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Metaphoric Perceptions of Teachers Towards The “Vocational Working Activities” Concept

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Abstract

The present study aims to determine the perceptions of teachers regarding the concept of vocational work activities through metaphors. The study was designed as a qualitative phenomenological study. The study group consisted of 83 teachers who received vocational training in 5 different schools (primary-secondary schools) in the central districts of Kayseri at the end of the 2018-2019 academic year. The data were collected in the year-end vocational working activities. Content analysis was used for data analysis. The teachers who participated in the study developed 83 metaphors, 51 of which were different. The metaphors developed by teachers regarding the concept of professional work activities were evaluated in 8 categories. These were determined as; as useful and necessary applications, as unnecessary applications, as an application that gains importance according to the person, as an application where participation is obligatory, as application providing integration, as an application that brings change and innovation, as a relaxing applications and as an application providing guidance. In conclusion, it is thought that the year-end vocational working activities contributed to the professional and social development of the teachers, guided them throughout the new academic year, and allowed them to renew themselves, while they did not serve their purpose and were perceived as boring and useless for teachers when not conducted on a voluntary basis.

Keywords: Vocational Development, Teacher Competency, Teacher View, In-service Training

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Öğretmenlerin "Mesleki Çalışma Etkinlikleri" Kavramına Yönelik Metaforik Algıları

Öz

Bu araştırmanın amacı, öğretmenlerin mesleki çalışma etkinlikleri kavramına yönelik sahip oldukları algıları metaforlar aracılığıyla belirlemektir. Araştırmada nitel araştırma desenlerinden olgubilim deseni tercih edilmiştir. Araştırmanın çalışma grubunu, 2018-2019 eğitim-öğretim yılı sonunda Kayseri ili merkez ilçelerinde bulunan toplam 5 farklı okulda (ilkokul-ortaokul) mesleki eğitim alan 83 öğretmen oluşturmıştır. Veriler sene sonu yapılan mesleki çalışma etkinliklerinde toplanmıştır. Verilerin analizinde içerik analizi kullanılmıştır. Araştırmaya katılan öğretmenler 51 farklı olmak üzere 83 metafor geliştirmişlerdir. Öğretmenlerin mesleki çalışma etkinlikleri kavramına yönelik geliştirdikleri metaforlar sekiz kategoride değerlendirilmiştir. Bunlar; faydalı ve gerekli bir uygulama olarak, faydasız bir uygulama olarak, kişiye göre önem kazanan bir uygulama olarak, katılımın mecburi olduğu bir uygulama olarak, kaynaşmayı sağlayan bir uygulama olarak, değişim ve yenilik getiren bir uygulama olarak, dinlendirici bir uygulama olarak ve rehberlik edici/yol gösterici bir uygulama olarak mesleki çalışma etkinlikleri olarak belirlenmiştir. Sonuç olarak sene sonunda uygulanan mesleki etkinlik eğitimlerinin öğretmenlerin mesleki ve sosyal gelişimlerine katkı sağladığı, öğretmenlere yeni eğitim öğretim döneminde rehberlik ederek yol gösterdiği ve bu etkinlikler sayesinde kendilerini yeniledikleri düşünülürken; mesleki etkinliklerin amaca hizmet etmediği ve mesleki etkinliklere katılımların gönüllülük esasına dayalı olmadığı zaman öğretmenler için sıkıcı ve faydasız olduğu düşünülmektedir.

Anahtar kelimeler: Mesleki Çalışma, Öğretmen Yeterliliği, Öğretmen Görüşü, Hizmet İçi Eğitim

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Introduction

The importance and necessity of education in terms of achieving social development and sustainable dynamism is undoubtedly acknowledged by all societies. An effective education system is operated with a professional staff of teachers who perform their duty with precision. In order to establish a modern system, it is necessary to keep the professional development and personal qualifications of teachers, who are the cornerstone of education, at a high level and ensure that they are constantly up-to-date. In this sense, the importance of teacher training and vocational development is further emphasized (Elçiçek, 2016).

Teachers can provide beneficial educational environments and conditions such as cultural values and traditions (Turan et al., 2020, Gözler et al., 2020) for their students if they train themselves vocationally in accordance with the requirements of the current day (Seferoğlu, 2003). In this context, all countries are required to renew their education systems and teacher training programs in line with the requirements of the day (Abdal-Haqq, 1996). Teachers are required to be aware of new teaching methods and techniques, develop them and carry their professional qualifications to the classroom atmosphere. Teachers with field expertise, who have trained themselves vocationally and continue to do so, constitute the main element of education (Tekışık, 2005). In order to make the vocational development of teachers continuous and enable them to renew themselves personally, in-service training programs should be conducted and teachers should play an active role in these programs (Korkmaz et al., 2011, Guskey, 2002). The countries that most effectively implement regular vocational training for teachers in addition to undergraduate education are among the most developed countries today (Öztürk and Sancak 2007). Teachers who train themselves well in terms of vocational competence can provide positive learning conditions and atmospheres for their students (Seferoğlu 2003, Şaban 2009, Çimen 2022). In vocational working activities, current needs of teachers should be met while these activities should increase educational competency and contribute positively to the performance outcomes of teachers. Teachers should carry the acquisitions they developed through vocational training into the learning environment in the classroom (Tekışık, 2005; İlğan, 2013; Kahyaoğlu, 2019). The vocational development of teachers plays a key role in student success as it is a significant determinant of educational quality.

