

Received: May 15, 2023

Accepted: June 9, 2023

<http://dergipark.org.tr/rep>

Research Article

e-ISSN: 2602-3733

Copyright © 2023

June 2023 • 7(1) • 127-148

<https://doi.org/10.54535/rep.1297414>

Analysis of Parents' Metaphors Regarding the Concepts of Mother, Father, Child and Individual in Terms of Parental Involvement

Özgür Bolat¹

Final International University

Banu Abbasoğlu²

Bahçeşehir University

Abstract

The present study explores parents' mental images and understandings of the concepts of "child," "individual," "mother," and "father" through metaphor analysis. The primary objective of this study is to uncover parents' implicit attitudes about these concepts in order to contribute to parental involvement initiatives undertaken by school leaders. The research was conducted with 174 parents. The metaphors were evaluated using content analysis method. A total of 468 codes were evaluated based on 10 themes, and the findings were interpreted in terms of parental involvement. The study presents several significant findings. Parents generated fewer metaphors for the concept of "individual" compared to "child," possibly influenced by collectivist tendencies. Both autonomy-enhancing and controlling parenting tendencies were revealed about parents' attitudes. Metaphors that reflect controlling tendencies downplay individuals' unique traits, reflecting the emphasis on community needs in collectivist societies. Metaphors related to motherhood emphasize nurturance and sacredness, while those related to fatherhood highlight protection and guidance, aligning with cultural gender roles. There is less emphasis on the loving aspect of parenting. Overall, these findings can be utilized by educational leaders and researchers working in similar domains, providing valuable insights into parental perspectives and contributing to the enhancement of parental involvement practices.

Key Words

Parental involvement • School leadership • Principal • Metaphor analysis

¹ **Correspondence to:** Final International University, Faculty of Education, Türkiye. E-mail: ozgurbolat@gmail.com
ORCID: 0000-0003-4420-1368

² Bahçeşehir University, Türkiye. E-mail: banu-abbasoglu@hotmail.com **ORCID:** 0000-0003-2647-3351

Citation: Bolat, Ö. & Abbasoğlu, B. (2023). Analysis of parents' metaphors regarding the concepts of mother, father, child and individual in terms of parental involvement *Research on Education and Psychology (REP)*, 127-148.

The most significant factor enabling the cognitive, emotional, or social development of children is the family culture within which the child grows, the second largest factor being the environment. In this context, according to Bronfenbrenner's ecological system theory, the school culture is an important ecological system that influences the child (Ryan, 2001). Children are obliged to navigate between two worlds with different cultures (Walker & Hoover-Dempsey, 2013). Children who struggle with transitions between these two worlds and fail to regulate their behavior experience issues with discipline and academic achievement (Gregory et al., 2010). For instance, when the language, culture, or knowledge content of these two worlds do not align, children may have academic and behavioral problems and can lose learning opportunities. Therefore, the participation of the family in the child's educational process will facilitate the child's management of these two different worlds, enhancing academic, social, and emotional adjustment (Walker & Hoover-Dempsey, 2013). Furthermore, as family participation increases, the teacher tends to pay more attention to the child of the participating family (Epstein, 1983), and in this case, the child is supported by both the teacher and the family. Therefore, "parental involvement" needs to be supported and enabled by educational leaders and teachers for student improvement.

Parental involvement is a multidimensional concept (Grolnick & Pomerantz, 2022). In the pioneering study by Epstein (1992), six different types of parental involvement were proposed: parenting, communication, volunteering, learning at home, decision making, and community connections. This framework has been widely referenced in later research. However, the definition most commonly used in research is the one proposed by Grolnick and Slowiaczek (1994): the family's dedication of resources to the child's academic life in terms of time, money, and energy. In a comprehensive meta-analysis study, Barger et al. (2019) defined parental involvement in four different categories: (1) discussion and encouragement, (2) cognitive-intellectual involvement, (3) homework involvement, and (4) home undifferentiated. Parental involvement could be both home-focused and school-focused.

Parental involvement has a positive impact on all stakeholders in education, especially students. There is a positive relationship between parental involvement and children's academic success, school adjustment, and motivation (Fan & Chen, 2001). In a meta-analysis conducted by Jeynes (2005), a high correlation was found between parental involvement and academic achievement. Recent research has confirmed this finding. For instance, according to a longitudinal study by Wang and Sheikh-Khalil (2014), as parental involvement increases, student success, graduation, and the rate of college attendance increase. Again, in a meta-analysis conducted by Castro et al. (2015), a similar result was found: as parental involvement increases, academic achievement increases. Parental involvement not only affects success, but also emotional and social development. High levels of parental involvement reduce children's behavioral and emotional problems (Flouri et al., 2015).

Parental involvement provides many positive contributions to children, but what matters is not the quantity but the type of quality of parental support. For example, homework support does not always increase academic achievement. When the family supports the child's autonomy in helping with homework, parental involvement contributes positively (Dumont et al., 2014; Moroni Dumont et al., 2015). However, when the family provides homework support in a controlling style, the family's contribution negatively affects the child (Patall et al., 2008). Therefore, parental involvement should be evaluated from two perspectives as proposed by Self-Determination

Theory: autonomy-supportive or controlling style (Deci & Ryan, 2012). Supporting autonomy is defined as supporting the child's initiative-taking and decision-making capacity (Ryan et al., 2006). A controlling style is defined as the family's interference with the child's psychological world (Ryan, 1982).

There is a high correlation between autonomy-supportive family attitudes and parental involvement (Grolnick & Ryan, 1989). According to Grolnick and Slowiaczek (1994), families that support autonomy value their children's individuality and independence, and understand their children's academic needs and communicate more with their teachers accordingly. According to research by Pomerantz et al., (2007), parents who support autonomy are both more involved in their children's activities and communicate more with school staff. Mothers who support their children's autonomy are more interested in their education (Joussemet, Landry, & Koestner, 2008). On the other hand, controlling families show less involvement in their children's education because they value the child's compliance with their own wishes and obedience more than the child's development (Grolnick et al., 1997). When parents support autonomy, parental involvement contributes positively to the child's success because the child's self-regulation skills are improved. Therefore, one of the important goals of school leaders should be to increase parental involvement (Epstein, 1987). For this, they should first examine the parenting attitude of parents. Whether parents have an autonomy-supporting or controlling style should be explored by school leaders and parental involvement interventions should be designed accordingly. They can do this with a direct measurement method, but people do not have direct access to their attitudes (Lakoff & Johnson, 1980). Therefore, metaphor analysis is a valid method to explore the implicit attitudes of parents. The aim of this study is to explore the attitudes of parents through metaphor analysis, which is the first step to support parental involvement.

