

Pre-service Teachers' Perceptions on being a Teacher through a Metaphoric Perspective

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ABSTRACT Changing needs of a society lead to a change in the roles of teachers-students, types of activities to design and the approaches to be implemented. This change has supported teachers' competency to promote lifelong learning. This study aims at identifying the perceptions of pre-service teachers regarding being a teacher through a metaphoric perspective. The study adopted qualitative research paradigm under interpretive methodology. Phenomenology was used as the research design within interpretivism. The study provided data regarding the positive and negative metaphors on being a teacher, metaphors on adopted roles of teachers and metaphors on expected roles of teachers. The study concluded that teachers can be much more effective when teachers are perceived as leaders but not managers; and when they are inspirer and life-log learners rather than being a parent for students.

INTRODUCTION

Teachers employ various generations such as Generation X and Generation Y. Each generation has various differences and similarities regarding supplying balance between work and life, having authority, caring and nurturing, promoting collaboration and designing careers. Teachers show leadership styles throughout each generation called promoting continuous and lifelong professional development, incorporating collaborative cultures and setting work conditions (Edge 2014: 136).

Initial teacher training have significant effect in shaping the teachers' conceptions of teaching since conceptions called the nature of the knowledge to be learned, both roles of the students and teachers who represent the context of discipline and teacher's initial teacher training curriculum (Taylor and Booth 2015). Similarly, level of education of teachers has importance in promoting performance of students at classroom and school levels (Tsai and Yang 2015). A significant study on teachers accepting themselves whether they see themselves researchers or whether they see themselves teachers, the study concluded that their major tendency is on their teaching role, rather than on researcher role. This study has considerable effect on planning, (re)designing and evaluating the initial teacher training of future pre-service teachers (Maggio 2015).

As teachers' conceptions have been affected from initial teacher training, then the quality

of initial teacher training should be promoted qualitatively. Teachers gradually underpin changes starting from their pre-service years due to innovations faced at areas of change such as in the areas of "management, research and teaching, communication, strategy and shared values, leadership, departmental culture, rewards and staffing" (Kok and McDonald 2014: 1). Thus, training qualified teachers is a worldwide issue since nations invest on teacher training to heal social difficulties and improve national unity (Buchberger et al. 2000; International Alliance of Leading Education Institutes 2008).

Perceptions of pre-service teachers revealed that teaching practice has both positive impact (in terms of "growing knowledge, skillfulness, sense of efficacy, flexibility and spontaneity in their performance interactions") and negative impact (in terms of "stress, sense of weariness and vulnerability") on them (Caires et al. 2012: 163). Teaching practice period has importance for pre-service teachers to develop identity shifting towards teaching methods, skills and students' learning. Identity shifting has been helpful in being familiar with teaching methods and skills and students' learning, so that they can be well-equipped new teachers ready to begin their teaching career (Anspal et al. 2012). Teacher training desire subsequent investments because investing on teacher training and pre-service teachers accordingly means investing to next generations. Therefore, having collaboration and providing partnership between university and

school colleagues gives rise to a principled pedagogical track for altering policies established for education (Jackson and Burch 2015).

Lifelong learning of a teacher has never been escapable. Teachers' being lifelong learners may require a mandated educational change. Managing mandated educational change for promoting teachers' as effectual lifelong learners need to be fed positively (Clement 2014: 39). Although various educational reforms take place through time, teachers' way of teaching and students' way of learning has been replaced with the recent teaching and learning ways (Hargreaves and Goodson 2006). However, Hargreaves (2004: 287) reported that mandated changes have negative effects on teachers. 50 teachers of 15 various schools from Canada reported that outcomes of self-initiated changes have positive effects on teachers since self-initiated changes cause positive emotional change. Mandated changes demotivate teachers, give damage to teachers' professionalism sense and are lack of bringing sustainable changes for teachers. Avoiding the negative points brought mandated changes, a school-oriented approach to educational change has been more acceptable and may bring more considerable and continuous change since a school-oriented approach may give rise teachers to interpret mandated reforms in relation to school goals and to their own worries (Clement 2014). It is essential that teachers are lifelong learners. Being lifelong learners require some changes within the teacher, teaching and learning styles and approaches. However, teachers require accepting to do necessary voluntarily changes in teaching and learning styles, adopt recent teaching and learning techniques, methodologies and approaches. If kept mandated, then attempts of changing do not work. Therefore, voluntary based changes are required for teachers.

A great deal of studies has been implemented to see effect of leadership and change. There is a positive correlation between leadership and change. The issue is between theory and practice as practice has been hindered by structural activities and subjective factors which all cause unpredicted outcomes (Morrison 2013: 412).

