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A METAPHORICAL LOOK INTO THE CONCEPT OF “GUIDANCE TEACHER IN COMMUNICATION” IN MASLOW’S HIERARCHY OF NEEDS

Lecturer Dr. Gülşen ALTINTAŞ

Manisa Celal Bayar University Faculty of Education Curriculum and Instruction, Manisa/TURKEY
ORCID ID: <https://orcid.org/0000-0002-3394-5903>

Lecturer, Öznur BAYKAN

Manisa Celal Bayar University Faculty of Education Curriculum and Instruction, Manisa/TURKEY
ORCID ID: <https://orcid.org/0000-0003-3094-833X>

Res. Assist. Fisun KÖSE

Manisa Celal Bayar University Faculty of Education Department of Basic Education Classroom Teacher, Manisa/TURKEY
ORCID ID: <https://orcid.org/0000-0002-5671-2619>

Lecturer, Sevilay ÖZKES

Manisa Celal Bayar University Faculty of Education Department of Basic Education Classroom Teacher, Manisa/TURKEY
ORCID ID: <https://orcid.org/0000-0003-2874-8697>

Lecturer, Resul ATILLA

Manisa Celal Bayar University Faculty Of Education Turkish Education And Social Sciences, Manisa/TURKEY
ORCID ID: <https://orcid.org/00000003-3692-8591>



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ABSTRACT

The purpose of this research is to reveal the concept of guidance teacher in communication by means of metaphors. The analysis and interpretation of data were used content analysis techniques. Results of this study showed that 64 metaphors were developed regarding the concept of guidance teacher in communication that these metaphors gathered under Maslow’s Hierarchy of Needs categories. Whether there is a meaningful relationship between the features that the prospective teachers have, and the steps in Maslow’s hierarchy of needs are examined with the Chi-squared test. As a result, it was found that psychological counseling and guidance counselor teachers candidates were aware of the importance of guidance counselor in communication, a meaningful relationship was found between gender and security need, education level of the graduating school, mother and father, need for respect and respect, need for reading and understanding.

Key Words: Communication, Metaphor, Guidance Teacher, Maslow

1. INTRODUCTION

Communication appears as one of the most crucial abilities for human, a way to continue its existence, which is unique to human and animal beings. One can come across different definitions of communication. The origin of the word “communication” is the Latin word “communicare” which means “to make something common.” In the broadest terms, it means “making meanings common across people” (Soydaş, 2018). Communication; according to its lexical meaning, is defined as “transferring emotions, thoughts, and information through every way possible, information, exchanging information” (Anadolu Uni. Publications, 2017). In the body of literature, communication; is the process of transferring a message to the other parties orally, in writing or gestures, (Anadolu Uni. Publications, 2017), Both types of communication includes the process of transferring information, thought or emotion from an individual to

another or a group to another (Oğuz and Gürgân, 2004), is the work of transferring the intended message to other parties verbally, in written way or gestures (Şahin, 2017).

Communication defines the objects and, of course, people in daily lives.

In the process of living, different people with different roles learn the lifestyle of the time and the society they belong to. It makes the person look positively to this lifestyle, and it also plants the evaluation styles to reproduce it.

Communication includes the process of sending information, thoughts and emotions from one person or group to another person or group. For this process to be able to occur, it is not required to establish a relationship between the people or the groups (Çağlar and Kılıç, 2011). Analysing many definitions of the concept of communication, one can deduce to those generalisations about interpersonal communication:

- At least two people are required.
- It does not occur one way; it is mutual.
- It occurs as a process.
- Information, emotion, thought, or experience is shared.
- It is both a psychological and sociocultural fact and process.

Human beings wondered why and how they exist and what the reason for their lives are, since their existence. They have battled for thousands of years to find answers to those questions and to reach their purpose of life.

The concepts guide people to identify the environment and to cope with the complicated things in their environment. The cognitive structures we built are generally defined with the metaphors. There is a tendency to express uncertain, intangible concepts with more concrete structures that arise in experience. Metaphor is a Greek word that is derived from “*Metapherein*” or “*Metafora*” word roots, and “*Meta*” means to change, and “*pherein*” means to move (Levine, 2005). Metaphorical thought is the process of expressing a particular object or thought with the viewpoint of another object or thought, that the person specifies (Lakoff and Johnson, 2005).

The process of metaphorical thinking appears with defined stages. This process;

- 1- The need for explaining or interpreting an abstract fact (situation, event, concept)
- 2- To explain a tangible fact with a linguistic expression
- 3- The special similitudes between an abstract and a material fact (Sezer,2003).

A metaphor is a tool that is proven effective to recall the information learned and remembering them, a technique to mention as the most efficient way to teach unknown information (Eraslan,2011). As Saban (2002) paraphrased from Miller (1987), metaphors are expressed as the interpretations of people’s personal language and experience. Our personal experience shows up as an accumulation of our learning.

Motives in human and animal beings are classified as their being learned or not. Unlearned motives are called primary motives. Some of the primary motives arise from the physiological changes in the body, like hunger and thirst (Morgan, 2005). Existential thought forms the philosophical ground, pioneering of the humanistic psychology. Humanistic psychology is known as an approach which arose as a result of the adaptation of the basic principles of humanistic philosophy to psychology (İskender, 2007). The humanistic approach is also named as the third force in this area (Bilge, 2011).