The word metaphor (mental image/figure of speech) is defined by the Turkish Language Institution as "using a word or concept in a new way that is different than its accepted meaning" (TDK, 2015). The root of the word metaphor is based on the Greek word "Metapherein". Meta means "change" and pherein means "bearing" (Levine, 2005). Therefore, metaphors provide changes in thought patterns by transforming known concepts into new understandings. Recently, more studies use the metaphor analysis in education and social sciences.

Metaphors are powerful tools through which people make sense of complex ideas and abstract concepts (Lakoff & Johnson, 1980). Through metaphors, researchers make concepts more understandable (Ritchey, 2018). Metaphors are also an effective tool in the concretization of complex concepts, the production and transfer of new information (Schoemaker et al., 2020; Landau et al., 2018). Metaphors are also used to express difficult emotions (Ortony & Fainsilber, 1987). In addition, they are used to convey sub-meanings in communication (Thibodeau et al., 2019). In education, metaphors are frequently used to describe people's perceptions (Hacıfazlıoğlu, Karadeniz, & Dalgıç, 2011).

In Turkey in the field of education, the concepts of "technology leadership" (Karadeniz et al., 2011), "teacher" (Aslan, 2013), (Pektaş & Kıldan, 2009), "student" (Saban, 2009), "school" (Saban, 2008a), "school manager" (Zembat, Tunceli, & Akşin, 2015), (Şahin & Tüzel, 2014); "knowledge" (Saban, 2008b), "internet" (Saban, 2010), "education" (Altun & Apaydın, 2013), "parent" (Çakmak et al., 2014), "distance education" (Demirbilek, 2021; Karacaoğlu & Karakuş, 2021), "Covid-19" (Arı & Arslan, 2020), "sport club" (Kurtipek, 2019), and "corona-virus"

(Aksu & Saatçi, 2020) have been analyzed using a metaphor analysis approach. Although there are many studies focusing on the concepts of "teacher, student, principal, parent, education, and school", no study has been found that aims to explore parents' metaphors including the concepts of "child, mother, father, and individual" together, except for the studies conducted by Kıldan et al. (2013), Kuyucu et al. (2013), Pesen (2015) and Demirbaş (2015). In addition, only one study (Pesen, 2015) has been found that reveals the perceptions of parents related to the concept of the "child". However, discovering the thoughts of parents regarding the concepts of "child, individual, mother, father" through a metaphor analysis method can give important insights about the attitudes they have towards children. In the present research, parents' metaphors in relation to the concepts of "child, individual, mother, father" are explored. The findings can be utilized by educational leaders and researchers providing valuable insights into parental perspectives and contributing to the enhancement of parental involvement practices.

Method

Research Model

The present research aims to explore the mental perceptions and understandings of primary school parents related to the concepts of "mother", "father", "child", and "individual" through metaphor analysis. "Phenomenology," one of the qualitative research designs, has been utilized. The phenomenological design aims to understand the objective and subjective thought patterns of individuals (Creswell, 2013) as well as the phenomena that are known by individuals, but not deeply and comprehensively understood (Yıldırım & Şimşek, 2016). Although people generally have knowledge about the concepts of "mother", "father", "child", and "individual", this method has been chosen because it allows for the discovery of parents' implicit thought patterns. In this context, our research questions are as follows:

- a) What are the metaphors that primary school parents have regarding the concept of "mother"?
- b) What are the metaphors that primary school parents have regarding the concept of "father"?
- c) What are the metaphors that primary school parents have regarding the concept of "child"?
- d) What are the metaphors that primary school parents have regarding the concept of "individual"?
- e) Under which conceptual categories can the identified metaphors be grouped in terms of common characteristics?

Study Group

The present research was conducted with 192 parents who voluntarily participated in a study at a public primary school in the city center of Yalova during the 2022-2023 academic year. Of these parents, 97 (50.5%) were women and 95 (49.4%) were men. However, after eliminating 18 forms that were not suitable for a metaphorical analysis or were incomplete, data analysis was performed on 174 participants. A convenience sampling method has been chosen. This sampling method brings speed and practicality to the research (Bryman, 2016) because in this method, the researcher selects a situation that is close and easily accessible (Etikan et al., 2016; Yıldırım & Şimşek, 2016). Demographic variables of the participating parents are shown in Table 1.

Table 1

Frequency and Percentage Distribution by Parents' Demographic Variables

Demographic Variables	Qualifications	Frequency (f)	Percentage (%)
Gender	Female	88	50.57
	Male	86	49.43
Age	25-29	9	5.17
	30-34	33	18.96
	35-39	53	30.45
	40-44	51	29.31
	45-49	19	10.91
	50-above	9	5.17
Education Status	Literate	1	0.57
	Primary School	19	10.91
	Secondary School	27	15.51
	High School	59	33.90
	Undergraduate	39	22.41
	Two-Year College	22	12.64
	Master	6	3.44
PhD	1	0.57	
Total		174	100

Measurement Tools

In the present research, the metaphor analysis method was employed to explore parents' perceptions. Previous studies on this method (Karadeniz et al., 2011; Aslan, 2013; Pektaş & Kıldan, 2009; Saban, 2009; Saban, 2008a; Zembat et al., Akşin, 2015; Şahin & Tüzel, 2014; Saban, 2008b; Saban, 2010; Altun & Apaydın, 2013; Çakmak et al., 2014) were examined. A question form was prepared, similar to the tools used in these studies, which included sentences such as ".....is like, because....." to explore metaphors related to "mother", "father", "child", and "individual" concepts. Before the application of the question form, a pilot study was carried out with a group of three parents not participating in the study to test the comprehensibility of the questions. As per research ethics, participants and the school administration were in-formed before the study and consent forms were prepared and were signed by the participants. To reveal the mental images that the participating parents have related to these concepts, data were collected from each of them with the following question pattern. Participants were asked to complete the sentences "A child/an individual/a mother/a father is like..... because....." within a given time of 20 minutes. For this purpose, parents were given a blank sheet of paper with these phrases, and they were asked to express their thoughts by using these phrases and focusing only on a single mental image (or metaphor). The forms filled out in the parents' handwriting served as the primary data source.