Metaphors have been defined as the primary influencers how we perceive and construct the world we live in as well as way of expressing the beliefs and attitudes that may be difficult to iden-

tify (Emerson and Mansvelt 2014). They show way of planning, organizing ideas, actions, teachers' way of teaching and working with students (Massengill-Shaw et al. 2008). Educational metaphors or metaphors in short convey functional benefits in teacher education programs (Saban 2006). They have close relationship to teachers' teaching approaches, school's program and teachers' working with students and they relate learning to teach and teacher training (Mahlios et al. 2010). Similarly, using metaphors for taking pre-service teachers' perceptions is a beneficial way when pre-service teachers change their beliefs about teaching and learning throughout their teacher-training period. Hence, metaphors are seen as strong starter points in teacher training programs. Teachers need to be challenged about their previous beliefs to feel a need for changing and require having strong and meaningful experiences causing them to be aware and to value the change process (Tannehill and MacPail 2014). Metaphoric statements are used to describe and synthesize the scope of the concept by narrowing them (Dunn 2015). Porat and Shen (2015) proposed metaphorical reading as imposed expression without considering its semantic content.

Purpose of the Study

Using metaphors facilitate pre-service teachers' mode of expression, their perceptions on positive and negative metaphors for being teachers for instance, their adopted and expected roles, and also construct how perceptions alter through time that which have strong effect on the student's learning styles, teacher's teaching styles, role of students-teachers, types of teaching approaches, methods, techniques and activities to plan, design and implement. The current study aims at identifying the perceptions of pre-service teachers regarding being a teacher through a metaphoric perspective. In order to realize its aim, the study has the following research questions:

1. What positive metaphors do pre-service teachers report?
2. What negative metaphors do pre-service teachers report?
3. What adopted roles of teachers do the pre-service teachers report metaphorically?
4. What expected roles of teachers do the pre-service teachers report metaphorically?

METHODOLOGY

The study has been administered within qualitative research paradigm, wherein interpretive method was adopted as an epistemological position. Phenomenology was also used as the research tool within this method. This phenomenological research design emphasizes the understanding of the social world, through an examination of the interpretation of that world by its participants. The advocates of phenomenology as a research design claim that it is being part of profession of the social scientists to appeal to people's sound judgment and "interpret their actions and their social world from their point of view" (Bryman 2004: 14).

Participants

The participants were named as initial data participants (IDPs) and later data participants (LDPs). Each group of participants included 50 fourth year Education Faculty students, who had already completed their internship period. Initial data were collected from 28 females and 22 males studying at various Education Faculties in NC universities. Later data were collected from 26 females and 24 male pre-service teachers. At each data collection process, 10 of the participants were majoring in the guidance and psychological counseling, 10 in pre-school teacher education, 10 in mental disabilities teacher education, 10 in English language teacher education and 10 in Elementary teacher education.

Procedures

Pre-service teachers from various Education Faculties in NC were invited to write an essay regarding the questions in detail by their instructors, after their semester grade letters were submitted, in order to help them develop self-esteem so they could express themselves freely without having any form of fear while facing their instructors. Initial data collection process was completed within two months (June and July), in the spring semester of 2013-2014 academic year.

After data analysis, categories, themes and sub-themes were identified. Then, in 2014-2015 academic year, different pre-service teachers from the similar departments to the initial departments were invited to write an essay regarding the questions in detail by their instructors after the se-

mester grade letters were submitted. Data collection process was completed in the spring semester, between June-July 2015, and data analysis emerged in categories, themes and sub-themes. Initial and later data were compared. Then, common categories, themes and sub-themes were accepted as the data for the current study.

Data Collection Method

Data was collected qualitatively within the format of using metaphors. Fourth year pre-service teachers were asked to write their perceptions about their experiences on: "being a teacher by using metaphors". They were given the questions "If you would define being a teacher concept positively, which metaphor/s would you use?; if you would define being a teacher concept negatively, which metaphor/s would you use?; if you would define adopted role/s of teachers, which metaphor/s would you use?; and finally if you would define expected role/s of teachers, which metaphor/s would you use? Please explain the reason why you have specifically used such a metaphor and provide the justifications", and they were asked to provide their responses in writing on paper.

Metaphors are ways of revealing underlying thinking for understanding of people on a domain facilitating people to convey the hidden message indirectly about an issue (Hesse 1966).

Data Analysis Method

Initial data (ID) and later data (LD) collected through metaphor writing were analyzed through content analysis method. Content analysis has benefits in identifying, coding, categorizing and revealing occurring categories, themes and sub-themes (Miles and Huberman 1994; Patton 2002). ID and LD were compared and then common categories, themes and sub-themes were identified. The metaphors were noted down one after the other, and the message they intend to convey were identified. ID and LD were compared to identify the common metaphors so as to establish the strong and common categories, themes and sub-themes as well as to increase inter-rater reliability (Denzin and Lincoln 2000). Next, the metaphors were put into groups according to the similarity of the main ideas they conveyed and the categories, themes and sub-themes emerged as different aspects of 'being a teacher' concept.