According to previous research, professionally-applied vocational working activities play a common role in the success of high-performance international education systems (Güldere, 2016). Vocational working seminars are processes that support the development of teachers' vocational knowledge, skills, values and attitudes. When teachers engage in vocational development; educational activities, students, parents and stakeholder institutions benefit from it. Teachers can constantly update themselves through vocational working seminars. Therefore, they do not lose their

vocational qualifications over time (Odabaşı, 2011). Teachers who are provided with professional help can increase their level of knowledge and skills as a result of a series of team training activities and, therefore, become better teachers (Seferoğlu, 2004). However, vocational development is possible not by merely observation or coincidence, but as a result of teachers observing and self-evaluating themselves as accurately as possible (Can, 2019). For this reason, vocational working activities are opportunities for teachers to eliminate their shortcomings and renew their knowledge. Additionally, the synergy that occurs as a result of vocational training greatly contributes to increasing institutional efficiency. These training programs should be regarded as a tool for increasing the vocational motivation of teachers and raising awareness regarding the pace of change. In order for vocational working seminars to be efficient, it is necessary to create content by considering multiple variables such as the determination of deficiencies, areas in need of updating, structural status of schools, and the individual demands and preparedness of teachers. The perspective of teachers, who are the main actors of vocational training programs, towards these activities stands out as an important factor in the creation of content. The perception of vocational working seminars from the viewpoint of teachers undoubtedly affects the outputs of these activities. The perceptions of teachers and how they interpret these seminars are regarded as questions that need to be answered in terms of efficiency. At this point, perception stands out as an important concept. Perception, which is defined in the Turkish Dictionary as "comprehending something by directing one's attention to it", involves sensorial and mental elements, and it was defined as a process of interpreting and signifying the acquisitions of sensory organs (Hançerlioğlu, 1982; Aytaş, 2013).

Not everyone interprets any stimuli in the same way, and the perception of individuals differ due to the fact that it is based on individuality (Aytaş, 2013; Çağlayan et al., 2014). Therefore, perceptions reveal how individuals interpret things, what they see and how they behave (Bakan and Kefe, 2012). Many scientific methods can be used to determine the perceptions and views of teachers, however, field study methods are regarded to be the most objective. Metaphors are among these methods (Budak and Kula, 2017). It is thought that the metaphor method, which is carried out through one-on-one interviews, produce more accurate results as it is based on teachers' own statements.

According to Lakoff and Johnson (2005), metaphor means "comprehending and experiencing something in relation to another kind of thing". What makes metaphors powerful is that they explicitly or implicitly state which one of two different phenomena resembles the other. This way, the individual forms a connection between different phenomena that don't resemble each other and turns to a different form of comprehension (Saban, 2009). At this point, what is important is that this connection is noticed.

Metaphors contribute to revealing how concepts under examination are perceived (Cerit, 2008). It is also very effective in revealing through processes the way individuals perceive the world and themselves, and the expression, visualization and signification of the outside world (Arslan and Bayrakçı, 2006). Metaphors are affective preferences that are not independent of cognition. Through the use of metaphors, the individual interprets their knowledge on the concept and emphasizes any quality of that concept (Balta, 2015). In scientific research, metaphors were regarded as valid tools to reveal the main point of emphasis or the focal point of perception, and they were used frequently in a large variety of fields.

It was evaluated through various academic studies whether vocational working activities (in-service training, seminars, etc.) served their purpose by referring to the views of teachers regarding these activities (Çelikten, 2006; Gül and Aslan, 2009; Karaca, 2010; Gökyer, 2012; Günbayı and Taşdoğan, 2012; Özcan et al., 2014; Kasapoğlu, 2016; Sıcak and Parmaksız, 2016; Ekici et al. 2017; Nemli, 2017; Gültekin et al., 2018). However, the number of metaphorical research regarding the subject is limited (Tonbul, 2006; Saracaloğlu et al., 2016; Türker and Tok, 2019). In the study conducted by Saracaloğlu et al. (2016) with classroom (n=48) and branch teachers (n=50), it was concluded that there was a lack of planning regarding the vocational working process of teachers, that the aim was not clear and that efficiency was low. Similarly, in the study conducted by Türker and Tok (2019) where the metaphors developed by teachers regarding applied and ideal vocational training programs were compiled and evaluated, it was found that the current form of these programs were perceived negatively by teachers.