Data Analysis

A content analysis technique was employed to analyze the data (Schreier, 2012). The main goal of content analysis was to systematically analyze and interpret the data to uncover general themes among the metaphors in a

way that is comprehensible to the reader (Yıldırım & Şimşek, 2016; Krippendorff, 2018). Data analysis was carried out in four stages.

Screening and coding: Forms that lacked metaphors, were incomplete, or contained meaning-less sentences were excluded from the research. As a result of all these situations, 18 forms were excluded from the data analysis. After the elimination of 18 forms, the study continued with 174 research forms. Each form was assigned a number (K1, K2,K174). The metaphors provided by each participant were independently coded by two researchers. Through discussion, a consensus was reached on the coding. A sample category list was prepared based on the agreed categories, and the coding was performed for the second time.

Category development: At this stage, metaphors produced by 174 parents were examined in terms of their common features. Again, metaphors were categorized independently by two re-searchers, based on their shared features. Through discussion, an agreement was reached on the categories. Based on the agreed categories, a sample category list was prepared and coding was carried for the second time. A total of 2 conceptual categories were derived for the child and individual concepts, and 8 conceptual categories were identified for the mother and father concepts.

Validity and reliability: In this study, the validity was established by providing a comprehensive description of the data collection and analysis processes. The originality of the research was maintained, and direct quotes were utilized without disclosing the participants' identities (Yıldırım & Şimşek, 2016; Merriam, 2009). Reliability was ensured through a consistency check (Lincoln & Guba, 1985). The metaphors were presented to the participants, and their confirmation of the findings was obtained through face-to-face interviews with two participants (Yıldırım & Şimşek, 2016; Creswell & Miller, 2000).

Interpretation based on the generated metaphors: Based on the general findings of the research, 88 valid metaphors related to the concept of "mother" were generated by mothers; 86 valid metaphors related to the concept of "father" were generated by fathers; parents generated 165 valid metaphors related to the concept of "child" and 129 valid metaphors related to the concept of "individual".

In summary, the research design focused on ensuring both the validity and reliability of the study. The use of content analysis facilitated a comprehensive understanding of the metaphorical representations of parents regarding the concepts of "mother," "father," "child," and "individual." The coding, screening, and categorization of metaphors enabled a systematic analysis of the data, while the steps taken throughout the research process ensured the quality and trustworthiness of the study. The coding and interpretation of these metaphors are discussed in detail below.

Findings

This section presents the findings and analysis of the metaphors used by parents in relation to the concepts of "child, individual, mother, father." The findings are presented in tables and interpreted based on the research questions.

Metaphors in relation the concepts of "child" and "individual"

A total of 165 metaphors were produced for "child" and 129 for the concept of "individual". The metaphors were analyzed in terms of autonomy-enhancing and controlling parental style. The metaphors produced for the concepts of "child" and "individual" are presented in Table 2.

Table 2

Metaphors in Relation the Concepts of "Child" and "Individual"

Category	Metaphors for child	Metaphors for individual
Autonomy-Enhancing	Future (10), Blessing (2), Trust (2), Symbol of immortality (1), Reason for existence (4), Hope (1), Foundation (1), Rising sun (1), Source of happiness (6), Source of life (4), Joy of the home (3), Love (1), Joy (1), Meaning of life (1), Canary (1), Sweetness (2), Smiling face (1), My sunshine (1), Bundle of love (1), Birdsong (1), Treasure (3), Gem (2), Wealth (1), Diamond (1), Gift (4), Diamond (3), Heaven (1), Most beautiful story of life (1), Apple of the eye (1), Life (1), Rosebud (1), Everything to me (2), Angel (1), Water (2), Soul (3), Fragrant flower (1), Breath (7), Flower (14), Flower seed (1), Earth (5), Tree seed (1), Fruit (2), Sapling (5), Sprout from the earth (2), Bird (1), Kitten (1), Rose (1), Seed (5), Baby bird (1), Light (1), Sky (1), Star (2), Educational (1), World (1), Rainbow (1), Colorful flower (1), Compass (1), Dream (2), Flowing river (1)	Tree (6), Picture of the future (1), Future of the country (1), Sapling (3), Oxygen (1), Sun (1), Light (1), Family (4), Community (3), Plane tree (5), Infinity (1), Film (1), Guide (1), Leader (1), Snowflake (1), Mountain (1), Gold (2), Forest (1), Freely flying bird (10), Water (1), Plane tree (1), Kite (1), Plant (1), Song (1), Each tree in the forest (1), Fingerprint (5), Colors (1), Spice (2), Star (4), Novel (1), Rainbow (2), Island (1), Book (1), Earth (1), Nature (1), Poem (1), Solid ground (1), Strong foundation (3), Seed (2), Field (1), Yeast (2), Building foundation (2), Friend (1), Mineral (3), Spiritual gain (3), Treasure box (1), Diamond (3), Flower (3), Air (1), Medicine (1), My everything (1), Reason for existence (1), Miracle (1), Sacred being (1), Wealth (1), Heart (1)
Controlling	Dough (9), Cake batter (1), Raw material (1), Water (5), Unprocessed log (1), Beach (1), Mirror of the future (1), Mirror (4), Blank notebook (2), Camera (1), Work of art (3), Computer (1), Road (1), Unreachable star (1), Overcoming challenges (1), Spiral (1),	Building block (5), Ant (1), Wall (1), Cell (6), Pavement stone (1), Link of a chain (4), Atom (3), Molecule (1), Chameleon (1), Puzzle (1), Note (1)

The number of metaphors generated for the concept of "child" and "individual" are presented in Table 3.

Table 3

The Number of Metaphors Generated for the Concept of "Child" and "Individual"

Category	Child	Individual	Total
Autonomy-Enhancing	131	104	235
Controlling	34	25	59
Total	165	129	294

As can be seen from Table 3, far fewer metaphors have been produced for the concept of "child" vs "individual" (f165 vs f129 / 56% vs 44%). Of the 129 metaphors produced related to the concept of "individual", 104 (81%) are autonomy-enhancing; 25 (19%) are controlling. When examining autonomy-enhancing metaphors, they are generally based on the idea of originality, beauty, and valuable entities. For example, expressions such as "a bird flying freely"

(10), "rain-bow" (2), and "star" (4) emphasize that individuals are free, unique, and valuable. Metaphors such as "tree" (6), "sapling" (3), and "sycamore" (5) indicate that individuals are natural and strong entities, open to development and growth. Concepts such as "fingerprint" (5), "puzzle" (1), and "novel" (1) highlight the uniqueness of individuals and their distinctive stories. These kinds of metaphors contain positive associations that suggest that individuals represent important and valuable aspects of life.

