ferris wheel*, *binoculars*, *wall*, *diamond*, *electric*, *safety organization* (*police*), *file* (*with sheets*), *Gargamel*, *sailor's knot*, *traveler*, *journal*, *beauty*, *firework*, *fig*, *human*, *Istanbul*, *pencil*, *explorer*, *Keloglan*, *book case*, *mole*, *Kumpir*, *laser beam*, *magma*, *cave*, *court*, *matryoshka doll*, *heritage*, *school*, *papyrus*, *Pinocchio*, *compass*, *guide*, *X-ray machine*, *dream*, *sheikh*, *cigarette*, *Sisyphus*, *fly*,

Tom, *canvas*, *rain*, *slate*, *star* were only used by one participant.

3.2 Distribution of Metaphors Associated with Philosophy by Pre-service Teachers Based on Categories

In this section of the study, the distribution of metaphors associated with philosophy by categories and their association frequency were analyzed and the findings were presented in Table 3.

From the forms filled by pre-service teachers it was determined that which metaphors they associated with philosophy and which properties of philosophy were emphasized by them and some of the metaphor examples shown below were quoted from students' own statements.

3.2.1 Philosophy as an Encompassing Field

An *encompassing field* category was represented by 34 (29.5%) different metaphors produced by 116 (36.2%) participant. Compared to other categories this category has the highest average regarding both the ratio of participants and the number of generated metaphors. Metaphors stated in this category, share properties that represent philosophy as a wide field that incorporates all intellectual fields, which is also caused philosophy to be called the mother of all science. These categories also portrays philosophy as an attempt of a universal explanation and from many aspects the best representative of the era that it was created. Pre-service teachers grouped under this category perceive philosophy as a frame that incorporates quite different philosophers, their system of thoughts and philosophical questions and systematize all this knowledge and searches for a universal explanation. Some of the metaphors associated with philosophy by participants based on its properties in the category of philosophy as an encompassing field and examples of participants' reasoning can be seen below:

Philosophy is the mother of all sciences (Tree): Philosophy is a universal field. There are various fields in philosophy, like knowledge, science and being... To me philosophy is like a tree. Roots of this tree are quite deep, assuming its roots and trunk representing philosophy the branches of this tree are like sci-

Table 3: Distribution of metaphors associated with philosophy by categories

Categories	Metaphors	Distribution of the metaphors by Categories		Distribution of the pre-service teachers by categories	
		f	(%)	f	(%)
<i>Philosophy as an Encompassing Field</i>	Tree, Mirror, Octopus, White, Building, Computer, (tea) Sugar, Frame, Flower, State, Ecosystem, Safety Organization (police), Universe, Grey, Fireworks, Word, Book case, Magma, Pomegranate, Ocean, Organism, Forest, Marketplace, Piano, Pizza, Ivy, Fly, Water, Train, Canvas, Fig, Istanbul, Space, Star	34	29.5	116	36.2
<i>Philosophy as a Knowledge Producing Field</i>	Mother, Ashura, Moonlight, Sack, Sensor, Magazine, Lesson, Binoculars, Electric, File (with sheets), Google, Pencil, Heart, Book, Matryoshka doll, Heritage, River, School, Teacher, Papyrus, X-Ray Machine, Soil, Rain, Slate	24	20.8	52	16.2
<i>Philosophy as a Subjective Field</i>	Love, Balloon, Riddle, Chameleon, Wall, Elephant, Journal, Beauty, Glasses, Human, Rubber, Music, Painting, Food	14	12.1	41	12.8
<i>Philosophy as a Rationale Field</i>	Car, Key, Walnut, Ostrich, Diamond, Sailor's knot, Women, Mole, Machine	9	7.8	16	5.0
<i>Philosophy as a Critical Field</i>	Casper, Child, Butterfly, Keloglan, Court, Attorney	6	5.2	49	15.3
<i>Philosophy as a Process of Seeking</i>	Bee, Gargamel, Traveler, Honey, Ant, Explorer, Pinocchio, Sisyphus, Tom, Journey	10	8.6	19	5.9
<i>Philosophy as a Guiding Field</i>	Grandfather, Compass, Guide, Sheikh	4	3.4	4	1.2
<i>Philosophy as a Difficult Field to Understand</i>	Mental Hospital, Phoenix, Fire, Ferris wheel, Black hole, Impasse, Well, Labyrinth, Laser beam, Cave, Pyramid, Dream, Cigarette, Mythological being	14	12.1	23	7.1
Total		115	100	320	100

ences. As, the fruits of this tree represent the applications of these sciences in practical life...