In the present study, the views of teachers regarding vocational working seminars was regarded as a matter worth investigating, and this constituted the starting point of the study. When the literature is examined, it is observed that the previous studies were conducted with an emphasis on inventory, that fixed forms were used and that these studies were carried out towards prospective teachers. It can be said that the present study will contribute to vocational working seminars as the teachers were interviewed one-on-one, their views were taken and evaluated without adhering to a certain pattern, and the study was conducted as an applied field study. Additionally, it is aimed to reveal the views of teachers regarding the positive and negative aspects of these seminar applications, expectations from the seminar applications, willingness towards participation, adequacy of seminar content and their contribution to teachers, and to make suggestions regarding the results.

Method

Study Design

This study, which was conducted with the aim of determining the metaphoric perceptions of teachers regarding the concept of vocational work activities, was designed as a qualitative study. Phenomenology, one of the qualitative study designs, was used in the present study. In the phenomenology design, identification of cases based on experience is considered important (Creswell, 2007; Akturan and Esen, 2008; Silverman, 2009; Mertens, 2010; Glesne, 2013; Yıldırım and Şimşek, 2016). In this study, teachers' perceptions regarding the concept of early year-end vocational work activities, without generalization anxiety, was examined.

Study Group

The study group of this study, which was conducted to determine the metaphorical perceptions of teachers regarding the concept of vocational work activities, consisted of 83 teachers who received vocational education in 5 different schools (primary-secondary school) in the central districts of Kayseri at the end of 2018-2019 academic year. Within the scope of the study, 97 teachers were reached through a data collection form on a voluntary basis. However, 14 data collection forms were not included in the study due to certain incomplete forms and incomprehensible metaphors and their reasons.

In the selection of the study group, the convenience sampling method was used. Additionally, teachers' participation in the study was ensured on a voluntary basis. Table 1 shows the demographic characteristics of the teachers who participated in the study.

Table 1

Demographic Characteristics of the Teachers who Participated in the Study

		n	Percentage (%)
Gender	Female	55	66.3
	Male	28	33.7
Level of Education	Associate Degree	19	22.9
	Undergraduate	56	67.5
	Postgraduate	8	9.6
Educational Level Served at	Primary	50	60.2
	Secondary	33	39.8
Seniority	1-5 years	12	14.4
	6-10 years	17	20.5
	11-15 years	25	30.1
	16-20 years	16	19.3
	21 + years	13	15.7
Branch	Classroom	23	27.7
	Physical Education and Sports	16	19.3
	Mathematics	10	12.0
	Turkish	12	14.5
	English	8	9.6
	Visual Arts	6	7.2
	Science	5	6.0
Total	Social Studies	3	3.6
		83	100.0

When Table 1 is examined, it is seen that 66.3% (n = 55) of the teachers were female and 33.7% (n = 28) were male. 22.9% (n = 19) had associate degrees, 67.5% (n = 56) had undergraduate degrees and 9.6% (n = 8) had graduate degrees. 60.2% (n = 50) worked in primary school while 39.8% (n = 33) worked in secondary school level; 14.4% (n = 12) had 1-5 years of experience while 20.5% (n = 17) had 6-10 years, 30.1% (n = 25) had 11-15 years, 19.3% (n = 16) have 16-20 years and 15.7% (n = 13) have 21 years and over seniority. Branch 27.7% (n = 23) of the participants were class, 19.3% (n = 16) physical education and sports, 12% (n = 10) mathematics, 14.5% (n = 12) Turkish, 9.6% (n = 8) English, 7.2% (n = 6) visual arts, 6% (n = 5) science and 3.6% (n = 3) social studies.

Data Collection

In the present study, data collection was carried out in the year-end vocational working activities of the 2018-2019 academic year. Before the data collection, a brief presentation was made by the researcher regarding the purpose of the research and the metaphors used as methods in each school. In order to state their demographic features, each of the participants were provided with four-question interview forms including the sentence “*Vocational working activities are like, because.....*”. 97 teachers were reached through the data collection form. 14 forms were not included in the study due to incomplete filling of some of the compiled forms, lack of clarity of metaphor and reason, meaningless and similar reasons. Analysis and evaluations were made over 83 forms.

Data Analysis

During the analysis of the data, the forms collected from the researchers were examined and the missing and incorrect forms were removed from the data set. Then, in order to systematically examine the forms, each form was given a sequence number and gender expressing codes. The content analysis method was used in the analysis of data transferred to computer environment. As stated by Glesne (2013) and Merriam (2015), conceptual categories are developed by the researcher instead of predetermined conceptual categories in content analysis. In the analysis of the study, 83 metaphors, 51 of which were developed by teachers and different, were examined together with their reasons and categories were created.