Peer debriefing process was undertaken for the ID and then for the LD to increase the acceptance level/conformability of the findings.

RESULTS

The metaphors were grouped depending on the main ideas of the questions that the pre-service teachers were asked to respond to. The emerging themes were yielded and then these emerging themes were categorized as: *Positive metaphors on being a teacher concept*, *negative metaphors on being a teacher concept*, *metaphors on adopted roles of teachers* and *metaphors on expected roles of teachers*. Before each category, the related research question was given. The next section has attempted to respond to the following research question: "What positive metaphors do pre-service teachers report"?

Category 1: Positive Metaphors on Being a Teacher Concept

The first category on positive metaphors on being a teacher concept yielded themes called: Positive metaphors on teachers as leading figures theme, positive metaphors on teachers as empowering figures theme, positive metaphors on teachers as adventurer figures theme, positive metaphors on teachers as human-beings theme and positive metaphors on teachers as non-human-beings theme and each theme generated various sub-themes. Themes and sub-themes related to category 1 are given in Table 1.

When pre-service teachers were kindly asked to define their experiences on positive metaphors of being a teacher concept, they used the above given positive metaphors. The metaphors they used and the explanations they gave, revealed that they had positive experiences with positive

Table 1: Themes and sub-themes of positive metaphors on being a teacher concept

<i>Themes</i>	<i>Sub-themes</i>
<i>Positive Metaphors on Teachers as Leading Figures Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like a democratic governor 2. A teacher is like an orchestrate director/chef 3. A teacher is like a well-organized and energetic scouts' manager 4. A teacher is like a cooperative and helpful organizer.
<i>Positive Metaphors on Teachers as Empowering Figures Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like an impassioned leader 2. A teacher is like an optimist and positivist pathfinder 3. A teacher is like an adventurous and imaginative role model. 4. A teacher is like a great success builder 5. A teacher is like an inspiration and confidence distributor 6. A teacher is like a mission and vision imposer 7. A teacher is like an appealing encourager 8. A teacher is like a faith giver
<i>Positive Metaphors on Teachers as Adventurer Figures Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like an adventurer on mountains 2. A teacher is like a knowledgeable and ambitious competitor 3. A teacher is like a secure and pathfinder detective 4. A teacher is like an active and energetic runner 5. A teacher is like a pulse holder doctor 6. A teacher is like a talented and cheerful investigator
<i>Positive Metaphors on Teachers as Human-beings Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like a hearth that is big and friendly. 2. A teacher is like a punctual and polite neighbour. 3. A teacher is like a resourceful, creative and intelligent friend. 4. A teacher is like an enthusiastic, smiling and trustful eye contactor.
<i>Positive Metaphors on Teachers as Non-human-beings Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like a smart and original auto 2. A teacher is like a recent version and supportive software 3. A teacher is like a flexible and dependable pillow 4. A teacher is like a butterfly that has colourful and well-equipped wings 5. A teacher is like a wall-clock that everyone's eyes are on.

teachers. Almost in all the metaphors, the notion of experiencing positive teachers throughout their school life exists. Their experiences indicated that throughout their school life, they face some positively defined teachers. They have mostly faced positive teachers on leading role, empowering role, adventurer role, human-being role and non-human-being role. The next section has attempted to respond to the following research question: "What negative metaphors do the pre-service teachers report"?

Category 2: Negative Metaphors of Being a Teacher Concept

Category on negative metaphors of being a teacher concept yielded themes called: Negative

metaphors on teachers as an emperor figure theme, negative metaphors on teachers as houseware theme, negative metaphors on teachers as a foreigner figure theme and each theme had various sub-themes. Themes and sub-themes related to category 2 are given in Table 2.

When pre-service teachers were kindly asked to define their experiences on negative metaphors of being a teacher concept, they used the above given negative metaphors. The metaphors they used and the explanations they gave revealed that they had negative experiences from negative teachers. Almost in all the metaphors, the notion of experiencing negative teachers throughout their school life existed. Their experiences indicated that throughout their school life, they faced some negatively defined teachers.