Psychoanalysts claim that leading to satisfaction in satisfying the biological motives are natal. According to behaviourists, it is essential to meet physiological needs (food, water, sleep, sex). However, according to the therapists, which adopted a different approach from the beginning of the 20th century to the middle of it, the way to inner satisfaction is much more complicated. One of the most influential people in this approach is Maslow. He is also an agent of the humanistic approach (Collin, 2016). In the Hierarchy of Needs, the needs appear as different steps. The lowest step is “Physiological Needs”, and the highest step is “Self-Actualization”. Every step of needs has different features to meet in itself. Abraham Maslow stated that there should be specific rules while these needs are met. For example, a person that cannot meet “sheltering” among the basic needs will not turn towards self-actualisation.

Maslow mentions about the limitlessness of people's needs and states that the emerge of a new need occurs after satisfying a primary need (Selçuk, 2000). In this period, a big motivation for the person creates needs whose motivation sources remain unsatisfied. Those levels of needs have a specific order and importance.

1. Physiological Needs: They are the primary, vital needs such as hunger, thirst, air, sleep, heating, sexuality. Fulfilling the physiological needs are the prerequisite for living on (Erden and Akman, 1995). Among all the needs, physiological needs are the most important (Maslow, 1943). Those needs are vital and essential. For a person whose physiological needs is not satisfied, hungry and thirsty, the other needs do not have any importance, and before satisfying this need, the person will not head to satisfying the other needs. The sexuality mentioned here shows a difference from the others to a certain extent. There might be some people who cannot satisfy this need because of some reasons like social pressure, the effect of culture. In a case where a person cannot satisfy this need, it is probable that he or she will by fantasising. One can unite this situation with Freud's explanation.

2. The Need for Safety It is the protection from the dangers of the external factors. The needs, such as protection, sheltering, respecting rules and laws, health, money and work, are mentioned here. As a safe environment is provided, the person will lower those insecure emotions. The person stays in defence of the dangers and shows behaviour to protect the things in the possession and the interpersonal relations. People like pleasant surprised that they come across from time to time. However, they maintain a particular order, pattern and expectation of predictability (Ellis, 2013).

3. The Needs of Love and Sense of Belonging: Sense of belonging, love, honouring, approval, friendship, close relationships, social life etc. Human beings are accepted as social beings. Generally, they cannot live on their own. To live their life healthy physically and psychologically, they need the existence of the others. The social needs such as living with the others, acceptance of the others, friendship, loving and being loved are essential for people. People; because of the behaviours like to start a family and share emotions with the people around them, avoid loneliness and not to feel isolated, tend towards to fulfil their social needs. An individual first has the desire for self-esteem (reputation, success, mastership, independence) and then be respected from others (e.g. position, prestige). The need of being respected is essential for kids and adolescents. If those kinds of needs are not fulfilled, the person feels alone, alienates to himself or herself and the environment, gets in despair, and as a result may end in depression.

4. The Need of Being Appreciated/Respected: It is sufficiency, being recognised by the others, status, success and esteem. The individual wants to be in confidence and respect. Moreover, also he or she wants to be trusted and respected by the others in the same way. Being valued by the others are vital for oneself to feel self-confident and be faithful in being successful in future. Feeling of achievement is quite essential to fulfil the need of being appreciated, and this success is accepted as a sign of status. In a situation where those needs are not fulfilled, the person might develop complexes like inferiority complex, despair, feeling of insignificance and weakness.

5. Self-actualisation: Self-actualization means revealing the self-potential of a person (Murat, 2010). In this process; it is struggling for self-fulfilment, self-improvement, completing work with success, creativity, fulfilling personal potential, and the development of experiences at the climax.

5a: Cognitive: Information, understanding. Human beings wonder about everything. They are in a struggle for reaching information, knowledge and understanding.

5b: Aesthetics: Seeking for aesthetics and valuing it, equilibrium, order, beauty, symmetry, etc. Understanding art, using creativity, enjoying those activities are among the needs of aesthetics.

A person gains his/her abilities by birth. Hence, people with high talents are defined as "gifted children". Individuals have unique talents and characters which are affected by those talents to some extent. An individual wants to develop his or her distinctive qualities and to prove this development. This need is a top-level need. Maslow states that the "deprivation motives" (hunger, thirst, sex, etc.) are for reducing tension. In other words, when those needs are fulfilled, the person can achieve balance. However, achieving those development motives are harder. It causes the people with this need in balance to have tension at the same time, and in most of the times, they are unachievable motives (Onaran, 1981). In order to get to this level, the needs in lower steps must be fulfilled.

6. The need of Transcendence: Human beings, motivated by values beyond self (mystic experiences, specific experiences related to nature, sexual experiences, serving to others, interest in science, religious belief etc.) seek for self-actualisation. Self-actualisation (Maslow, 1970) is the need for self-improvement

and discovery, which happens throughout the life of an individual. According to Maslow, a human does not stay “steady” as he or she continues to “be”. A human tries to approach to a precious life, to find meaning. If every individual is single, distinctive and unique, the motive of self-actualisation drags every individual to different ways (Kenrick et al. 2010). With creative works live art and literature, sports, education or a corporate environment, some self-actualisation processes might arise for some people. Maslow (1970) specifies the features that a self-actualised individual has (in 18 individual whom he classified as self-actualised people, including “Abraham Lincoln and Albert Einstein”) in his works.