In order to increase the reliability and validity of the study, a detailed literature review was conducted. All documents related to the research process were kept, opinions were received from field experts and direct quotations were included in the findings section. Additionally, forms including the metaphors and their reasons were examined by two experts working in the field of educational sciences, and the metaphors were asked to be categorized. Therefore, a transferability application was performed to increase the validity of the study results. The “Reliability = Consensus / Consensus + Disagreement” formula (Miles and Huberman, 2015) was applied between the analyses performed by two experts and the result was found as 0.88.

Findings and Comments

In this section of the study, the metaphors obtained and information regarding the categories of the metaphors are provided. In addition, direct quotations and expressions of teachers were included. Yet, the rationale and explanations of the teachers for the metaphors were directly quoted. All the metaphors developed by the teachers participating in the research are given in Table 2.

a. Metaphors that are developed by teachers towards the concept of vocational working activity

All metaphors developed by the teachers participating in the research are given in Table 2.

Table 2

Metaphors Developed by Teachers Towards the Concept of Professional Working Activities

Item No	Metaphor	Female (f)	Male (f)	Total (f)
1	Water	4	2	6
2	Empty things	2	2	4
3	Market	3	1	4
4	Bridge	2	1	3
5	Pilaf day	1	2	3
6	Doing sports	1	2	3
7	Vitamine	2	1	3
8	Garden	2	-	2
9	Bank credit	-	2	2
10	Check-up	2	-	2
11	Bill	2	-	2
12	Medicine	1	1	2
13	Castle	2	-	2
14	Guide Book	1	1	2
15	Library	1	1	2
16	Make up	2	-	2
17	Restoration	1	1	2
18	Sahur time	2	-	2
19	Holiday	1	1	2
20	University	1	1	2
21	Car Care	-	1	1
22	Bee hive	1	-	1
23	Impediment	1	-	1
24	Balcony	1	-	1
25	Feast morning	1	-	1
26	Five o'clock tea	1	-	1
27	Empty Glass	-	1	1
28	A blank page	1	-	1
29	Lighthouse	1	-	1
30	Wastage	1	-	1
31	Escape ramp	-	1	1
32	Coffee	1	-	1
33	Shield	1	-	1
34	Siesta	1	-	1
35	Book Fair	1	-	1
36	Protector	-	1	1
37	Coiffeur	-	1	1
38	Luxury Car	1	-	1

Item No	Metaphor	Female (f)	Male (f)	Total (f)
39	Maths	1	-	1
40	Fruit	-	1	1
41	Fruitless Tree	-	1	1
42	Break	1	-	1
43	Kitchen	1	-	1
44	School	1	-	1
45	Orientation	1	-	1
46	Tin	1	-	1
47	Traffic Cop	1	-	1
48	A long way	1	-	1
49	A beneficial Hobby	-	1	1
50	Half full Glass	1	-	1
51	Pillow	-	1	1
Total		55	28	83

When Table 2 is examined, it is seen that the teachers participating in the research developed 83 metaphors, 51 of which are different. These metaphors are; water (6), empty things (4), market(4), bridge (3), rice day (3), sports (3), vitamins (3), garden (2), bank credit (2), check -up (2), Bill (2), medicine (2), Castle(2), guide book (2), library (2), makeup (2), restoration (2), sahur time (2), holiday (2), university (2), car care, bee hive, impediment, balcony, fest morning, five tea, empty glass, a blank page, lighthouse, wastage, escape ramp, coffee, shield, siesta, book fair, protector, coiffeur, luxury car, maths, fruit, fruitless tree, break, kitchen, school, orientation, tin, traffic cop, a long way, a beneficial hobby, half full glass and pillows.

b. The distribution of metaphors developed by teachers for the concept of professional work activity depending on categories

The distribution of the metaphors developed by teachers participating in the study towards the concept of professional working activities by categories is given in Table 3.

Table 3

Distribution of Metaphors Developed by Teachers for Concept of Vocational Working Activities depending on Categories

Categories	Metaphor Number	Total Metaphor Number	Percentage (%)
Vocational Working Activities as a Useful and Necessary Application	12	24	28.9
Vocational Working Activities as a Useless Application	8	11	13.3
Vocational Working Activities as an Application that Gains Importance According to the Person	6	11	13.3
Vocational Working Activities as a Mandatory Application	6	10	12.1
Vocational Working Activities as an Application Providing Integration	5	8	9.6
Vocational Working Activities as an Application that Brings Change and Innovation	5	7	8.4
Vocational Working Activities as a Relaxing Application	5	6	7.2

Categories	Metaphor Number	Total Metaphor Number	Percentage (%)
Vocational Working Activities as a Guiding/Leading Application	4	6	7.2
Total	51	83	100.0

When Table 3 is examined, it is seen that the metaphors developed by teachers for the concept of vocational work activities are evaluated in eight categories. These can be listed as; Vocational Work Activities as a Useful and Necessary Application (f = 24), Vocational Work Activities as a Useless Application (f = 11), Vocational Work Activities as an Application that Gains Importance According to the Person (f = 11), As a Mandatory Application Vocational Work Activities (f = 10), Vocational Work Activities as an Enabling Application (f = 8), Vocational Work Activities as an Application that Brings Change and Innovation (f = 7), Professional Work Activities as a Relaxing Application (f = 6) and Vocational Guiding/Leading Activities as a Guiding Application (f = 6). Of these eight categories, only "Vocational Work Activities as a Useless Application" (f = 11) and "Vocational Work Activities as a Mandatory Application" (f = 10) can be regarded as negative.