When examining controlling metaphors related to the individual, it is emphasized that individuals should be more passive and dependent. Particularly metaphors such as "organ", "note", or "air particles" highlight that individuals derive their value not in isolation but as integral components of a larger society. This perspective is a highly controlling one and seems to fit the collectivist cultural viewpoint. Additionally, metaphors like "chameleon" and "puzzle" highlight the need for the individual to hide their inner world and identity. In short, these metaphors can be interpreted as controlling and undervalue the individuality, and the uniqueness of individuals.

Of the 165 metaphors produced related to the concept of "child", 131 (79%) are autonomy-enhancing; 34 (21%) are controlling. When examining autonomy-enhancing metaphors related to the concept of "child", concepts such as happiness, love, gift, and life energy often come to the fore. For example, expressions such as "future" (10), "blessing" (2), and "hope" (1) emphasize that children are representatives of our future. Expressions such as "source of happiness" (6), "source of life" (4), and "joy of the house" (3) show the joy and happiness children bring to families and communities. Concepts such as "treasure" (3), "gem" (2), and "diamond" (3) indicate that children are valuable entities. These types of metaphors contain autonomy-enhancing associations that suggest that children represent important and valuable aspects of life.

When examining metaphors that imply a controlling parenting style related to children, on the other hand, the common theme shows that individuals are perceived not independently, but as part of a larger structure. For instance, metaphors such as "cell", "atom", "building block" express a part of a whole. Children derive their value not in isolation but as integral components of a larger society. Secondly, these controlling metaphors show that individuals are not free on their own, but are tied to a larger structure. For example, "pavement stone", "link in a chain", or "wall" metaphors exemplify this understanding. Thirdly, these controlling metaphors imply that children need to be shaped and formed. Metaphors like "dough", "raw material", or "unprocessed log" can illustrate this understanding. These metaphors represent an understanding that dismisses children's own experiences and requires life experience and downplay the importance of personal agency. Fourthly, some controlling metaphors indicate the difficulty of parenting and regards child raising as challenging. For instance, "road", "achieving the difficult", and "spiral" metaphors can exemplify this understanding. Lastly, some controlling metaphors express children as individuals who are obligated to meet the expectations of their families. For example, "mirror of the future", "blank notebook", or "camera" metaphors can be shown as examples of this understanding.

Metaphors in relation the concepts of "mother" and "father"

When the metaphors are examined in detail, 8 different categories emerge. 88 valid metaphors related to the concept of "mother" by mothers and 86 related to the concept of "father" by fathers have been generated (see Table 4). These metaphors are discussed in general and in more detail below.

Tablo 4

Metaphors in Relation the Concepts of "Mother" and "Father"

Categories	Mother	Father	Total
Trust and Security	11	36	47
Guidance and Education	14	20	34
Nature and Life	27	6	33
Sacredness	20	1	21
Protection	4	13	17
Source of Love	7	5	12
Friendship and Luck	1	5	6
Work-Related	4	0	4
Total	88	86	174

Trust and Security: Metaphors in this category are associated with trust and security. This category has generated the highest number of metaphors (f47). Also more interestingly, a greater number of metaphors are associated with fatherhood (f36) compared to motherhood (f11). This indicates that from a paternal perspective, fathers are perceived as a stronger source of trust and security for their children. "The father is like a plane tree. Even if it doesn't have fruit, its shade is never lacking."(K137) "The father is like a mountain. Because he overcomes all difficulties and always stands like a mountain behind his family without collapsing."(K50) "The mother is like a mountain. Because she carries sorrows, happiness, responsibilities everything like a mountain."(K85). For the child, the father is seen as a safe haven to seek refuge in.

Table 5

Metaphors Related to "Mother" and "Father" in the Category "Security and Trust"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	Motherland	3	1.	A mountain	13
2.	A source of warmth	2	2.	An oak tree	11
3.	A framework	1	3.	A port (of refuge)	3
4.	A tortoise	1	4.	A great mountain	3
5.	A safe harbor	1	5.	My own shadow	1
6.	A sycamore	1	6.	An ancient oak	1
7.	A pair of scales	1	7.	A rock	1
8.	A light in the darkness	1	8.	A pillar of the household	1
			9.	A foundation	1
			10.	A pine tree	1
Total		11			36

Guidance and Education: In this category, it is the second category where the most metaphors related to both motherhood (f14) and fatherhood (f20) have been generated. For example, metaphors such as "teacher", "compass", and "north star" show that parents are responsible for instilling values, imparting knowledge, and providing guidance

to their children, enabling them to grow as responsible and skilled individuals. "The mother is like light because she constantly illuminates our path in life, even in the darkest times."(K151) "The father is like a guidance. Because in the school of life our father guides us with his advice and experiences."(K169). In this category, it is seen that fathers are perceived more as teachers and guides relative to mothers. The high number of metaphors in the trust and guidance/education categories suggests that participants mostly see the main aim of parenthood as preparing child for the future through guidance and teaching.

Table 6

Metaphors Related to "Mother" and "Father" in the Category "Guidance and Education"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	An educator	3	1.	A commander	3
2.	A source of light	3	2.	A role model	2
3.	A teacher	2	3.	A compass	2
4.	A compass	1	4.	A leader	2
5.	A fortune teller	1	5.	A guidance counselor	1
6.	The North Star	1	6.	A teacher	1
7.	An unquenchable light	1	7.	A car (alt. a vehicle)	1
8.	A light in the darkness	1	8.	Train tracks	1
9.	A beacon	1	9.	The North Star	1
			10.	A path	1
			11.	The Day	1
			12.	A classroom	1
			13.	A light	1
			14.	A clock	1
			15.	A friend to follow in the example of	1
Total		14			20

Nature and Life: 27 metaphors related to motherhood and only 6 related to fatherhood have been produced in this category. It is seen that motherhood (f27) is important in terms of fertility, giving life, and sustaining life. For example, metaphors such as "breath", "oxygen", and "source" convey that mothers are the essence of life for their children. In this context, the nourishing aspect of motherhood, which is fundamental to the child's growth and development, has been emphasized. "The mother is like the ocean because she harbors all the beauties like the ocean and presents it to her surroundings with love."(K146) "The mother is like the sky because I get the air, the light I need from her."(K114) Fatherhood (f6), on the other hand, has been emphasized much less in terms of its nourishing aspect. Fatherhood is less frequently depicted as a source of nurturing like nature.