Table 2: Themes and sub-themes of negative metaphors on being a teacher concept

<i>Themes</i>	<i>Sub-themes</i>
<i>Negative Metaphors on Teachers as Emperor Figures Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like a false brain that is ready to drop out of work at any moment 2. A teacher is like a creature in ancient times 3. A teacher is like a full of revenge head puller 4. A teacher is like a deprived of justice 5. A teacher is like an unhappy, unhealthy and unenergetic emperor 6. A teacher is like a de-motivator vaccinator 7. A teacher is like an offender stressing on every kind of unnecessary details
<i>Negative Metaphors on Teachers as House-ware Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like a mediocre/ordinary housework 2. A teacher is like a never-listener radio 3. A teacher is like a lubricant gearbox 4. A teacher is like a grumbling stomach 5. A teacher is like a criticizing and sometimes an unnecessary-teller machine 6. A teacher is like a smelly and dirty kitchen 7. A teacher is like an inflexible and ineffective rubber tyre 8. A teacher is like an unorganized and dependent house-worker 9. A teacher is like a pessimist and old cat of a house 10. A teacher is like a scattered cheese/halloumi 11. A teacher is like a cross querying machine gun 12. A teacher is like an old carburettor that burns out working
<i>Negative Metaphors on Teachers as Foreigner Figures Theme</i>	<ol style="list-style-type: none"> 1. A teacher is like an ignorant day-pass 2. A teacher is like a subject-specific knowledge foreigner 3. A teacher is like a staff member telling tales and behaving impolite 4. A teacher is like an impassionate and unkind beloved 5. A teacher is like a daily worker who seems competitive but does not know what to want. 6. A teacher is like an active hijacker of the eyes 7. A teacher is like an unwanted and discouraging body builder 8. A teacher is like an ineffective, inactive and undetermined day dreamer 9. A teacher is like an unplanned, unenergetic and undetermined walker 10. A teacher is like a bomb ready to explode

They have mostly faced negative teachers as an emperor and foreigner figures and as house-ware.

The next section has attempted to respond to the research question called: "What adopted roles of teachers do the pre-service teachers report metaphorically"?

Category 3: Adopted Roles of Teachers

Adopted roles of teachers are the roles attained by the teachers. Category on adopted roles of teachers' generated themes called: Manager figure as an adopted role for teachers theme, and parent figure as an adopted role for teachers theme. Each theme yielded various sub-themes. Themes and sub-themes related to category 3 are given in Table 3.

When pre-service teachers were kindly asked to define their experiences on adopted roles of

teachers, they defined the above given adopted roles. The metaphors they used and the explanations they gave, revealed that they have adopted roles on teachers. Almost in all the defined roles, the notion of experiencing adopted role on teachers throughout their school life existed. Pre-service teachers' experiences indicated that throughout their school life, teachers adopt manager roles as well as parent roles.

The next section attempted to respond to the following research question: "What expected roles of teachers do pre-service teachers report metaphorically"?

Category 4: Themes and Sub-themes on Expected Roles of Teachers

Expected roles of teachers are the roles, which future teachers are likely expected to acquire.

Table 3: Themes and sub-themes of adopted roles of teachers

<i>Themes</i>	<i>Sub-themes</i>
<i>Manager Figure as an Adopted role for Teachers Theme</i>	1. A kind and generous manager 2. A lover and supporter of teaching profession 3. A helper and optimistic encourager 4. An expectation riser for students 5. A skill builder6. A guider
<i>Parent Figure as an Adopted role for Teachers Theme</i>	1. A talented parent 2. A nurturer full of knowledge3. A good listener 4. A confidence keeper 5. A forgiver, a care giver and a clever friend

Table 4: Themes and sub-themes of expected roles of teachers

<i>Themes</i>	<i>Sub-themes</i>
<i>Innovator Leader Figure as an Expected Role for Teachers Theme</i>	1. A trained, adopted and well-equipped leader 2. A well-planned director 3. A kind and distributor chef 4. A leader of scouts
<i>Inspirer Figure as an Expected Role for Teachers Theme</i>	1. Never-ending learning ambition 2. Never ending dynamic power, enthusiasm creator 3. A regular retainer and refresher 4. An optimist and passionate inspirer 5. A rapport builder 6. An enthusiastic transformers of dreams into reality 7. An imposer of valuable subject into hearth and brain of students 8. A supporter and effort director of having greater impact on the school, teachers, students and school environment
<i>Life Long Learner Figure as an Expected Role for Teachers Theme</i>	1. Never-ending ambition on maintaining professional development 2. A skillful initiator 3. An attempting and dynamic curriculum and instructional leader 4. A well-planned and disciplined organizer 5. A deduced and energetic facilitator 6. An innovator and distributor transformer 7. A creative and hinted feedback giver 8. An energy distributor, collaborator and communicator

They are the unique roles of teachers with which pre-service teachers desire to promote themselves, and they are also the roles that pre-service teachers may want to see as part of their professional teaching standards and as part of teachers' professional development. This category on expected roles of teachers, generated themes such as: Innovator leader figure as an expected role for teachers theme, inspirer figure as an expected role for teachers theme and lifelong learner figure as an expected role for teachers theme. And identified themes yielded various sub-themes. Themes and sub-themes in relation to category 4 are given in Table 4.