The primary aim and purpose of an organism are to actualise the living organism, maintaining and developing it. Carl Rogers used the term self-actualisation. It might be expressed as total productivity. Self-actualisation means an individual revealing his or her potential (Bacanlı, 2001). The individual, with his or her distinctive personality and secure nature, exhibits the features to be a real human (Bakioğlu, 2014).

If one analyses the shared qualities of self-actualised people, the common points are as follows:

- While they efficiently perceive reality, they can tolerate the uncertainty,
- They can accept themselves, nature and, of course, the others as is,
- Since they can perceive reality as is, they can orientate themselves in their environment,
- They can establish deeper interpersonal relationships in human relations,
- They derive satisfaction in living,
- They have an autonomous nature; thus they can act free from their environment,
- They have a high level of creativity,
- They have a different, unhostile sense of humour.
- They are usually able to experience their peak experiences; they can take deep and intense pleasure in their life experiences,
- They have a democratic attitude; thus they have democratic personality types,
- They can be natural in their thoughts and actions; they act naturally on themselves.
- They are problem-oriented (not egocentric), they are aware of the other problems expect for themselves and are not insensitive to these problems,
- They have the strength to stay alone.
- They like to be with people; however, they stand up to human judgements and imposed forms. There is no deliberateness in this standing up. They cannot be labelled as untraditional and unconventional,
- They can see life in an unbiased view,
- They are interested in the welfare of humanity,
- They pay attention to the needs of privacy,
- They have strong moral and ethical standards (Erden, 2004).

The Behaviours that Provide Self-Actualization

- Like a child enjoying life, taking life into consideration and living all-in,
- Instead of living on shallow shores, exploring in deep and uncertain oceans,
- Instead of following to the traditional institutions, influential authoritarian force and the collective voice, following one’s own emotions and evaluating experiences,
- Instead of pretending like living, being honest,
- When their views do not comply with the majority, being able to balance the negation that his situation might give,
- Taking responsibility and working hard,
- Deciding defences, abandoning decisions,

People can achieve self-actualisation in their way. Self-actualisation is a process, “there is no perfect human” (Maslow, 1970). When we say self-actualisation, there is no need for having all the qualities mentioned. It also cannot be stated that these qualities only exist in self-actualised people.

In the conducted survey, it is seen that the metaphor studies for teachers in the communication process are less in number. Besides the scarcity of these studies, it is observed that no studies are focusing on establishing a connection between the metaphorical perceptions and the basic needs that these perceptions lean on. This situation revealed our study to establish a relation between the metaphoric perceptions of the prospective teachers and the steps of Maslow’s hierarchy of needs. The theory that Maslow introduced is considered as an optimistic view about human motivation. The basis of the theory lies on every individual’s need for growth and discovering the most prominent potential (Gerrig and Zimbardo, 2013).

2. METHOD

2.1. The Pattern of the Study

The study is based on the pattern of phenomenology, which is one of the qualitative research methods and studies the meanings of the experiences about the objects or the concepts that a person can perceive in a particular moment and location.

In this study, the prospective teachers who studied in the same undergraduate program together for four years, gained experience in different time and processes about communication processes in teaching, since they stayed in close relationship with both their friends and teachers in their internship period. The pattern of phenomenology enables the researcher to list judgments, prejudices, assumptions more comfortable compared to the other qualitative research patterns and thus it is assumed that it would help to understand the perceptions of the prospective teachers in a more profound way (Finlay, 2008). The case that is focused in this study is the perceptions related to the “counsellor teacher in communication” concept of the prospective teachers.

2.2. Study Group

This study is conducted with the undergraduate students in Manisa Celal Bayar University, Department of Education, in 2018-2019 Academic Year Fall Semester.

In this study, the practice of “convenient sampling” is used among the purposive sampling techniques in the qualitative research tradition. In literature, the convenience sampling method is defined with its feature of adding speed and practicality to researches. The researchers, to define the perceptions of as many prospective psychological counselling and guidance teachers as possible, preferred to include a convenient group to the study. Thus they preferred to use a convenient sampling method. Some features of the prospective teachers in the workgroup are provided in the tables below.

Table 1. The Distribution of the Prospective Teachers in Study Group According to Gender

Gender	f	%
Female	55	74.3
Male	19	25.7
Total	74	100.0

When Table 1 is inspected, it is seen that a total of 74 prospective psychological counselling and guidance teachers participated in the study. 55 (74.3%) of them were female, and 19 (25.7%) of them were male.

Table 2. The Distribution of the Prospective Teachers in Study Group According to the Graduated High School

High School Graduated From	f	%
Anatolian High School	49	66.2
Anatolian Teachers’ High School	11	14.9
Regular High School	7	9.5
Science High School	1	1.4
Anatolian Girl’s Technical High School	1	1.4
Anatolian İmam Hatip High School	1	1.4
İmam Hatip High School	2	2.7
Private High School	2	2.7
Total	74	100.0

If Table 2 is examined, it is seen that 49 people (% 66,2) graduated from Anatolian High School, 11 people (%14,9) from Anatolian Teachers’ High School, 7 (% 9,5) from Regular High School, 1 from (%1,4)

Science High School, 1 from (%1,4) Anatolian Girl's Technical High School, 1 from (%1,4) Anatolian Imam Hatip High School, 2 from (% 2,7) Imam Hatip High School and 2 from (% 2,7) Private High School.