Table 7

Metaphors Related to "Mother" and "Father" in the Category "Nature and Life"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	The sun	3	1.	A tree	2
2.	My whole world	3	2.	A branch of a tree	2
3.	Water	3	3.	Soil (alt. Land, Earth)	1
4.	Soil (alt. Land, Earth)	2	4.	The sea	1
5.	A tree	2			
6.	A bird	2			
7.	A breath	2			
8.	Life	2			
9.	An ocean	1			
10.	The sky	1			
11.	Air	1			
12.	A wellspring	1			
13.	The nature	1			
14.	Oxygen	1			
15.	A boundless sea	1			
16.	The winds	1			
Total		27			6

Sacredness: This category highlights the spiritual and sacred aspects of motherhood (f20). Metaphors such as "angel", "heaven", and "sacred entity" show that mothers are seen as pure, selfless figures. This emphasizes the respect and reverence given to mothers and acknowledges their role in raising children and making sacrifices. Examples of parents in this category include: "Mother is like an angel because she holds me under her wings all my life and even if she is not around, I feel her presence like an angel." (K172) Fatherhood (f1), on the other hand, hardly seems important in terms of sacredness. This finding is consistent with our cultural structure that exalts and sanctifies motherhood.

Table 8

Metaphors Related to "Mother" and "Father" in the Category "Sacredness"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	An angel	6	1.	A shrine	1
2.	Heaven	5			
3.	A divine being	3			
4.	The heart	2			
5.	The gates of heaven	1			
6.	A rose	1			
7.	A character from folklore	1			
8.	A miraculous being	1			
Total		20			1

Protection: Participants see fathers (f13) as more of a protective shield than mothers (f4). For instance, fathers are seen as an element that protects the house and the child. "Father is like armor. Because just like the armor

protects us in the battlefield, our father protects us from evils by shielding us in the hardest moments of our lives." (K141) "Father is like the state. Because he has the authority in all matters, he keeps the family together like a state, meets their material and spiritual needs." (K25). Motherhood is less frequently depicted as a source of protection.

Table 9

Metaphors Related to "Mother" and "Father" in the Category "Protection"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	A protective wing	1	1.	The roof of our house	3
2.	A soldier	1	2.	The government	2
3.	A mountain	1	3.	A suit of armor	2
4.	An earthquake-resistant building	1	4.	A caravan	1
			5.	A fortress	1
			6.	A superhero	1
			7.	A framework	1
			8.	A soldier	1
			9.	Made of steel	1
Total		4			13

Source of Love: In this category, fewer metaphors have been produced compared to other categories (7 related to motherhood, 5 related to fatherhood). The concepts of motherhood and fatherhood have been less frequently explored in terms of love. "Mother is like a ball of love. Because she gives her unconditional love without holding back when you need it, whether it's a good day or a bad day." (K134) "Father is like a fairy tale hero. Because he has the most important role in the family, he is flawless and his power is enough for everything." (K117). This indicates that the aspects of love and affection of parents are emphasized less than their other roles.

Table 10

Metaphors Related to "Mother" and "Father" in the Category "Love Source"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	A bundle of love	4	1.	A character from folklore	3
2.	A source of joy	2	2.	My everything	1
3.	A warm home	1	3.	The lead actor	1
Total		7			5

Friendship and Luck: Much fewer metaphors have been produced in these categories. In this context, only 1 metaphor has been produced in the mother category and 5 in the father category. Fathers' presence is seen by some parents as a treasure in terms of luck. This indicates that fathers are seen as a factor providing luck and good opportunities in their children's lives. Motherhood has been mentioned only once.

Table 11

Metaphors Related to "Mother" and "Father" in the Category "Friendship and Fortune"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	Friend	1	1.	Friend	2
			2.	Close friend	2
			3.	Treasure	1
Total		1			5

Work Oriented: This category emphasizes the effort and dedication mothers show to raise their children. In this category, more metaphors have been produced related to motherhood (f4) than fatherhood (f0). Metaphors such as "worker", "oven", and "construction engineer" depict mothers as individuals who tirelessly work to create a house environment for their children. This category also emphasizes the various roles mothers have in their children's lives, focusing on caregiving. No metaphor related to fatherhood has been produced in this context.

Table 12

Metaphors Related to "Mother" and "Father" in the Category "Work-Related"

No	Metaphors for Mother	f	No	Metaphors for Father	f
1.	Worker	1			
2.	Oven	1			
3.	Civil Engineer	1			
4.	Kitchen	1			
Total		4			

When the metaphors are analyzed, the most salient ones pertain to trust/security and guidance/education. Mother and father are often perceived as pillar of trust/security and educators of their children in our culture. Many parents perceive parenthood as caregivers who provides care to their child, protects them, and teaches them about life by imparting information. On the other hand, unfortunately, it is notable that friendship, companionship, and love have been far less emphasized as roles of mothers and fathers. This interpretation implies that parents often struggle to establish an equal loving relationship with their children, but instead choose an authoritative relationship.

When the metaphors are analyzed separately in terms of "mother" and "father", the most commonly produced metaphors for "mother" are angel (f6), heaven (f5), ball of love (f4), instructor (f3), my world (f3), sun (f3), light (f3), water (f3), sacred being (f3), homeland (f3). The most frequently produced metaphors for the concept of "father" are mountain (f13), plane tree (f11), commander (f3), port (f3), towering mountain (f3), the roof of the house (f3), fairy tale hero (f3). It is apparent that motherhood is emphasized more in categories such as sacredness, nature, and life, work orientation; while fatherhood carries more weight in categories like guidance, education, protection, and trust. The mother is perceived as a sacred being that nurtures the child and gives life; the father is represented as a being that provides security, protection, and trust. In the work orientation category, there is only one metaphor related to the father. The mother is seen more as working at home, and it can be interpreted that the father does not participate in housework. Additionally, the father is seen more as a treasure or chance than the mother.

Discussion

In this study, the mental images and understandings of elementary school parents regarding the concepts of "child", "individual", "mother", and "father" have been explored through metaphors. The main aim of the research was to contribute to parent involvement activities that school leaders could implement by discovering the implicit attitudes of the parents. The findings of the research were analyzed particularly in terms of two important concepts of self-determination theory, "autonomy-supportive" and "controlling" parental attitudes (Ryan & Deci, 2020). The research presents significant findings in many respects.