When pre-service teachers were kindly asked to define their experiences on expected roles of teachers, they defined the above given expected roles. The metaphors they used and the explanations they gave, revealed that they have expected roles on teachers. Almost in all the defined roles, the notion of experiencing expected roles of teachers throughout their school life existed. Pre-service teachers' experiences indicated that throughout their school life, teachers are expected to have innovator leader roles, inspirer roles and lifelong learner roles.

DISCUSSION

This section is devoted to discussion of the pedagogical implications derived from the current study. It aims at taking the perceptions of pre-service teachers on being a teacher concept metaphorically, for which this study has produced some of these categories, themes and sub-themes. Each category has been interpreted separately according to the underlying themes and sub-themes.

Students' initial and later metaphorical concepts on being a teacher are subject to change. At the beginning of the first year, they revealed that teaching is nurturing without having a specialized knowledge base as part of human personality quality. At the end of the first year, similar group of students expressed their opinions in the opposite direction. That study confirmed that: Students' initial and subsequent perceptions alter as they are intimately trained and students better understand the objectives of initial teacher training through time (Rusznayak and Walton 2014). Students learn from teachers with certain positive characteristics. Teachers' affectivity on student achievement gains differs re-

garding the qualifications of teachers (Wayne and Youngs 2003).

Similarly, another study confirms that: Teachers are conceptualized as guides and they guide implied beliefs into objectively rational beliefs, since implied beliefs have strong effect on teachers' teaching and students' learning (Seferoglu et al. 2009). A metaphorical study on being a teacher conception confirms categories called transmission and construction upon the acquisition metaphor and apprenticeship and community growth upon the participation metaphor (Wegner and Nükles 2015).

The current study further confirms themes called: Teachers as leading figures, as empowering figures, as adventurer figures, as human-beings and as non-human-beings upon positive metaphors; teachers as emperor figures, as house-wares and as foreigner figures upon negative metaphors; teachers as manager figures and as parent figures upon adopted roles and teachers as innovator leader figures, as inspirer figures and as lifelong learners figure upon expected role.

The initial category has been named as: *Positive metaphors on being a teacher concept* and the yielded themes were called: *Positive metaphors on teachers as leading figures theme, positive metaphors on teachers as empowering figures theme, positive metaphors on teachers as adventurer figures theme, positive metaphors on teachers as human-beings theme and positive metaphors on teachers as non-human-beings theme.*

Findings revealed that a qualified teacher shapes and shares vision of school, takes initiatives of changes and focuses on necessary changes, builds community and staff support, increases staff capacity, gets the most professionalized staff, manages all kind of issues in harmony, never gives up and never complains, builds a team spirit among school and colleagues, encourages peers and colleagues to work in harmony, facilitates communication and reflection among the school, parents and community, analyzes and makes program adjustments and improvements, uses alternative strategies like after-school-support-programs and/or summer-school to build skills and overcome difficulties of learners, builds support with parents and community, never steps back when facing obstacles, observes closely each step and takes necessary precautions immediately, has a huge smiling face,

is full of knowledge, is ready to teach effectively through various activities, shapes instructional environment effectively, is a friend of learners, is a favour of democratic knowledge of learners, always maintains lifelong professional development and learning, always tries recent teaching methods, techniques and comes to class with various and different materials, is trustable, never gets angry, gives options to choose the best way appealing to learners, always mediate learners when an issue arises, knows where learners need extra help and supports learners immediately, repairs the stuck point, gives effective and immediate feedback, builds previous topic to the new topic using various techniques and materials. Faculty members training pre-service teachers should be given more attention to what they know and be aware of the institutional support they can get to meet the requirements of the century for training teachers (Cocharan-Smith 2003).

Teachers of the modern world should manage the talents of the students properly and creatively. Teachers believe that talent management is a skill or a competency, which should be developed by teachers and school managers using for the benefit of the students (Aytac 2014, 2015). Similarly, pre-service teachers can be more qualified if only faculty members' qualifications are higher. Preparing pre-service teachers training is subject to resistance by faculty members since through time new methodologies appear, but faculty members mostly resist adopting new methodologies. However, adopting new ways of teaching knowledge require breaking resistance, thus need enrolling and supporting faculty members (Ladson-Billings 2001; Goodwin-Kosnik 2013). Getting qualified training supports being a good teacher since how students learn has close relationship to how teachers teach. Therefore, teachers' teaching approaches should be paid more attention. Teachers' desiring to change their teaching approach starts with being aware of the need to change, supporting the professional learning and teaching practice (Beusaert et al. 2013). Similarly, conceptualising feedback has always been beneficial which is like a bridge between students' way of learning and teachers' way of teaching (McLean et al. 2015). Main objective of a teacher-training program is to train good teachers. It is accepted that good teaching has been formed from and at early ages (Murphy et al. 2004: 69). As part of good qualities of teach-

ers, beginning teachers stated having power of knowledge whereas student teachers gives less importance to knowledge as a characteristic of a good teacher; rather they give importance to personal qualities of a teacher. Actually, the debate among the power of knowledge and good qualities of a teacher has been related to the ideal disciplinary education in contrast to pedagogical education training teachers as part of teaching profession (Arnon and Reichel 2007: 441).