Table 3. The Distribution of the Prospective Teachers in Study Group According to the Place that The Family Lives

		f	%
The Place that The Family Lives	City	31	41.9
	District	22	29.7
	Neighbourhood-Village	21	28.4
	Total	74	100.0

If Table 3 is inspected, it is observed that 31 (41,9%) of the prospective teachers live in the city, 22 (29,7%) of them in districts, 21 of them (28,4%) live in the neighbourhood or villages.

Table 4. The Distribution of the Prospective Teachers in Study Group According to Their Mothers' Educational Background

		f	%
Mother's Educational Background	Not Literate	5	6.8
	Primary School	48	64.9
	Secondary School	14	18.9
	High School	6	8.1
	University	1	1.4
	Total	74	100.0

In Table 4, after the educational background of the prospective teachers' mothers are examined, it can be observed that 5 (6,8%) are not literate, 48 (64,9%) are primary school graduate, 14 (18,9%) are middle school graduate, 6 (8,1%) are high school graduate and 1 (1,4%) is a university graduate.

Table 5. The Distribution of the Prospective Teachers in Study Group According to Their Fathers' Educational Background

		f	%
Father's Educational Background	Not Literate	1	1.4
	Primary School	32	43.2
	Secondary School	23	31.1
	High School	10	13.5
	University	8	10.8
	Total	74	100.0

In Table 5, after the educational background of the prospective teachers' fathers are examined, it can be observed that 1 (1,4%) is not literate, 32 (43,2%) are primary school graduate, 23 (31,1%) are middle school graduate, 10 (13,5%) are high school graduate and 8 (10,8%) are university graduate.

Table 6. The Distribution of the Prospective Teachers in Study Group According to Periodicals They Follow

		f	%
Followed Periodical	No	26	35.1
	Newspaper-Printed	8	10.8
	Newspaper-Internet	24	32.4
	Magazine	16	21.6
	Total	74	100.0

In Table 6, after the periodicals that the prospective teachers follow are examined, 26 (35,1%) of them do not follow any periodical, 8 (10,8%) read printed newspaper, 24 (32,4%) read news online, and 16 (21,6%) follow magazines.

2.3. Collection of Data

In the study, it is demanded to explain the metaphors by resembling the desired concepts, phenomena or events to other concepts, phenomena or events, and thus the metaphors are decided. The information is derived from one of the most common methods survey (Balçı, 1989). To decide the metaphors of the prospective teachers in the research about the counsellor teachers in communication and to learn how they predict the profession of counsellor teaching in communication, we used semi-structured form. In this context, to decide what metaphors the prospective teachers relate the counsellor teacher in communication, they are asked to complete the statement "Counselor teachers in communication are like.....". Afterwards, the prospective teachers are asked to complete a detailed section starting with

“Because.....” to explain the metaphor that they relate the counsellor teacher in communication. The primary purpose of using such an approach is to accept the forms that the prospective teachers fill with their handwritings as documents and to use these forms as the primary data collection tool in the research. In the development process of the form, five instructors (that work in the field of educational sciences) who are experts in their fields are consulted. After the necessary corrections are applied according to the expert opinion, the semi-structured forms in their final form are applied to the prospective teachers.

2.4. Analysis of the Data

In the analysis of the research data, the steps of the metaphor analysis process that's suggested by Saban (2008) is used. The frequency analysis for the teachers using the same metaphor are also carried out. Tavşancıl and Aslan (2001) state that the frequency analysis shows the appearance of the units quantitatively; with the frequency analysis, a classification according to frequency, and to comment about the importance and degree of influence of the elements is possible.

By arranging the metaphors developed by the prospective teachers in alphabetical order, we inspected if the prospective teachers mentioned a particular metaphor in their surveys or not. Every metaphor developed by the prospective teachers are coded; the papers that do not include any metaphorical image and empty papers, or the papers that mention personal thoughts or a metaphorical image but do not provide any reason or logical support related to that metaphor are sorted out. A paper, based on this evidence, are sorted out; and after the sorting out of weakly-structured papers, a total of 64 valid metaphors are derived. All the metaphors are reviewed afterwards, and an “example metaphor expression” is chosen from every composition representing each metaphor. Thus, for each of 64 metaphors, participant metaphor images that are thought to represent each of them are derived. This “example metaphor list”, enabled the metaphors to be listed under a particular category. These categories are prepared to serve two primary purposes. These purposes are to be used as a reference guide and to validate the data analysis process and interpretation of this research.

Based on the “example metaphor list” about 64 metaphors, how every metaphor image conceptualises the counsellor teachers in communication are examined. Every metaphor produced by the prospective teachers is analysed with regards to their topic, source and the relation between the source and the topic. After that, every metaphorical image is related to the steps in Maslow's hierarchy of needs (e.g. “physiological needs, trust” etc.) in the perspective of the counsellor teachers in communication; and five main conceptual categories are established. In establishing the validity and reliability of the research; the fact that the data was reported in detail and that how the researcher got to the conclusion is clarified, is an essential criterion in qualitative research (Yıldırım ve Şimşek, 2005). Following this research, to ensure the validity of the research results, data analysis process (mainly how these five categories are derived) and an example metaphor image, that is thought to represent the each of 64 metaphors the best, are derived and thus two crucial processes are completed. The experts are asked to match the example metaphor list with the conceptual metaphor list without leaving any metaphors outside, using Miles, and Huberman's reliability formula [(Reliability = Agreement / (Agreement + Disagreement)] 93% of agreement (reliability) is reached in the reliability work. After deciding mental images and categories, frequencies (f) and percents (%) related to 64 metaphors and five categories are calculated and presented as tables. Whether five conceptual categories decided and the features of prospective teachers show a meaningful difference from each other or not is shown with the Chi-squared test χ^2 .