Firstly, parents have produced far fewer metaphors about the concept of "individual" compared to the concept of "child". One possible explanation is that the concept of "child" is more tangible and concrete, while the concept of "individual" is more abstract. However, research indicates that mental frameworks that are not closely tied to daily experiences and lifestyle are less accessible to individuals (Lakoff & Johnson, 1980). When a thought pattern does not align with one's cultural schema, it becomes more challenging for individuals to comprehend and articulate it (Shore, 1998). Furthermore, individualism and collectivism have a significant impact on individuals' behaviors, thoughts, and emotions (Vignoles *et al.*, 2016). In collectivist societies, the needs of the community are often prioritized over individual needs (Kagitcibasi, 2005; Markus & Kitayama, 1991). In collective societies, individuals are valued not as their own identity, but as part of a group (Geert *et al.*, 2020). The concept of "individual" may fit more with the cultural schemas and thought systems of individualistic cultures rather than collectivist culture, which is why participants may have produced fewer metaphors related to the concept of individual.

Although more empowering metaphors were produced related to the "individual", metaphors indicative of controlling styles emphasized people's unique characters and personal traits to a lesser degree. Metaphors like "organ", "note", or "air particles" highlight that individuals derive their value not as an individual, but as part of a whole. In collective societies, the perspective that prioritizes the needs of the society has led to fewer metaphors being produced about the concept of "individual". This finding reflects the systematic thinking of our cultural structure (Kagitcibasi, 2005).

The analysis of metaphors related to the concept of child has shown that metaphors consistent with our collective societal structure have been produced. The concept of "child" is closely related to family and society, which are important for collective societies (Hofstede, 2020). Metaphors emphasizing the child's social role and responsibilities for the family, like "future", "gift", and "hope", are consistent with our collective cultural thinking. Children are mainly raised to conform to authority and social norms. When controlling metaphors related to the concept of "child" were examined, the common theme showed that individuals are perceived not independently, but as part of a larger structure or attached to other structures (Triandis, 1995). This parental attitude turns into more of a controlling parenting behavior.

The most important finding related to mother and father metaphors is that metaphors expressing the source of love for the concepts of mother and father have been used very little. When parents do not see themselves as a source of love, it may mean they struggle to give love to their children. Parenting is not just about providing care, but also about meeting the emotional needs of the child by giving love (Fay & Cline, 2020). Research shows that families

who give conditional love to their children exhibit more controlling parental behavior (Assor, & Tal, 2012; Assor, Roth, & Deci, 2004). Such attitudes lead to both internalizing and externalizing problems in children (Barber et al., 2005; Pinquart, 2017). Children who receive unconditional love tend to have higher self-esteem and motivation (Soenens & Vansteenkiste, 2010). Parenting means not only providing care but also meeting the child's emotional needs by giving love (Ainsworth, 1989). Similarly, friendship and companionship metaphors related to mother and father were very few, and there were no metaphors related to play. Giving love is closely associated with supporting autonomy in parenting attitudes. It is evident that the metaphors used by parents tend to reinforce a more controlling parenting attitude. This finding is consistent with Kağıtçıbaşı's (2007) analysis of Turkish culture in terms of two dimensions of parental attitude: relatedness/separateness and hierarchy/equality. Participants traditionally valued relatedness over separateness and hierarchy over equality. Parents tend to see as part of a whole, indicative of relatedness and maintain an authoritative relationship since there were far fewer metaphors that indicate expression of love.

When analyzing mother and father metaphors separately, it is evident that the most commonly used metaphors for "mother" emphasize her sacredness and nurturing qualities, while metaphors for "father" highlight his protective and guidance role. This finding is consistent with our collectivist cultural structure. In collectivist societies, the role of motherhood is further sanctified, and the individual identity is often marginalized (Chuang & Tamis-LeMonda, 2009). Emphasizing the protective role of fathers is in line with the norms of collectivist societies. In collectivist societies, fathers are seen as protectors and disciplinarians, while the mother's role is perceived as providing care and nurture (Dermott, 2008). Viewing the father's presence as a treasure also reflects the cultural reflection of gender roles. These results demonstrate that gender roles and perceptions of parenthood are shaped by cultural and social values.

In summary, the research found that fewer metaphors were produced for the concept of the individual, and restrictive perspectives regarding children and individuals were discovered. The sacredness and nurturing aspects of motherhood were emphasized, while the protective and guidance aspects of fathers were highlighted. When mother and father are considered together, parenting is mainly associated with caring for the child, providing a secure environment, and educating them. The aspect of giving love in parenting was less emphasized.

This study is subject to some limitations. Recommendations for future studies can be made. Firstly, it focused on parents from the Yalova region attending primary schools. Therefore, further research is needed to include parents from diverse school types and levels. Additionally, the majority of participants in this study were members of the Y Generation, aged 35-39 (30.45%), and the X Generation, aged 40-44 (29.31%). To bring a different perspective to the research, future studies could examine the perceptions/attitudes of Z Generation parents in terms of controlling and supportive parental approaches, and highlight the differences between generations. Uncovering these differences can provide new insights into the organization of parental involvement programs. Furthermore, there is a need to investigate the correlation between parents' educational background and their attitudes that support autonomy. In future studies, factors such as the mother's employment status, the amount of time parents spend with their children, parental involvement in home and out-of-home activities, and the number of siblings could be included to gain a

more in-depth understanding of the fulfillment of children's emotional needs. Additionally, future studies should include principals and teachers, as their attitudes towards autonomy-support are equally crucial. It is essential that both educators and parents foster autonomy-supportive attitudes for the optimal development of children.

In light of these findings, several recommendations can be made for practitioners. School leaders need to shift parental implicit thought patterns from a controlling perspective to a supportive approach, ultimately enhancing the effectiveness of parental involvement programs. Therefore, they need to explore parents' perceptions as the first step to designing effective programmes. This study has shown that metaphor analysis methodology could be used as an easy, fast and effective tool to discover parents' perceptions. School leaders can use this methodology. School leaders can also enable parents to critically examine their own perceptions about these concepts through metaphor analysis. Teachers can also design workshop where parents and teachers discover their own assumptions and discuss implications for effective educational outcomes. School leaders and teachers can also inform parents about autonomy-enhancing and controlling perspectives in terms of self-determination theory and enable them to adopt these practices at home.