A study result confirms that knowledge is the vital part of performance in managing tasks (Wilson-Wünsch et al. 2015). Also, Brodie (2013: 5) mentioned on a project and stated that qualified maths teachers should "work with data from their classrooms, use this data to understand and engage with learner errors in mathematics, and do this collectively in professional learning communities". A qualified teacher needs to arrange tension between standards-based, academically followed and more experiential learner-driven techniques of technology-enriched worldwide education to provide that learning has meaning and purpose for each learner (Klein 2013: 481). Verbal ability of teachers and student success are related positively (Bowles and Levin 1968; Coleman et al. 1966; Ehrenberg and Brewer 1995; Ferguson 1991; Ferguson and Ladd 1996; Greenwald et al. 1996; Hanushek 1971, 1972; Murnane et al. 1991; Strauss and Sawyer 1986; Vegas et al. 2001).

Teachers' ways of teaching, approaches, methods and techniques they use and their communication skills have strong effect on students' success. Some noticeable teacher characteristics, such as "experience, race and study of teaching methods" do not take much attention since studies conducted have not concluded or there are not enough studies with appropriate research designs conducted. The finding revealing that students learn better with teachers having certain characteristics seems to be not appropriate (Wayne and Youngs 2003: 107). Therefore, it is better to have established specific teacher qualification policies rather than having "policies emphasize motivating principals and increasing their discretion over hiring" Wayne and Youngs (2003: 108). Similarly, teachers learning should never end. Professional learning of teachers needs to be invested on in order to supply continuity of developing recent teaching approaches, methods and techniques (Isik and Kumral 2014: 340).

The next category has been named: *Negative metaphors on being a teacher concept* and the yielded themes were called: *Negative metaphors on teachers as emperor figures theme*, *negative metaphors on teachers as house-ware theme* and *negative metaphors on teachers as foreigner figures theme*. Findings revealed that a non-qualified teacher is boring and never has a smiling face; does cliché things every minute, but never produces an effective and colourful lesson; never listens and monitors what expectations, needs and interests students have, always gives orders; never lets students produce projects/never lets students walk alone; talks too much and unnecessarily, is mostly uncommunicative and sometimes gossipy; never welcomes students into a creative and productive projects, never gives effective feedback and never considers the student's learning styles, needs and interests; always comes to class full of books, but never teaches fruitfully and never produces fully, is just a slave of books; always on sleeping mode; is untidy and cannot teach a topic clearly, is never trustable, breaks the heart of students as well as talks too much and unnecessarily, never plans lessons, never produces new things, uses what books say, does not provide extra hand-outs/references, is not trained effectively, is not open to professional self-development activities; does not set realistic objectives and does not plan lessons logically, students never trust and does not feel closer themselves to the teachers; teacher never behaves trustfully and is never closer to students, forces students to learn; never goes back for revision; never smiles but just looks angrily at the students; gives similar examples and does similar snappish jokes every year; never feels like changing way of teaching and teaching methods every year; dreams that students learn effectively; comes and goes to the class/never considers level of the students while teaching, shouts at students daily; never listens to students and never considers what they feel.

Negative metaphors generally based on the reasons of the teachers' resistance to change. Resistance theory advocates that schools' and classes' cultural characteristics may give rise to resistance by the students. In the formal structure, students' training should be programmed in accordance with the purpose of the school. Teachers not clearly specifying their expectations from the students throughout the process, teachers processing authoritarian behaviour, teach-

ing methods and techniques used in the class, subjects being less appropriate to students' experiences, level of the subject matter being above the students' level and readiness of the students, students feeling insufficient in themselves about the course or program at school, students perceiving activities as being too difficult or too boring and having activities which they do not like, and students having personal reasons of disliking the teachers, lead to student resistance (Brookfield 1990; Alpert 1991; Pauly 1991; Cusick 1992).