3. RESULTS

The results, about the metaphorical perceptions of the prospective teachers according to the counsellor teaching in communication, are displayed. According to the results of the research, the prospective teachers produced 64 valid metaphors related to the concept of counsellor teacher in communication. The frequencies (f) and the per cent (%) of the metaphors that prospective teachers participated in the research developed are displayed in Table 7.

3.1. Metaphors Related to Counselor Teacher in Communication

The prospective teachers are primarily asked about what they relate to the counsellor teacher in communication, and they are also asked to provide their reasons. At this point, the metaphorical findings of the counsellor teacher in communication that the prospective teachers relate are given in Table 7.

Table 7. Frequency (f) and Percent (%) Values Formed of the Prospective Teachers' Concept of Counselor Teacher in Communication

Category	Metaphors	Frequency (f)	Per cent (%)	Number of Metaphors
Physiological Needs	Fruit Tree(1)	1	1.56	1
The Need for Safety	Friend (1), Trainer (1), Tool (1), Mother (1), Childhood Friend (1), Ticket Salesman at Bus Terminal (1), Gardener (1), Way Station (1), Doctor (1), Sun (1), Diary (1), Light (1), Captain (1), The Man that Unlocks the Cage (1), Navigation (1), The One that Teaches the Game (1), Compass (2), Bridge (1), Signboard (2), Head of the Train (1)	22	34,38	20
The Need to Belong - Love - Be Loved	Pathfinder (3), Leader (1), Path (1), The Stone that the River Can't Carry (1), Repairman/Technician (1), The Material that Prevents Echoing in Gym (1), Dictionary (1), Pilot (1), Compass (1), Elastic Hair Band (1), Captain (1), Bird-sitter that Keeps the Birds Flying (1), Guide (1), Ant (1), Light (1), Treasure (1), Ship (1), Night Light (1), Lighthouse (1), Sky's Reflection of Its Own Color on the Sea (1), The Father Listening to His Children's Troubles (1), Tree(2), Light (1)	26	40.62	23
The Need of Esteem-Respectability	Bridge (1), Craftsman (1), Sound Recording Device (1), Lantern (1), A Good Listener (1), Mirror (1)	6	9.38	6
The Need to Know-Understand	Mirror (2), Guide (1), Photosynthesis (1), Lamp in the Night's Darkness (1), The One that Opens the Gift Box (1), Healing Herb (1), Coach, (1), Cookbook (1)	9	14.06	8
The Need for Aesthetics	-	-	-	-
Total		64		58

If Table 7 is examined, one can see that *the Need to Belong - Love - Be Loved* category ($f=26$; 40,62%) is the category with most metaphors expressed by the prospective teachers. This category is followed by categories *the Need for Safety* ($f=22$; 34,38%), *the Need to Know-Understand* ($f=9$; 14,06%), and *the Need of Esteem-Respectability* ($f=6$; 9,38%) in the number of metaphors. Nevertheless, the category with the least number of metaphors is *Physiological Needs* ($f=1$; 1,56%). Besides, some of the metaphors also can be displayed under more than one category. These are; Light (*Safety; the Need to Belong - Love - Be Loved*), Bridge (*Safety; The Need of Esteem-Respectability*), Tree (*Physiological; the Need to Belong - Love - Be Loved*), Mirror (*The Need of Esteem-Respectability; The Need to Know-Understand*), Captain (*Safety; the Need to Belong - Love - Be Loved*), Compass (*Safety, the Need to Belong - Love - Be Loved*), Night Light (*the Need to Belong - Love - Be Loved, the Need to Know-Understand*), Lantern (*the Need to Belong - Love - Be Loved, the Need of Esteem-Respectability*)

The categories mentioned above, what metaphors they are formed of and the direct quotes from the participants' statements related to these metaphors are specified below.

Category 1. Physiological Needs

If this category is examined, it can be seen that the prospective teachers are formed a single metaphor related to the counsellor teacher in communication. It is assumed that this metaphor that is produced to the most basic need can be taken. After inspecting Table 7, it can be seen that one metaphor, *Fruit Tree (1)* is produced representing this category. This metaphor is found in 1.56% ratio. Below, the participant's statement of each metaphor is sampled (Figure 1).

Category 1. Physiological Needs



Figure 1. Category 1. Physiological Needs

E20: Counselor Teacher in Communication is like a fruit tree. Because it takes water, takes oxygen and gives fruits.”