Ethic

This study was conducted in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments. Informed consent was obtained from all parents.

Author Contributions

All of the authors contributed equally in the article.

Conflict of Interest

The authors declare no conflict of interest in the research.

Funding

The authors received no financial support for authorship of this article.

References

- Ainsworth, M. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709.
- Altun, S. A., Apaydın, Ç. (2013). Kız ve erkek öğretmen adaylarının "eğitim" kavramına ilişkin metaforik algıları [Metaphorical perceptions of female and male teacher candidates on the concept of "education"]. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi* [Journal of Educational Management in Theory and Practice], 19(3), 329-354.
- Arı, A. G., Arslan, K. (2020). Ortaokul öğrencilerinin covid-19' a yönelik metaforik algıları [Middle school students' metaphor for covid-19 perceptions]. *Electronic Turkish Studies*, 15(6).
- Aslan, S. (2013). Birleştirilmiş sınıflarda görev yapan öğretmenlerin "öğretmen" kavramı ile ilgili algılarının metaforik incelenmesi [Metaphorical investigation of the perceptions of the teachers working in multigrade classes about the concept of "teacher"]. *Turkish Studies-International Periodical for The Languages, Literature and History of Turkish or Turkic*, 8(6), 43-59. ISSN:1308-2140.
- Assor, A., Roth, G., & Deci, E. L. (2004). The emotional costs of parents' conditional regard: A Self- Determination Theory analysis. *Journal of personality*, 72(1), 47-88.
- Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A., & Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of the society for research in child development*, i-147.
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological bulletin*, 145(9), 855.
- Bryman, A. (2016). *Social research methods (5th ed.)*. Oxford University Press.
- Çakmak, Ö. Ç., Neslitürk, S., Asar, H. (2014). Okul öncesi öğretmenlerinin "veli" kavramına ilişkin metaforik algıları [Metaphoric perceptions of preschool teachers on the concept of "parent"]. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* [Adıyaman University Journal of Social Sciences Institute], 2014(18).
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gavidia, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46.
- Chuang, S. S., & Tamis-LeMonda, C. (2009). Gender roles in immigrant families: Parenting views, practices, and child development. *Sex Roles*, 60, 451-455.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. SAGE Publications.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130.

- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage Publications Ltd.
- Demirbaş, E. A. (2015). Çocuk gelişimi bölümü üniversite öğrencilerinin "çocuk" kavramına ilişkin sahip oldukları zihinsel imgeler [The mental images of the university students of the child development department regarding the concept of "child"]. *Eğitim ve Öğretim Araştırmaları Dergisi* [Journal of Research in Education and Teaching].
- Demirbilek, N. (2021). Üniversite öğrencilerinin uzaktan öğretime ilişkin metaforik algıları [Metaphorical perceptions of university students about distance education]. *E-Uluslararası Eğitim Araştırmaları Dergisi* [E-International Journal of Educational Research], *12*(1), 1-15.
- Dermott, E. (2008). *Intimate fatherhood: A sociological analysis*. Routledge.
- Dumont, H., Trautwein, U., Lüdtke, O., Neumann, M., Niggli, A., & Schnyder, I. (2012). Does parental homework involvement mediate the relationship between family background and educational outcomes. *Contemporary Educational Psychology*, *37*, 55-69.
- Epstein, J. (1992). School and family partnerships. In M. Alkin (Ed.), *Encyclopedia of Educational Research* (6th ed.), (pp. 1139-1151). New York: MacMillan.
- Epstein, J. L. (1983). Longitudinal effects of family-school-person interactions on student outcomes. In A. Kerckhoff (Ed.), *Research in sociology of education and socialization* (Vol. 4, pp. 101-128). Greenwich, CT: JAI Press.
- Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and urban society*, *19*(2), 119-136.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, *13*(1), 1-22.
- Flouri, E., Midouhas, E., Joshi, H., & Tzavidis, N. (2015). Emotional and behavioural resilience to multiple risk exposure in early life: the role of parenting. *European Child & Adolescent Psychiatry*, *24*, 745-755.
- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin. *Educational researcher*, *39*(1), 59-68.
- Grolnick, W. S., & Pomerantz, E. M. (2022). Should parents be involved in their children's schooling?. *Theory Into Practice*, *61*(3), 325-335.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, *81*, 143-154.
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child development*, *65*(1), 237-252.

- Grolnick, W. S., Deci, E. L., & Ryan, R. M. (1997). Internalization within the family: The self-determination theory perspective. *Parenting and children's internalization of values: A handbook of contemporary theory*, 135-161.
- Hacıfazlıoğlu, Ö., Karadeniz, Ş., Dalgıç, G. (2011). Okul yöneticilerinin teknoloji liderliğine ilişkin algıları: metafor analizi örneği [Perceptions of school administrators on technology leadership: An example of metaphor analysis]. *Eğitim Bilimleri Araştırmaları Dergisi* [Journal of Educational Sciences Research], 1(1), 97-116.
- Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-Related Values*. Sage Publications.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237-269.
- Joussemet, M., Landry, R., & Koestner, R. (2008). A self-determination theory perspective on parenting. *Canadian Psychology/Psychologie Canadienne*, 49(3), 194.
- Kağıtçıbaşı, Ç. (2007). *Family, Self, and Human Development Across Cultures: Theory and Applications*. Lawrence Erlbaum Associates.
- Karakuş, N., Karacaoğlu, M. Ö. (2021). Uzaktan eğitime yakından bakış: Bir metafor çalışması [A close look at distance education: A metaphor study]. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi* [RumeliDE Journal of Language and Literature Studies], (Ö10), 44-62.
- Kıldan, O., Ahi, B., Uluman, M. (2012). Öğretmen adaylarının mecazlar yoluyla çocuk kavramına bakış açıları (boylamsal bir çalışma) [Perspectives of teacher candidates on the concept of child through metaphors] (a longitudinal study). *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi* [Journal of Ahi Evran University Kırşehir Education Faculty], 13(1), 149-165.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage Publications.
- Kurtipek, S. (2019). Spor kulüplerine üye bireylerin spor kulübü kavramına ilişkin algılarının belirlenmesi: Bir metafor analizi çalışması [Determining the perceptions of members of sports clubs about the concept of sports club: A metaphor analysis study]. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi* [Spormetre Journal of Physical Education and Sports Sciences], 17(1), 209-145.
- Kuyucu, Y., Şahin, M., Kapıcıoğlu, O. (2013). Okul öncesi öğretmenlerinin "çocuk" kavramına ilişkin sahip oldukları zihinsel imgeler [Mental images of preschool teachers about the concept of "child"]. *Eğitim ve Öğretim Araştırmaları Dergisi* [Journal of Education and Training Research], 2(2)
- Lakoff, G., & Johnson, M. (1980). Conceptual metaphor in everyday language. *The Journal of Philosophy*. 77(8), pp.453-486.
- Landau, M. J., Meier, B. P., & Keefer, L. A. (2018). Metaphor-enriched social cognition. *Psychological Bulletin*, 144(10), 1045-1067.
- Levine, P. M. (2005). Metaphors and images of classrooms. *Kappa Delta Pi Record*, 41(4), 172-175.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