The next category has been named: *Adopted roles for teachers* and the yielded themes were called: *Manager figure as an adopted role for teachers theme* and *parent figure as an adopted role for teachers theme*. Findings revealed that teachers have adopted roles on promoting a clear vision, a sharing teacher, facilitating communication and reflection among the school and among colleagues, searching on recent professional development activities and participating fully; announcing the recent professional development activities to the colleagues on time, focusing on recent professional development activities and taking initiative for effective changes, helping colleagues to promote professionally and gives feedback to newer teachers to promote themselves positively (master-apprentice relationship); giving feedback to students to promote themselves positively, asking students never to stop, but continue to take steps to success; setting realistic objectives and putting students at least one step ahead, knowing each student's needs separately and feeding each student's needs, keeping close cooperation with other colleagues and knowing each student's progress separately, listening to each student carefully, being well-aware of each student's worries and concerns and dealing with any issue/s arising, mentioning about private issues in relation to students in public when not necessarily urgent, seeing students as his/her child; never holding a grudge, but feeling optimistic.

A study confirms the significance of dimensions on "passion, reflection, planning, love for children and the social and moral" as the vital elements of constructing a good teaching (Devine et al. 2013: 83). Teachers' having emotional intelligence and developed emphatic concerns yield to "self-introspection, emotional awareness, emotional regulation and understanding others" (Hen and Sharabi-Nov 2014: 375). Teach-

ers managing all kinds of dimensions and concerns promote manager roles of parent teachers. Teachers are seen as the mother/father of children especially from the very beginning of school years. Playing good parenting roles helps to build socio-family communication successfully for the students. Therefore, school-home-society communication has been achieved accordingly. Teachers who are emotionally and empathically developed can easily facilitate learners' psychological barriers, enjoyments and/or needs. Parenting role of teachers has importance in this regard. Parenting role of a teacher has been associated with increased tolerance and understanding. Parent-teacher's impact over learners increases capacity to understand perceptions of learners and families as well as to develop school-home-society communication and to arrange principles of homework (Cosford and Draper 2002). Similarly, some knowledge, skills and understanding, which derived from parenthood, have positive and strong effect on how parents-teachers teach (Sikes 1998). Over the years, teaching and gender of teachers have been seen as inseparable couples, and teaching has been considered as a gendered profession (Clarke 1985; Walkerdine 1986; Sikes 1997).

Older generations and next generations should form a bridge between the changing roles of female and male parents. In this context, female teachers are defined as having nurturing role; and male teachers as having authoritative and disciplinary role. Natural differences among genders have strong relationships with social constructions, which also strongly impact all aspects of their work role, school life, perceptions of teachers and their work experiences accordingly (Sikes 1998; Draper et al. 1999). Similarly, parent-teachers' impact over learners increases capacity to understand perceptions of learners and families as well as increases school-home-society communication and principles of homework (Cosford and Draper 2002).

The final category has been named: *Expected roles for teachers* and the yielded themes were called *innovator leader figure as an expected role for teachers theme*, *inspirer figure as an expected role for teachers theme* and *lifelong learner figure as an expected role for teachers theme*. Findings revealed that teachers are expected to share the vision of the school, arrange his/her goals with the goals of the school; share the responsibility of school success as a whole,

take volunteer part in the school improvement plans, promote learner's autonomy, work as part of the school improvement team facilitator; support school initiatives, act like a facilitator to make sure that planned activities meet students' needs and interests and appropriate to the students' level; plan and teach innovatively; be well aware that teaching is a door to train successful learners; show leadership roles in variety ways; always finds best ways for leading interests and talents, for shaping the school's culture, for improving each student's learning and influencing colleagues' practices; be ambitious enough to find/organize recent professional development activities for her/himself and colleagues around; be teachers of lifelong learners, model continuous and supportive improvement, demonstrate continuous learning and help all learners achieve; be well-aware of the curriculum and instruction planning and assessment; use various assessment types to make sure of implementing the consistent and appropriate curriculum in class and throughout school; provide ideas for implementing various and different instructional strategies, methods and techniques; plan lessons in collaboration with the peers; serve as a mentor and role model for novice teachers for being accustomed to new school, new climate and new conditions, new curriculum and new instruction; work like a classroom supporter to help colleagues and peers implementing new ideas and recent teaching activities using recent teaching and learning materials; catalyze for change; analyze students' learning and always search for better teaching techniques and methods, curriculum, lesson plans and be ready to do the necessary changes; use assessment results to renew the curriculum, teaching and learning techniques, methods and materials as well as lesson plans to effectively strengthen classroom instruction; find variety of roles and ways to lead fitting and feeding talents and interests of the learners.

In parallel to the findings of the current study, various studies conducted in relation to expected roles of teachers, they should promote ongoing research and be in professional learning communities to be part of inclusive education as a lifelong learner (Walton et al. 2014). Practical teachers, teachers who reached to utilization level, can only be sustainable innovators in education (Rollnick et al. 2015). Understanding how professionalism and professional development of teachers may help school leaders in promot-

ing and facilitating professional development of teachers specifically (Evans 2014: 179). School leaders have positive effect on teaching and learning processes and on classroom practices. Therefore, their continuous positive contribution has been welcomed (Leithwood et al. 2008). Teachers should be well equipped and be lifelong learners to develop themselves to be leaders of their profession since school leaders have strong effect in developing teaching-learning processes as well as classroom practices. Similarly, teachers have strong effect in promoting and maintaining teaching-learning processes and classroom practices. There is a lifelong cycle and unbreakable chain among them. Promoting lifelong professional development of teachers through educational partnership has always been an issue since it requires continuity and effective policies.