Category 2. Safety Needs

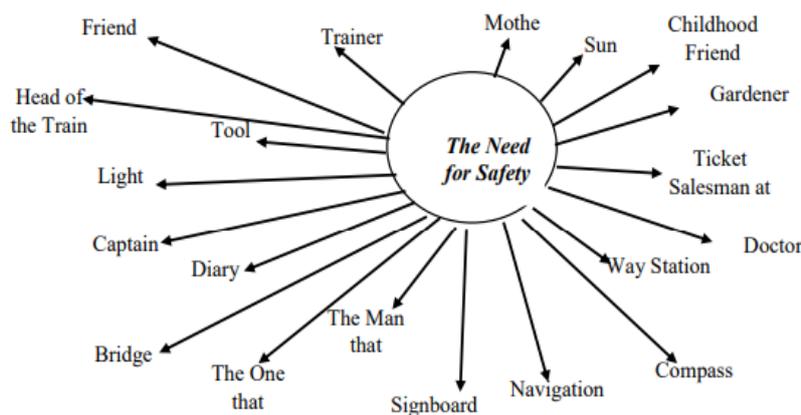


Figure 2. Category 2. Safety Needs

If this category is analysed, the prospective teachers imagined counsellor teacher in communication as a trustful person in their conscience and over that conscience, they developed some metaphors. The common point of these metaphors developed is to trust in using this information and comprehended according to individual people and objects. Thus, it is thought that these metaphors can be gathered under *the Need for Safety* category. If Table 7 is reviewed, it can be seen that the metaphors representing this category are Friend (1), Trainer (1), Tool (1), Mother (1), Childhood Friend (1), Ticket Salesman at Bus Terminal (1), Gardener (2), Way Station (1), Doctor (1), Sun (1), Diary (1), Light (1), Captain (1), The Man that Unlocks the Cage (1), Navigation (1), The One that Teaches the Game (1), Compass (2), Bridge (1), Signboard (2), Head of the Train (1). It is found that these metaphors are developed by 22 people, and its ratio to all the metaphors developed in every category is 34,38%. Gardener, Compass and Signboard ($f=2$, 3.13%) are the most produced metaphors, and the other metaphors are produced once. There are examples from the statements of the participants below.

E12: It is like a mother who takes care of her house. Because a counsellor teacher listens to the problems, finds them, finds the trouble of communicating like a mother finding out that her son is depressed from his actions, and seeks ways to solve it.”

E16: Counselor Teacher in Communication is like a trainer. Because he or she manages the health of that institution, conservation of it, it is useless if this foundation is shaken, no matter how good the communication is.

E26: Counselor Teacher in Communication is like a compass. Because the counsellor teacher is the best one to understand your troubles that you do not even tell your family, is like a guide.

Category 3. The Need to Belong - Love - Be Loved



Figure 3. Category 3. The Need to Belong - Love - Be Loved

If this category is analysed, the prospective teachers imagined counsellor teacher in communication with the Need to Belong - Love - Be Loved in their conscience and over that conscience, they developed some metaphors. Those metaphors are expressed perceptibly, and when their statements are investigated carefully, this group stayed in foreground in the sense of belonging and it is decided to list them under this category. If Table 7 is reviewed, it can be seen that the metaphors representing this category are Pathfinder (4), Leader (1), Path (1), The Stone that the River Can't Carry (1), Repairman/Technician (1), The Material that Prevents Echoing in Gym (1), Dictionary (1), Pilot (1), Compass (1), Elastic Hair Band (1), Captain (2), Bird-sitter that Keeps the Birds Flying (1), Guide (1), Ant (1), Light (4), Treasure (1), Ship (1), Night Light (1), Lighthouse (1), Sky's Reflection of Its Own Color on the Sea (1). It is found that these metaphors are developed by 26 people, and its ratio to all the metaphors developed in every category is 40,62%. Pathfinder ($f=3$, 4,69%) is the most produced metaphor, and the other metaphors are produced once or twice. There are examples from the statements of the participants below.

E40: Counselor Teacher in Communication is like a pathfinder. Because when the relations are not going positively, he or she is like a pathfinder guide for preventing that communication from breaking.

E8: Counselor Teacher in Communication is like a parent. He or she listens to the person's troubles, understands the person deeply. He or she offers ways to solve these troubles.

E48: Counselor Teacher in Communication is like a ship. Because the counsellor teacher is the one to help to solve people's problems, troubles, he or she is the one that saves the person from troubles and tries to lead him the other way. A ship is a tool to take people from one port to another.

Category 4. The Need of Esteem-Respectability



Figure 4. Category 4. The Need of Esteem-Respectability

If this category is analysed, the prospective teachers imagined counsellor teacher in communication with the Need of Esteem-Respectability in their conscience and over that conscience, they developed some metaphors. When the metaphors and their explanations are examined, since the participants included statements about esteem, they are decided to be listed under this category. If Table 7 is reviewed, it can be seen that the metaphors representing this category are Bridge (1), Craftsman (1), Sound Recording Device (1), Lantern (1), A Good Listener (1), Mirror (1). It is found that these metaphors are developed by six people, and its ratio to all the metaphors developed in every category is 9.38%. It can be seen that all of the metaphors in this category are produced only once. There are examples from the statements of the participants below.

E15: Counselor Teacher in Communication is like a bridge. Because the counsellor teacher adds the person the ability of self-expression, the person communicates to other people in this way, in other words, the counsellor teacher works as a bridge for the person to get in touch with the other people.

E60: Counselor Teacher in Communication is like a craftsman. Because the job of the counsellor teacher is the relation of human to human, counsellor teacher in communication should be master in his or her job. He or she should know how to craft people in the right way. They should understand the good-crafted person.