- Markus, H. R., & Kitayama, S. (1991). Cultural variation in the self-concept. *The self: Interdisciplinary approaches*, 18-48.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Moroni, S., Dumont, H., Trautwein, U., Niggli, A., & Baeriswyl, F. (2015). The need to distinguish between quantity and quality in research on parental involvement: The example of parental help with homework. *The Journal of Educational Research*, 108, 417-431.
- Ortony, A., & Fainsilber, L. (1987). The role of metaphors in descriptions of emotions. In *Theoretical Issues in Natural Language Processing*, 3.
- Patall, E. A., Cooper, H., & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78, 1039-1101.
- Pektaş, M., Kıldan, A. O. (2009). Farklı branşlardaki öğretmen adaylarının "öğretmen" kavramı ile ilgili geliştirdikleri metaforların karşılaştırılması [Comparison of the metaphors developed by pre-service teachers in different branches about the concept of "teacher"]. *Erzincan Eğitim Fakültesi Dergisi* [Journal of Erzincan Faculty of Education], 11(2), 271-287.
- Pesen, A. (2015). Ebeveynlerin "çocuk" kavramına yükledikleri metaforlar [Metaphors attributed by parents to the concept of "child"]. *Journal of Turkish Studies*, 10(15).
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: more is not always better. *Review of educational research*, 77(3), 373-410.
- Ritchev, T. (2018). General morphological analysis as a basic scientific modelling method. *Technological Forecasting and Social Change*, 126, 81-91.
- Roth, G., Assor, A., Niemiec, C. P., Ryan, R. M., & Deci, E. L. (2009). The emotional and academic consequences of parental conditional regard: Comparing conditional positive regard, conditional negative regard, and autonomy support as parenting practices. *Developmental Psychology*, 45(4), 1119.
- Ryan, D. P. J. (2001). *Bronfenbrenner's ecological systems theory*. Retrieved from: https://www.academia.edu/download/44165922/bronfenbrenners_ecological.pdf
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450-461.
- Ryan, R. M., Deci, E. L., Grolnick, W. S., & La Guardia, J. G. (2015). The significance of autonomy and autonomy support in psychological development and psychopathology. *Developmental Psychopathology: Volume One: Theory and Method*, 795-849.
- Saatçi, G., Aksu, M. (2020). Lisans düzeyinde turizm eğitimi alan yabancı uyruklu öğrencilerin koronavirüs algılarını metafor yolu ile tespit etmeye yönelik bir araştırma [A study on the detection of coronavirus perceptions

- of foreign students receiving tourism education at the undergraduate level through metaphor]. *Journal of Awareness*, 5(4), 617-630.
- Saban, A. (2008a). Okula ilişkin metaforlar [School metaphors]. *Kuram ve Uygulamada Eğitim Yönetimi* [Educational Management in Theory and Practice], 55, 459-496.
- Saban, A. (2008b). İlköğretim I. kademe öğretmen ve öğrencilerinin bilgi kavramına ilişkin sahip oldukları zihinsel imgeler [Mental images of primary school teachers and students about the concept of knowledge]. *İlköğretim Online* [Elementary Education Online], 7(2), ss. 421-455.
- Saban, A. (2009). Öğretmen adaylarının öğrenci kavramına ilişkin sahip oldukları zihinsel imgeler [Mental images of pre-service teachers about the concept of student]. *Türk Eğitim Bilimleri Dergisi, Bahar 2009* [Turkish Journal of Educational Sciences, Spring 2009], 7(2), 281-326.
- Saban, A. (2010). Computer teacher candidates' metaphors about the internet. *Education*, 131(1).
- Schoemaker, N. K., Wentholt, W. G., Goemans, A., Vermeer, H. J., Juffer, F., & Alink, L. R. (2020). A meta-analytic review of parenting interventions in foster care and adoption. *Development and Psychopathology*, 32(3), 1149-1172.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Sage publications.
- Shore, B. (1998). *Culture in mind: Cognition, culture, and the problem of meaning*. Oxford University Press.
- Soenens, B., & Vansteenkiste, M. (2010). A theoretical upgrade of the concept of parental psychological control: Proposing new insights on the basis of self-determination theory. *Developmental Review*, 30(1), 74-99.
- Şahin, D., Tüzel, E. (2014). İlköğretim birinci kademe öğrencilerinin okul yöneticilerine ilişkin metaforları [Metaphors of primary school first level students about school administrators], *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* [Adıyaman University Journal of Social Sciences Institute], 2014(17).
- TDK, (2015). Retrieved from: <http://www.tdk.gov.tr>
- Thibodeau, P. H., Matlock, T., & Flusberg, S. J. (2019). The role of metaphor in communication and thought. *Language and Linguistics Compass*, 13(5), e12327.
- Triandis, H. C. (1995). *Individualism & Collectivism*. Westview press.
- Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., ... & Bond, M. H. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966.
- Walker, J. M., & Hoover-Dempsey, K. V. (2013). Why research on parental involvement is important to classroom management. In *Handbook of classroom management* (pp. 675-694). Routledge.
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school?. *Child development*, 85(2), 610-625.

Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences]. (10. Baskı). Ankara, Turkey: Seçkin Yayıncılık.

Zembat, R., Tunçeli, H. İ., Akşin, E. (2015). Okul öncesi öğretmen adaylarının "okul yöneticisi" kavramına ilişkin algılarına yönelik metafor çalışması [Metaphor study on preschool teacher candidates' perceptions on the concept of "school manager"]. *Hacettepe University Faculty of Health Sciences Journal*, Volume 1.