Philosophy is an universal explanation (Building): Philosophy is like a building. As each floor of this building represents a different area of science and just like each window to see different views all sciences have their distinctive area of inquiry and philosophy constitutes the whole of this building. So philosophy is like a building with four facade... While sciences try to explain a part of existence philosophy tries to explain it as a whole.

Philosophy is the field that reflects an era at best (Mirror): Philosophy is affected by the society in which it is formed. It reflects the social and political life of the era in which it is formed just like a mirror. For example, a person who would like to understand the scholastic approach which dominated the political system or the scientific perception during the era in Middle Age Europe should look at the philo-

sophical works produced in Europe during that era.

3.2.2 Philosophy as a Knowledge Producing Field

Philosophy as a knowledge producing/ informative field category was represented by 24 (20.8%) different metaphors produced by 52 (16.2%) participant. Considering the number of participants and the number of metaphors produced by these participants, this category was at the second place. The metaphors related to this category that were produced by participants have common properties. They represent philosophy as providing accumulative knowledge, producing concepts for science, systematizing and organizing all information, and an attempt of analysis based on inquiry and speculation. Some of the metaphors associated with philosophy by pre-service teachers in this category and

their reasoning in their own words were as follows:

Philosophy produces concepts for science (Heart): By pumping blood through the blood vessels heart nourishes the whole organism... Just like the way heart pumps blood to the organism, philosophy pumps knowledge to the other fields, therefore it permeates up into other fields and feeds them with knowledge so to speak.

Philosophy is a systematization (Slate): Philosophy is a source of information. Its aim is to inform people. Like a slate, it is a tool for transferring knowledge. A teacher writes information on a slate in a systematic way and informs students through this way. Philosophers inform all the people with systematized knowledge by using philosophy as a tool.

Philosophy is an inquiry and a speculation (X-ray machine): X-ray machine is a tool that makes the object placed in front of it transparent and displays the details by sending rays to it. Philosophy just like an X-ray machine studies a topic, and investigates it with all its aspects. It tries to see every aspects of the topic, and makes the problem transparent so to speak. Philosophy studies the every detail of a problem, and places it in a logical framework to reaches a solution.

3.2.3 Philosophy as a Subjective Field

Philosophy as a subjective field category was represented by 14 (12.1%) different metaphors produced by 41 (12.8%) participants. Considering the number of metaphors and the number of participants who produced them, this category was at the third place. Common characteristics of the metaphors produced in this category were focused on the change in philosophy from person to person, the lack of a general validity in it and the philosophical system's independence from each other. Some of the metaphors associated with philosophy by pre-service teachers in this category and their reasoning in their own words were as follows:

Philosophy has no general validity (Chameleon): Philosophy can be compared to a chameleon. Chameleons can take on different colors in different environments. They do not have a fixed color. Similarly, in philosophy there is not one single right answer of a question that is generally valid. Answer to a question given

by various philosophers in different eras was encountered in different ways.

In philosophy systems are independent (Glasses): Philosophy is like glasses. The eye glasses that we wear determines how we seen the World. If we wear myopia glasses we see the world up close, if wear hyperopia glasses we see the world from a distance, if we wear sun glasses we see the world shady. Likewise, we see the world in a way depending on which philosophy we look at it, if we look through the glasses of materialism we see matter, if we look through the glasses of idealism we see meaning, if we look through the glasses dualism we see both.

3.2.4 Philosophy as a Rational Field

Philosophy as a rational field category was represented by 9 (7.8%) different metaphors produced by 16 (5.0%) participants. Metaphors used in this category generally by taking the conceptual and semantic nature of philosophy in to account emphasize that philosophy is an activity based on reason and logic, it is consistent in itself and it is an attempt to understand being. Some of the metaphors associated with philosophy by pre-service teachers in this category and their reasoning quoted from their statements were as follows:

Philosophy is an activity based on reason (Car): Philosophy is just like a car that operates within a particular system. Just like the way a car without gas cannot move forward, the systematic philosophy also cannot move forward without thought. We take historical context into account while philosophizing, as we check the rear from the rearview mirror constantly while moving forward with a car. While driving if we lose control of the steering wheel we would have an accident, so when dealing with philosophy it is necessary not to lose control of the mind...

Philosophy is consistent in itself (Women): Philosophy is a system that requires logical and consistent thinking and critiquing. Women also have a similar system of though. Sometimes it may take time to understand both women and philosophy but when we understand them we see that it is not that difficulty to interact with them. As there is a woman behind every successful man, there is a philosophy behind every logical thought.