E25: Counselor Teacher in Communication is like a good listener. Because listening is essential in communication, however, this listening should be active listening. When a person feels that he or she is being listened, his or her desire to open self will increase. Thus, a counsellor-teacher should be an active listener at first.

Category 5. The Need to Know-Understand

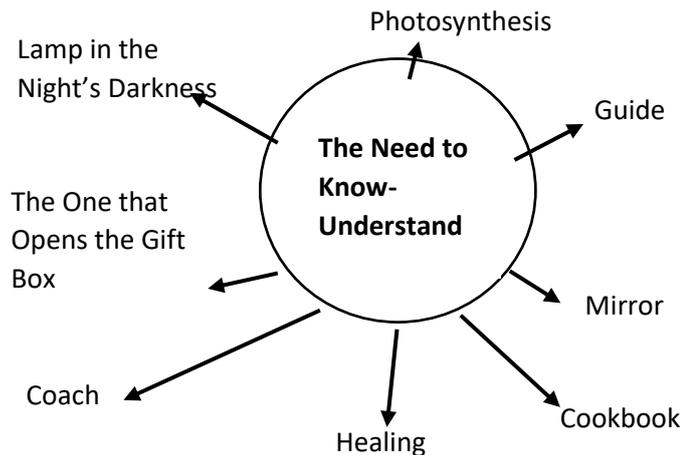


Figure 5. Category 5. The Need to Know-Understand

If this category is analysed, the prospective teachers imagined counsellor teacher in communication with the Need to Know-Understand in their conscience and over that conscience, they developed some metaphors. When the metaphors and their explanations are examined, since the participants included statements about learning and expressing themselves, they are decided to be listed under this category. If Table 7 is reviewed, it can be seen that the metaphors representing this category are Mirror (2), Guide (1), Photosynthesis (1), Lamp in the Night's Darkness (1), The One that Opens the Gift Box (1), Healing Herb (1), Coach, (1), Cookbook (1). It is found that these metaphors are developed by nine people, and its ratio to all the metaphors developed in every category is 14.06%. Pathfinder ($f=2$, 3.13%) is the most produced metaphor, and the other metaphors are produced once or twice. There are examples from the statements of the participants below.

E61: Counsellor Teacher in Communication is like a mirror. Because he or she enables the person to recognise his or her thoughts, realise himself or herself, and he or she is the best person to do it because of having practical communication abilities.

E64: Counsellor Teacher in Communication is like someone that opens the gift box. Because like how a gift box presents things unexpected and full of surprises to us, a counsellor teacher in communication has the duty the unravel a person like this gift box, uncover the unknown sides of the person. Because the counselling process will be healthier in this way. Accomplishing this, he or she uses some methods (psychological tests, methods outside test or methods based upon self-explaining etc.)

E39: Counselor Teacher in Communication is like a healing herb. Because we understand the emotions, thoughts and moods of those, who consult us and help them.

Category 6. The Need for Aesthetics

There are not any metaphors suitable for this category.

Whether there is a meaningful relationship between the features that the prospective teachers have, and the steps in Maslow's hierarchy of needs are examined with the Chi-squared test. Categories about gender, the school graduated from, the place that the family lives, mother's educational background, father's educational background, reading book, periodicals followed are examined one by one and by pairs and the relationship between them are inspected. There are meaningful relationships between gender and safety (Chi-squared=17,514, $sd=1$, $p=0,000$); school graduated and the need of esteem-respectability (Chi-squared=205,135, $sd=7$, $p=0,000$); mother's educational background and the need of esteem-respectability (Chi-squared=99,108, $sd=4$, $p=0,000$); father's educational background and the need of esteem-respectability (Chi-squared=42,018, $sd=4$, $p=0,000$); reading book and the need to know-understand (Chi-squared=19,081, $sd=3$, $p=0,000$). Some of the features of the prospective teachers do not change according to the steps in Maslow's hierarchy of needs.

4. DISCUSSION

In this research, the perceptions of the prospective teachers related to the counsellor teacher in communication are inspected via metaphorical analysis. The metaphors that the prospective teachers produce are inspected, and they are categorised according to the steps of Maslow's hierarchy of needs. Thereby, in this research, it is found out that the prospective teachers express their perceptions of counsellor teachers in communication with many different metaphors. Metaphors, in addition to identifying a phenomenon, also allow to encircle it (Weade and Ernst,1990).

* The points that are gathered from the findings of the research are discussed with the researches about this topic.

The fact that there is one person in the step of physiological needs is an important indicator. According to Maslow, there are water, food, heating up, and sexuality are among the physiological needs. Since these needs are met, there might be no metaphors produced in this step. If we pay attention to Kohlberg's thoughts, which explains the moral development, we see three stages, namely pre-conventional, conventional and post-conventional stages. If we inspect the general structure of our society, since we are in the countries that are thought to be in the first two stages; in a society that the conventionalism occurred intensively, pressures are felt in religious sense, chastity is only tied to woman sexuality; individuals are sensing this pressure in an intensive way. The need of sexuality among these needs may differ from the others. Although it is not taking place since social oppression, family structure, effect of the culture; it might be taking place by dreaming.