The distribution of metaphors developed by teachers for the concept of vocational working activities by categories and sample teacher statements are presented under each category title.

Vocational Working Activities as a Useful and Necessary Application

The metaphors in the category of Vocational Working Activities as a Useful and Necessary Application are given in Table 4.

Table 4

Metaphors in the category of "Vocational Working Activities as a Useful and Necessary Application"

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities as a Useful and Necessary Application	Water (6), vitamine (3), garden (2), medicine (2), Castle (2), make up (2), sahur time (2), shield, book fair, fruit, kitchen, a beneficial hobby.	12	24

When Table 4 is examined, it is seen that 24 metaphors have been developed in 12 different categories of Vocational Working Activities as a Useful and Necessary Application. These are; water (6), vitamine (3), garden (2), medicine (2), Castle (2), makeup (2), sahur time (2), shield, book fair, fruit, kitchen and is a useful hobby. Example expressions are given below:

K.43: Professional working activities are like water. Because; The flowers need water, minerals that they will get from the water in order to grow, flourish, develop and bloom. The teacher also needs water to benefit from. The water and minerals in it represent the vocational working activities and the values they add to the teacher in education.

K.70: Vocational working activities are like vitamins. Because; If it is not taken when needed, operation stops or slows down. Efficiency and functioning are excellent when given on-site enough.

E.8: Vocational working activities are like medicine. Because; When you have an illness, even a small drug helps you to heal. Professional working activities also help to overcome the shortcomings of teachers in the academic year.

K.37: Vocational working activities are like castles. Because; Just as it protects and maintains the inhabitants of a castle, professional work activities make meaningful contributions by continuously improving the teachers' academic competence and teaching skills.

K.54: Vocational working activities are like sahur time. Because; Fasting is one day of staying hungry and knowing that hunger is a religious service, people are persistent. However, if you do not eat at the time of sahur, you will fast with difficulty. The food you receive in sahur keeps you energetic for fasting. Here, the sahur in fasting stands for professional work activities. You intend and start teaching.

Vocational Working Activities as a Useless Application

The metaphors in the Vocational Working Activities as a Useless Application category are given in Table 5.

Table 5

Metaphors in the category of "Vocational Working Activities as a Useless Application"

Category	Metaphors	Metaphor Number	Total Metaphot Number
Vocaitional Working Activities as a Useless Application	Empty things (4), impediment, empty glass, wastage, luxury car, fruitless tree, tin, a long way.	8	11

When Table 5 is examined, it is seen that 11 metaphors have been developed, 8 of which belong to the category of Vocational Work Activities as a Beneficial Application. These are empty things (4), impediment, empty glass, wastage, luxury cars, fruitless trees, tin and a long way. Example expressions are given below:

E.58: Vocational working activities are like vacant work. Because; You can't come to a conclusion when you're dealing with vacancies, so it doesn't help. I have been a teacher for 14 years and I didn't have a seminar period that I benefited from. It is nothing but wastage, since there are no activities to attract teachers' attention, because plain logic is read from the slide and has no use.

E.45: Vocational working activities are like empty glasses. Because; If we work in accordance with the purpose of this glass, it gets full and serves us. If we continue with this state, the glass will continue to remain empty indefinitely.

K.77: Vocational working activities are like tin. Because; Meaningless trainings are performed out of obligation and resemble an empty tin with no substance.

K.66: Vocational working activities are like a long path. Because; If you are tired of looking at the same road after a long time and you are familiar with everything you see, I think it is a long and wasted time in in-service seminars.

Vocational Working Activities as an Application that Gains Importance According to the Person

Vocational Work Activities as an Application that Gains Importance are given in Table 6.

Table 6

Metaphors in the category of "Vocational Work Activities as an Application that Gains Importance According to the Person"

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Work Activities as an Application that Gains Importance	Market (4), doing sports (3), a blank page, coffee, a half full glass, pillow.	6	11

When Table 6 is examined, it is seen that 11 metaphors have been developed in 6 different categories belonging to Vocational Working Activities as an Application that Gains Importance According to the Person. These can be listed as; Market (4), doing sports (3), a blank page , coffee, half full glass, pillow. Examples are given below:

K.74: Vocational working activities are like a market. Because; The market is full, but sometimes you just walk around, sometimes you get what you need. It depends on you. There is no obligation. In Vocational working activities, the teacher adds something to himself or plays games on their phone.