Additionally, assessing the collaborative educational programmes is another issue since such kind of educational and partnership programmes are not assessed due to the lack of assessment programmes. It was found that assessing and evaluating teacher professional development has been the weak chain (King 2014). Developing such kinds of assessment programmes facilitate assessing the effectiveness of the collaborative programmes, and help school managers, district managers and policy makers to take valid and proper decisions (Diaz-Gibson et al. 2014: 179).

Promoting expected roles of teachers require teacher educators to change themselves and their way of teaching to be able to prepare effective teachers. The practice of teacher educators while training teachers remain same over years and culture imposed over teacher training show resistance to change in the area of teacher training and “new ways of conceiving knowledge” (McWilliam 1994, cited in Ladson-Billings 2001: 5). Reasons for resistance to change are imposed curricula and unsupported claims made by teacher educators’ institutions (Goodwin and Kosnik 2013). Being resistant to reasons of being resistant to change, every kind of change starts with teacher educators and the teachers they train through using the changing trends. Using award-based models can also be helpful in supplying continued innovations, dealing with teaching scholarships and providing opportunities for leadership (Willingham-McLain 2015).

A study confirmed that building “a sustainable approach to ever-changing learning and teaching priorities” could facilitate being ready to modify or use them again in case of when changes in policies occur (Brew and Cahir 2014). Teachers’ beliefs have important effect on teachers’ participatory and continuous professional development activities. Vries et al. (2014) found that student and subject matter oriented profiles of teachers give rise to more participation of teacher and to continuous professional development activities. Caspersen and Raaen (2014) suggested that it would be better being a collective teacher, rather than being an individual teacher in schools in order to deal with novice teachers. Best of way for professional development of teachers can be managed through facilitating “change in individuals and in groups”; through facilitating “systemic change” and through possessing “core ways” of change (Timmermans 2014: 305). Colleague-colleague observation for feedback providing can also improve lifelong learning of teachers (Hendry et al. 2014). Critical reflective and applied feedback comment should be proportionally arranged, as pedagogic experts should consider developing the colleague’s capacity in learning (Yiend et al. 2014). Such kind of danger can be avoided using a volunteer successful peer observation system with self-selected peers of novice teacher, mutual trust and collaboration between observer and observed teacher (Carroll and O’Loughlin 2014).

CONCLUSION

In conclusion, the significance and contribution of pre-service teacher trainings are emphasized in the current study, since the more qualification the pre-service teachers have, the more qualified lessons they conduct and the more qualified students they raise. Teachers are required not to resist changes or the adoption of new knowledge and approaches, but to be the innovators and agents of change themselves. Similarly, the role of teachers which marks them out as those who manage and parent the students require them to be innovators, inspirers and lifelong learners because the new generation always resist to be managed but prefers to be spoonful-fed by parents/teachers. Therefore, what recent learning styles, skills and qualification of the new generation need have shown similarity to what teachers need: to be the leaders of their classes, schools and students. Also they are lifelong learners to adapt themselves to the

recent styles, skills and qualification that the new generations need.

In the data analysis of this study, positive and negative metaphors on being a teacher and the adopted and expected roles of teachers are all clearly defined. Teachers' metaphorical definitions include teachers' leading, empowering, adventurer, human being and non-human being as opposed to teachers as emperor, house-ware and foreigner figures. There is a slight shift on the adopted roles of teachers and on the expected roles of teachers. Teachers' managing and parenting roles have moved to roles of being innovator, inspirer and lifelong learner figures. Pre-service teachers are under strong influence of their past experiences with their teachers. Their positive experiences yield them constructing positive metaphors and their negative experiences yield them setting negative metaphors. Similarly, pre-service teachers' past experiences make them define the adopted and expected roles of teachers. The results obtained through the current study have identified the qualifications of a qualified teacher, an unqualified teacher, teachers today and qualifications of future teacher.

RECOMMENDATIONS

Metaphors are recommended to be used as part of the defining tool for the positive and negative qualifications of teachers, already existing qualifications and expected qualifications of teachers as well as re/designing initial teacher training programs such that would go a very long way in preparing pre-service teachers and in setting them on the right path of being a teacher. Therefore, metaphorical identification of positive, negative adopted and expected roles of teachers are recommended to take active part in planning, (re)designing and evaluating initial teacher training programs because teachers are primary products of the initial teacher training programs.

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