According to Maslow, it is stated as the needs of safety, stability, health, accommodation, money, job, protecting from psychological dangers (Atkinson and Tomley, Tran. Lakşe, 2012). At the same time, in order to be protected from the external factors, it means to want a place to shelter, a warm house, a place to lie and rest; thus it means for the person to feel safe in such an environment and feel trust. Having money, having a job, being healthy in addition to those might be useful in having confidence against the world. Also, having those steadily is essential. The person's feeling of trust to others is related to self-confidence feeling. It can be stated that the fact that the safety need is in the foreground is because the majority in the research group is of females, and they might feel insecure in legal and social aspects.

According to Maslow, those needs are social needs. Being accepted by people, being adopted, loving and being loved, belonging to a group, gaining social status in that group or society etc. (Atkinson and Tomley, Tran. Lakşe, 2012). An individual primarily wants to gain it in family, in friend group and society, step by step. In a situation where these needs are not fulfilled, the individual might feel loneliness, might drive to despair or might become alienated to self or the environment. The individual who does not feel self-confident might have trouble in fulfilling the need of belonging, loving or being loved. As a result of all, he or she might end up in depression, experience emotional or behavioural disorders. We might also explain this need with the problem experienced in Erikson's trust versus mistrust (ages 0-1) period. According to Erikson, if the intended is a baby, it increases his or her sense of trust considerably. If the baby is breastfed enough (if there are no problems like obligingly breastfeeding, breastfeeding little or no breastfeeding), is shown affection enough, cleaned bottom when needed (if not bothering by cleaning more than needed or leaving dirty for a long time) the baby will have the thought that *"I am a wanted baby, I can trust myself"*. Do you have this kind of a baby? How does it feel to be a wanted/unwanted baby? If the answers to those questions are like: "We did not want it, but he/she was born. God has given him/her. There is nothing to do about it; it happened. My spouse wanted it. My family wanted it. To protect the family union. Etc." it is assumed that the fact that the individual grows knowing all these might affect both self-confidence of the individual and his/her feeling of trust for the others adversely. These feelings might affect loving people, creating a shared living space with them, a process of creating the unique relations needed negatively. In the field of education, the emergence of the need for esteem-respectability is a natural process. Since it supports the level of education both in itself and in gaining status in the social structure, it can be stated that the prospective teachers pay attention to this need.

According to Maslow, in need of esteem-respectability; the individual wants to be appreciated, gain success and status. The essential way of gaining status is an education suitable for the individual and presumedly a job at the end of this education. At the end of both, the money earned completed the social status. If these feelings are not fulfilled, a status that is respected by the society is not gained, there might be an inferiority complex developing in the individual, he/she might feel invaluable and develop complexes.

According to Maslow, the need for self-actualisation must be examined in two phases. The first need is a cognitive need; according to Maslow in this level of need, the individual wants to understand and know what is happening both in self and in the environment. Human beings wonder about everything. The individual starts to explore to satisfy his/her curiosity, and this exploration maybe leads him/her to reach information. To satisfy this need, the individual has to need learning. The need for learning can take place by inner motivation. From time to time, in developing an external motivation, there is a need for the inner motivation to come into action. The meaningful relationship between reading book and the need for knowing/understanding might have importance on both personal and personal competency of the prospective teachers. The second is the need for aesthetics; according to Maslow, in this step, there is understanding art, enjoying it and the person's using his/her creativity. If art is not considered essential, necessary in the society, if perceptions of art changes in time if the art occurs in undeveloped versions; the need for aesthetics becomes unnecessary. After these needs in all these stages are fulfilled, the individual is expected to self-actualise with positive life experiences. The environment of residence, the family structures, the socio-economical situation that the country is in, the reading levels and the lower age averages for the development of the sense of aesthetics and art; might have made the metaphor production in the development of aesthetic understanding harder.

5. CONCLUSION

Considering the age characteristics of this workgroup has; it might be useful in the fact that the fulfilment of the need for self-actualisation became harder. Self-actualisation is a reality that might be fulfilled over time.

We can regard the university students as an elite level of society. Alternatively, we hope so. They read more, listen to the music of better quality, are considered as a more marginal class; they are the sub-culture of society. They carry an anarchist soul to some extent.

There are individualistic and collectivist societies according to social psychology. The Turkish nation has a collectivist culture. In the metaphors of the individuals, the effects of this approach can be seen. Collectivist societies might be useful in meeting the most basic needs because of the situations like being together, acting together in specific issues about negative interactions. Like hunger and thirst. However, they act an obstructive role in meeting one of the basic needs, the need for sexuality (community pressure, sense of decency, the concepts of disgrace, sin, etc.).

It is seen that the individuals in the research are emphasising family in the contents of metaphors. The behaviours of mother and father are useful in leading our lives, in our decisions and lives. The quality of the interaction in the family might affect the need of individuals positively or negatively. In families with a positive attitude, warm, affectionate, esteem-based relations are formed; in families with a negative attitude, there are anxious, contested, stormy relations are developed. The fact that the educational background of the students is found as meaningful relations in the aspect of esteem might be an indicator of this.

Both in the educational institutions and the other organisational institutions, the production and success should increase; and happy and healthy individuals should be found to get to the targeted efficiency. Happy and healthy individuals are the ones that their needs are fulfilled and self-developed. The satisfaction of the needs is primarily tied to determining of them correctly. Thus, studies like this can be applied in every field.

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