E.80: Vocational working activities are like doing sports. Because; Everyone knows that doing sports is beneficial, but most people do not, and in occupational activities, most people avoid doing useful things.

K.44: Vocational working activities are like a blank page. Because; Whatever you draw and color takes shape, it's up to you and the pen-players.

E.5: Vocational working activities are like pillows. Because; Some pillows make you so comfortable, others make you uncomfortable. This is also the case for vocational working activities, what is important is the content.

Vocational Working Activities as a Mandatory Application

The metaphors in the Vocational Working Activities category as a Mandatory Application are given in Table 7.

Table 7

Metaphors in the category of "Vocational Working Activities as an Application where Participation is Mandatory"

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities category as a Mandatory Application	Bridge (3), bank credit (2), bill (2), bee hive, maths, school.	6	10

When Table 7 is examined, it is seen that 10 metaphors have been developed in 6 different categories belonging to Vocational Working Activities as a Mandatory Application. These can be listed as; Bridge (3), bank credit (2), bill (2), bee hive, maths and school. Examples are given below:

E.33: Vocational working activities are like bank credits. Because; You have to pay the credit you took from the bank, to avoid confiscation. You have to go to the seminar, there is an additional course fee.

K.48: Vocational working activities are like bills. Because; The invoice must be paid. You don't pay willingly. In return, the electricity or water is not cut. No additional course fees are cut in professional work activities, no other benefits, just sitting.

K.27: Vocational working activities are like bee hives. Because; The bees constantly enter and leave the hive, and make honey. Teachers regularly attend professional work activities and perform their duties.

K.81: Vocational working activities are like maths. Because; maths is an important part of life and if you do not like it, you will have to learn it. We have to attend the seminar if you don't want to.

Vocational Working Activities as an Application Providing Integration

The metaphors in the category of Vocational Working Activities as an Application Providing Integration are given in Table 8.

Table 8

Metaphors in the category of "Vocational Working Activities as an Application of Integration"

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities as an Application Providing Integration	Pilaf day (3), university (2), fest morning, five o'clock tea, orientation.	5	8

When Table 8 is examined, it is seen that 8 metaphors have been developed, 5 different types belonging to Vocational Working Activities as an Application Providing Integration. These are like; Pilaf day (3), university (2), fest morning, five o'clock tea and orientation. Example expressions are given below:

E.41: Professional working activities are like rice day. Because; It allows us to meet and reunite with friends we haven't seen in a long time.

E.24: Professional working activities are like universities. Because; At the university you meet people from different cultures and different geographies. Since you can take professional work activities in different places, there is a fusion, just like in the university.

K.23: Vocational working activities are like the holiday morning. Because; On the morning of the holiday, a nice breakfast is made for the family, the faces are smiling, the friends and relatives come and go. It is a good sense of togetherness. Such sincere friendships and tables are established in the seminars.

K.85: Vocational working activities are like orientation. Because; Teachers from different cities meet and new friendships are established.

Vocational Working Activities as an Application that Brings Change and Innovation

The metaphors in the Vocational Working Activities category as an Application that Brings Change and Innovation are given in Table 9.

Table 9

Metaphors in the category of "Vocational Working Activities as an Application that Brings Change and Innovation"

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities category as an Application that Brings Change and Innovation	Check-up (2), restoration (2), car care, protector, coiffeur.	5	7

When Table 9 is examined, it is seen that 7 metaphors have been developed, 5 of which are in the category of Vocational Working Activities as an Application that Brings Change and Innovation. These are like; Check-up (2), restoration (2), car care, protector and coiffeur. Example expressions are given below:

K.47: Vocational working activities are like check-ups. Because; It is important in terms of training teachers on their shortcomings and what to do. Performing a situation assessment is a good way.

E.79: Vocational working activities are like restoration. Because; Teachers should be renewed and restored from time to time and new systems, etc. should be prepared for situations.

E.72: Vocational working activities are like car maintenance. Because; Everything needs revision in a way. Professional working activities serve as maintenance for teachers.

E.73: Vocational working activities are like coiffeurs. Because; Ladies go to the hair salon when they want to renew their image. This is also the case for teachers.

Vocational Working Activities as a Relaxing Application

The metaphors in the Vocational Working Activities as a Relaxing Application category are given in Table 10.

Table 10

Metaphors in the Category of “Vocational Working Activities as a Relaxing Application”

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities as a Relaxing Application	Holiday (2), balcony, escape ramp, siesta, break.	5	6

When Table 10 is examined, it is seen that 6 metaphors have been developed, 5 of which belong to the category of Vocational Working Activities as a Relaxing Application. These are like; Holiday (2), balcony, escape ramp, siesta and break. Example expressions are given below:

E.19: Vocational working activities are like holidays. Because; it is both relaxing and instructive.