Philosophy is an attempt to understand being (Ostrich): Ostriches bury their heads in the sand when they sense danger, but they do not behave this way because they are fools. They do it because they try to hear the footsteps of approaching enemy which is a smart thing to do. Likewise, there are many thoughts in philosophy that might sound absurd to people but to me what lies behind all of them is the effort to reach human happiness through logical thinking.

3.2.5 Philosophy as a Critical Field

Philosophy as a critical field category was represented by 6 (5.2%) different metaphors produced by 49 (15.3%) participants. Even though it took the third place based on the number of participants who produced metaphors in this category, the concentration of participants on one specific metaphor (child) caused the variety of produced metaphors to be low. According to the metaphors used in this category philosophy presents a point of view which is comprehensive and interrogative, and it attempts to reach the truth through a critical attitude. Some of the metaphors associated with philosophy by pre-service teachers in this category and their reasoning in their own words were as follows:

Philosophy is comprehensive and interrogative (Child): Children are very curious and want to know everything. They ask questions about life constantly, without even waiting for an answer to the question they asked they might ask a new one. Like a curious child philosophy constantly asks questions and keeps asking again...

Philosophy has a critical attitude (Attorney): Just like an attorney, philosophy inquires, and approaches incidents with suspicion, and tries to establish logical connections among incidents... Philosophy tries to shed some light on situations which appears in the dark for people.

3.2.6 Philosophy as a Process of Seeking

Philosophy as a process of seeking category was represented by 10 (8.6%) different metaphors produced by 19 (5.9%) participant. The metaphors stated in this category explain philosophy as the love of wisdom, an attempt to reach absolute knowledge and as a search for

meaning. Some of the metaphors associated with philosophy by participants based on its properties in the category of philosophy as a process of seeking and participants' reasoning can be seen below:

Philosophy is love of wisdom (Tom): Philosophy is like the cartoon character Tom. Like the way Tom chases Jerry with an endless desire and effort, philosophy chases after the ultimate knowledge with an equal desire. Despite all his efforts and plans Tom cannot catch Jerry but still he never loses his enthusiasm, and keeps on chasing Jerry with ambition. Likewise, philosophy never gives up chasing after the ever-changing, impossible to obtain knowledge...

Philosophy is a search for absolute knowledge (Ant): Philosophy is similar to a greedy ant which is constantly trying to find food... The main objective of philosophy, without being content with its finding in any way, is to understand the essence of things or to reach the knowledge of the truth. Therefore, like ants philosophy is constantly in a quest.

Philosophy is a search for meaning (Sisyphus): To me philosophy is like the Sisyphus in mythology. In the story Sisyphus was sentenced to roll a huge round boulder up a steep hill. The worst part of the situation is that when the boulder got closer to the top it would always roll back down. Hence he could never place the boulder on the hill top and his punishment continued forever. Similarly, in philosophy when we are just about the say that we reached an answer after big efforts, we end up facing another question and finding ourselves starting over the same process and like Sisyphus's effort to roll the boulder uphill this process keeps going forever.

3.2.7 Philosophy as a Guiding Field

The category of philosophy as a guiding field was represented by 4 (3.4%) different metaphors generated by 4 (1.2%) participants. Considering the number of metaphors and participants who produced them this category takes the last place. Metaphors generated in this category shares a common perspective that philosophy gives direction and meaning to human life. Some of the metaphors associated with philosophy by participants based on its properties in the category of philosophy as a guiding field and examples of participants' reasoning can be seen below:

Philosophy gives direction to human life (Grandfather- Old men): Philosophy is like a wise grandfather with numerous life experiences. Time to time he gives us advises and suggestions about how we should live our lives. This advises are based on his mistakes or good deeds that he had done at his time. If we follow these advises we do not repeat the same mistakes. Like a wise grandfather, by using thousands of years of accumulated knowledge the history of thought provides us clues about what we should do. From this respect, philosophy can be compared to a grandfather.

Philosophy gives meaning to human life (Guide): I compare philosophy to a guide helping people to reach what is right and beautiful. A guide shows people the places that they do not know and the things in these places through the best way and helps them to reach their goals. Likewise, in the search for meaning which is called life, philosophy guides us by showing what is right and takes us to the purpose of life.

3.2.8 Philosophy as a Difficult Field to Understand

Philosophy as a difficult field to understand category was represented by 14 (12.1%) different metaphors produced by 23 (7.1%) participants. Metaphors used in this category were focused on the ideas that it is impossible to understand philosophy and there are many questions remain unanswered in philosophy. Some of the metaphors associated with philosophy by pre-service teachers in this category and their reasoning in their own words were as follows:

Philosophy is incomprehensible (Anka bird-Phoenix): To me philosophy is like the Phoenix said to live beyond mountain Kaf (in Turkish folk tales) because Phoenix is a mysterious fairy tale hero full of secrets and no one knows or understands it. Just like Phoenix philosophy is a mysterious field full of secrets, there are many strange ideas in it and it is full of seemingly unearthly things.

Philosophy is a entangled (Labyrinth): Philosophy is like a labyrinth. Like the way that a person gets lost in the dead-end corridors of a labyrinth, philosophy gets lost in questions. How every corridor merges with another dead end corridor in a labyrinth, philosophy as well

continues on from one question to another without finding an answer.

3.3 Distribution of the Metaphors Associated with Philosophy by Pre-service Teachers Based on Categories

In this section distribution of the produced metaphors by categories were analyzed based on the participants' gender and program of study and findings were presented in Table 4: Distribution of the metaphors produced by pre-service teachers into categories based on gender and program variables.

As it is seen in Table 4, compared to male pre-service teachers, female pre-service teachers generated more metaphors in the categories of *Philosophy as a encompassing field* (56.8%), *Philosophy as a knowledge producing field* (57.6%), *Philosophy as a critical field* (75.5%), *Philosophy as a process of seeking* (%73,6), *Philosophy as a difficult field to understand* (52.1%) In the remaining, *Philosophy as a subjective field* (53.6%), *Philosophy as a rationale field* (62.5%), *Philosophy as a guiding field* (100%), categories compared to female pre-service teachers, male pre-service teachers generated more metaphors. Female pre-service teachers did not generate any metaphor in the category of *Philosophy as a guiding field*.

According to the pre-service teachers' program of study, pre-service teachers of social studies education generated the highest number of metaphors in all categories. In the categories of *Philosophy as a encompassing field* (31.8%), *Philosophy as a knowledge producing field* (21.1%), *Philosophy as a subjective field* (31.7%), *Philosophy as a rationale field* (31.2%), *Philosophy as a critical field* (22.4%), *Philosophy as a difficult field to understand* (39.1%) following the social studies pre-service teachers, pre-service teacher enrolled in elementary education program took the second place based on the number of metaphors generated in these categories. Pre-service teachers enrolled in early childhood education program generated the least number of metaphors. On the other hand, while both elementary and early childhood pre-service teachers generated equal number of metaphors in the *Philosophy as a process of seeking* (15.7) category, they did not generate any metaphor in the category of *Philosophy as a guiding field*.

Table 4: Distribution of the metaphors produced by pre-service teachers into categories based on gender and program variables

Categories	Gender	f	(%)	Program of study	f	(%)
Philosophy as an Encompassing Field	Female	66	56.8	Social Studies Education	61	52.5
	Male	50	43.1	Elementary Education	37	31.8
Philosophy as a Knowledge Producing	Female	30	57.6	Early Childhood Education	18	15.5
				Social Studies Education	32	61.5
	Male	22	42.3	Elementary Education	11	21.1
				Early Childhood Education	9	17.3
Philosophy as a Subjective Field	Female	19	46.3	Social Studies education	22	53.6
				Elementary Education	13	31.7
	Male	22	53.6	Early Childhood Education	6	14.6
				Social Studies education	10	62.5
Philosophy as a Rationale Field	Female	6	37.5	Elementary Education	5	31.2
				Early Childhood Education	1	6.2
	Male	10	62.5	Social Studies education	25	51.0
				Elementary Education	11	22.4
Philosophy as a Critical Field	Female	37	75.5	Early Childhood Education	13	26.5
				Social Studies education	13	68.4
	Male	12	24.4	Elementary Education	3	15.7
				Early Childhood Education	3	15.7
Philosophy as a Process of Seeking	Female	14	73.6	Social Studies education	4	100
				Elementary Education	-	-
	Male	5	26.3	Early Childhood Education	-	-
				Social Studies education	11	47.8
Philosophy as a Guiding Field	Female	-	-	Elementary Education	9	39.1
				Early Childhood Education	-	-
	Male	4	100	Social Studies education	11	47.8
				Elementary Education	9	39.1
Philosophy as a Subjective Field	Female	12	52.1	Early Childhood Education	3	13.0
	Male	11	47.8			