K.84: Vocational working activities are like balconies. Because; Occasionally, you go out on the balcony and breathe, and the teachers get some rest in professional work activities.

E.60: Vocational working activities are like escape ramps. Because; Long and tiring roads; rest, relaxation and salvation during a nuisance. Professional working activities also serve as a resting period.

K.82: Vocational working activities are like siesta. Because; After having lunch, a sweet sleep comes, and that short nap rests you a lot. Seminars also serve as an escape at the end of such a strenuous period.

Vocational Working Activities as a Guiding/Leading Application

The metaphors in the category of Vocational Working Activities as a Guiding/Leading Application are given in Table 11.

Table 11

Metaphors in the category of "Vocational Working Activities as a Guiding/Leading Application “

Category	Metaphors	Metaphor Number	Total Metaphor Number
Vocational Working Activities as a Guiding/Leading Application	Guide Book (2), library (2), lighthouse, traffic cop.	4	6

When Table 11 is examined, it is seen that 6 metaphors have been developed, 4 of which are in the category of Vocational Working Activities as a Guiding/Leading Application. These are; The guide book (2) is in the form of a library (2), lighthouse and traffic cop. Example expressions are given below:

K.52: Vocational working activities are like a guide book. Because; the guidebooks give teachers important clues about the lesson and guide them through methods and activities. Seminars become the guidebook for the whole academic year.

K.56: Vocational working activities are like a lighthouse. Because; It is the tool that guides the ships (teachers) on their way to training to find the right course.

K.65: Vocational working activities are like traffic police. Because; where traffic is heavy, the police directs and regulates the traffic. Teachers are guided at the end of the term and at the beginning of the term in vocational working activities.

Discussion and Conclusion

In the present study, which aims to determine the perceptions of teachers regarding the year-end vocational working activities they participated in, the meaning attributed to vocational training by teachers was attempted to be revealed through the metaphors developed in relation to perceptions and experience. When the metaphors commonly developed by the teachers in the present study are examined, it is observed that they consist of words often used in daily life and essential items in daily life. In the study, the metaphors developed by the teachers were evaluated under eight categories. It is observed that 24 metaphors including 12 different ones were developed in the category "Vocational Working Activities as a Useful and Necessary Application". The metaphors included in this category indicate that vocational training applications are of great significant, and that they help teachers to improve themselves, stay up-to-date, and adapt to new teaching techniques and technological developments.

It is observed that 11 metaphors including 6 different ones were developed in the category "Vocational Working Activities an Application that Gains Importance According to the Person". The metaphors included in this category indicate the teachers' view that vocational working activities should serve to eliminate the deficiencies of everyone, and meet their needs regarding the semester.

It is observed that 8 metaphors including 5 different ones were developed in the category "Vocational Working Activities as an Application Providing Integration". The metaphors included in this category indicate that vocational training activities provide integration, establish unity and solidarity between newly met colleagues in the recognition of cultural differences, which in turn contributes positively to teachers.

It is observed that 7 metaphors including 5 different ones were developed in the category "Vocational Working Activities as an Application that Brings Change and Innovation". The metaphors included in this category indicate the view that vocational activities renew, improve and transform teachers.

It is observed that 6 metaphors including 5 different ones were developed in the category "Vocational Working Activities as Relaxing Application". The metaphors included in this category indicate the view that vocational activities relax teachers after a long semester, and that they renew themselves and get ready for the new semester.

It is observed that 6 metaphors including 4 different ones were developed in the category "Vocational Working Activities as an Application Providing Guidance". The metaphors included in this category indicate the view that vocational activities serve as a guide to the upcoming semester and guide teachers.

In the study conducted by Kaya, Çepni and Küçük (2004), it was reported that teachers should "renew themselves in line with their needs". This finding is similar to the categories "Vocational Working Activities as a Useful and Necessary Application" and "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study. In the study conducted by Gültekin and Çubukçu (2008) with the participation of 574 teachers, it was revealed that the teachers saw vocational training as a beneficial activities, that they believed in the benefits of the training activities, therefore suggesting to benefit from these positive tendencies of teachers regarding vocational training, and to conduct regular in-service training activities. This finding is similar to the categories "Vocational Working Activities as a Useful and Necessary Application" and "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study. According to the study results of Şahin and Türkoğlu (2017), teachers think that In-Service training activities should be carried out by academic personnel. This finding is similar to the category "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study. In the same study, it was stated that the purpose of vocational working activities is to make teachers more efficient and maintain actuality. This section is similar to the categories "Vocational Working Activities as a Useful and Necessary Application" and "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study. Gömleksiz (2013) stated that prospective teachers saw activities related to language learning as fun and enjoyable.