4. DISCUSSION

Although, the majority of metaphors attributed to philosophy by pre-service teachers has a positive meaning, there are also metaphors which can be considered to have negative connotations for instance *black hole*, *impasse*, *labyrinth* which place particular emphasis on philosophy's subjectivity and its being difficult to understand. One of the remarkable points is that philosophy's subjective nature and abstract characteristics which can only be understood through reason makes it difficult to understand. Current literature supports participants' opinions on this subject. For instance, according to Arslan (1996), as a process of "thinking about knowledge, looking into the foundation and value of things and inquiry" in philosophy there are not any absolute and true knowledge that has to be acknowledged by all as seen in science. Instead, there are ideas, opinions and systems declared by philosophers on variety of topics but usually in conflict with each other. While Runes (1942) portrays philosophy as organization, systematization and critique of all knowledge, Weber (1991) describes it as an attempt of universal explanation and an investigation of a public opinion. Inam (1993) defines philosophy

as becoming aware of the attempts of the analyzing signification, construction, interpretation, investigation and interrogation components. The question that comes to mind after all these definitions is again what is philosophy in any way? Unfortunately, it is one of the most powerful questions of the philosophy. Batuhan (1998) answers the "what is philosophy?" question directed to him as "Over fifty years, I ask this question to myself once in a while, clearly, I noticed that I could not come up with a short answer yet." Bochenski (1998) who said that I do know so few words that has as many different meanings as philosophy, states that during a meeting attended by many important thinkers, he realized that even though everybody was talking about philosophy, they understood completely different things from him in the conversations. Perhaps, what makes philosophy so dark and meaningless is this characteristic of it or its multiple meanings. On the other hand, trying to define and clarify the borders to make it comprehensible brings it to surface that how difficulty to understanding philosophy. However, reaching a consensus through the common characteristics of the different definitions might also be considered as another way to solve it.

Another noteworthy point in the literature is that parallel approaches of the metaphors asso-

ciated to philosophy by pre-service teachers and the metaphors used by various philosophers. For example, the most generated metaphor *child* (41) by the pre-service teachers was used by Aristotle with the similar reasons and he linked the metaphor of child with the philosophy. To him human curiosity about life gave birth to philosophy and children are the ones most curious about life (Dinler 2000). In addition, metaphors like *tree* (18), *journey* (6), *mother* (4), *market place* (2) used by pre-service teachers were referred by the philosophers with similar reasoning. According to Descartes (2010) "Philosophy is like a tree, its roots are metaphysics and its trunk is physics. As the branches expanding out are all the other sciences." Jaspers (1995) compares philosophy to a journey and defines it making an association as "philosophy is being on a journey", while Bacon declares the philosophy as the grandmother of all sciences (Keklik 1990: 135). While trying to describe philosophy Rousseau (1989: 42) uses market place metaphor and says "... what is philosophy? What is it that we found in the books of the most famous philosophers? What lessons do these lovers of wisdom give us? When you listen to them, you found yourself in the middle of many hucksters calling customers loudly, each of them says: Come to me, the one that come to me is not duped, they shout out constantly."

When evaluated in this context, it was seen that most of the metaphors generated by pre-service teachers were put forth with consistent justifications. Therefore, the philosophy education that pre-service teachers received was helpful for them to understand philosophy correctly and to develop a mainly positive attitude towards philosophy.

5. CONCLUSION

In this study, in order to determine how philosophy is perceived by the teacher candidates their metaphors attributed to philosophy are analyzed. 115 metaphors produced by 320 participants are collected in eight different categories while in terms of the distribution of types of metaphors used, the category of Philosophy as an encompassing field, with 34 metaphors took the first place, the category of philosophy as a knowledge producing field with 24 metaphors the second, the category of philosophy as a subjective field and philosophy as a difficult field

to understand took the third place and the category of philosophy as a guiding field was produced the least metaphors with 4 metaphors.

Based on the gender variable, while female pre-service teachers generated more metaphors in categories of *Philosophy as a encompassing field*, *Philosophy as a knowledge producing field*, *Philosophy as a critical field*, *Philosophy as a process of seeking*, *Philosophy as a difficult field to understand* compared to male pre-service teachers, male pre-service teachers generated more metaphors in the remaining sections. Furthermore, female pre-service teacher did not generate any metaphor in the category of *Philosophy as a guiding field*. Based on the program of study variable pre-service teachers of social studies education generated the highest number of metaphors in all categories.

6. RECOMMENDATIONS

Consequently, results of this study provide important information concerning metaphors as powerful tools that can be used to reveal individual perceptions of pre-service teachers regarding philosophy. Taking this context into account, revealing the pre-service teachers ideas about philosophy and their ideal philosophy can make important contributions to reify philosophy for them and increase their interest in this field. Since, through the help of these metaphors mostly chosen from their daily life, students can comprehend philosophy, which they use as a concept but do not pay attention to what it really means and how it exist in every aspect of life and affect their thoughts, behavior and this that happen around them directly, at least a little bit.

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