Çepni and Çoruhlu (2010) emphasized the importance of innovative and alternative in-service training. This is similar to the category "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study. In the study conducted by Küçüktepe (2014), it was stated that the content of in-service training courses should be determined in accordance with teachers' opinions. This is in parallel with the category "Vocational Working Activities an Application that Gains Importance According to the Person" in the present study.

In the study conducted by Kaçan (2004), it was concluded that teachers were willing to renew themselves professionally, that they followed developments related to their profession and were aware of new educational techniques, that they tried to participate in various vocational working activities, that they performed activities in cooperation with their colleagues, and that they were informed of the educational agenda through printed and electronic sources.

According to the study, modern teaching methods and techniques is the leading area in which teachers require vocational training. These results are in parallel with the categories "Vocational Working Activities as an Application Providing Integration", "Vocational Working Activities as an Application Providing Guidance", "Vocational Working Activities as a Useful and Necessary

Application" and "Vocational Working Activities as an Application that Brings Change and Innovation" in the present study.

In the study conducted by Akar (2006), it as determined that in-service training applications require restructuring to meet the needs of teachers serving in varying levels and types of schools regarding their professional development. This finding is in parallel with the categories "Vocational Working Activities as an Application that Brings Change and Innovation" and "Vocational Working Activities an Application that Gains Importance According to the Person" in the present study.

Altun and Gök (2010) determined that teachers with different qualities had different preferences regarding the form of in-service training programs. This is in parallel with the category "Vocational Working Activities an Application that Gains Importance According to the Person" in the present study. The fact that certain teachers participating in the present study saw the activities as a "Relaxing Application" can be supported by this.

It is observed that 11 metaphors including 8 different ones were developed in the category "Vocational Working Activities as a Useless Application". The metaphors included in this category indicate the view that vocational training activities serve as a waste of time when not serving their purpose, and that these annual activities do not benefit the teachers as they are presented in the same way each year, appearing to be carried out due to obligation.

It is observed that 10 metaphors including 6 different ones were developed in the category "Vocational Working Activities as a Mandatory Application". The metaphors included in this category indicate the view that vocational training activities are an unavoidable task that have consequences if not fulfilled, that the biggest factor in participation to these activities is the payment of additional course fees that are regarded to be more important than vocational training.

In the study conducted by Kaya et al. (2004), the view that in-service training programs are not effective as the Ministry of National Education is not in cooperation with universities was found. This is in parallel with the category "Vocational Working Activities as a Useless Application" in the present study.

In the thesis study conducted by Genç (2015), it was reported that teachers saw the vocational training activities carried out at the beginning and the end of the year as a mandatory waste of time. This is in parallel with the categories "Vocational Working Activities as a Useless Application" and "Vocational Working Activities as a Mandatory Application" in the present study.

Avcı (2018) states that the in-service training needs of teachers did not differ in accordance with their participation to in-service training programs. In the study conducted by Tonbul (2006) on the

vocational working-seminar applications in primary schools, it was concluded that the vocational training activities carried out in seminar periods were not well-planned, suitable and effective seminar programs. According to the study results, it was revealed that teachers saw vocational working seminars as a formality, and that the training results reported were not evaluated and taken into consideration. This is in parallel with the categories "Vocational Working Activities as a Useless Application" and "Vocational Working Activities as a Mandatory Application" in the present study.

In the study conducted by Durmuş (2013) to examine the views of teachers regarding their vocational development, it was determined that most of the training programs directed towards the vocational development of teachers were not effective enough as they were not carried out in a well-regulated and systematic manner. Additionally, the participating teachers stated that they were unable to effectively implement the knowledge they obtained during the course of the vocational working activities in real-life situations. This is in parallel with the categories "Vocational Working Activities as a Useless Application" and "Vocational Working Activities as a Mandatory Application" in the present study.

In conclusion, it is thought that the year-end vocational working activities contributed to the professional and social development of the teachers, guided them throughout the new academic year and allowed them to renew themselves, while they did not serve their purpose and were perceived as boring and useless for teachers when not conducted on a voluntary basis.

Suggestions

- Vocational working activities should be conducted in a manner that aims for voluntary participation by teachers.
- Vocational activities should be planned towards implementation in the field in accordance with the needs of teachers throughout the semester.
- At the end of each academic year, teachers' views regarding the content of vocational training programs should be reviewed.
- Vocational activities should be planned to ensure active participation by teachers in the process.
- The subject can be studied with larger sample groups to improve the research and arrive at more general conclusions.
- Vocational activities can be designed and implemented in cooperation with academicians and those that are interested in the field, who constitute the other stakeholders.
- Teachers' views on vocational activities can be taken before and after the activities to reveal their effectiveness.

Conflicts of interest

The authors certify that there is no conflict of interest with any financial organization regarding the material discussed in the manuscript.

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