University Metaphors: A Study of Academicians' Perspectives

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Abstract

This study aimed at determining academicians' metaphor of 'university'. The study was designed in the general survey model. A total of 160 academicians, 82 of whom were from Turkey and 78 of whom were from other countries, participated in the study. As the data collection tool, the "Questionnaire for Academicians' University Metaphors" developed by the researcher was used. The findings obtained in the study revealed that the academicians participating in the study from Turkey used the metaphors of community, military and world for the metaphor of 'university' and that the academicians participating in the study from other countries used the metaphors of society, community and town. It was seen that the metaphors used for the metaphor of 'university' by the academicians from Turkey and from other countries were parallel to a great extent and that the most obvious difference was due to the metaphor of "university is a factory". In addition, depending on these findings, various suggestions were put forward for practice and for future studies.

Keywords: *University; metaphor; academician; university metaphors*

1. Introduction

In order to make an abstract, complex or new thing more concrete and understandable, we benefit from appropriate metaphors of that thing. According to Ricoeur (1978), a metaphor is the replacement of components associated with the pleasure of understanding following astonishment as well as an artistic and creative strategy of rhetorical attribution. Metaphors help understand the world better (Lakoff & Johnson, 1980). Metaphor is a creative language and a conceptual tool that allows explaining an existence, a feeling or a formation with respect to another image (McShane, 2005). However, in understanding a thing, it is not possible to find metaphors that introduce that thing to the environment with its all aspects (Lakoff and Johnson, 1980). The reason is that metaphors are mostly used to emphasize certain critical features of a thing to concretized (Wormeli, 2009). Therefore, only one metaphor is not enough for certain complex concepts, and mostly, more than one complementary metaphor for such things are used. The concept of university is a good example for such complex and versatile concepts for which more than one metaphor are used.

Universities have been exposed to various transformations throughout history has gained their current positions as a result of these long-term transformations. In the past century, two basic transformations have occurred in education: from the university-oriented towards research-oriented and from research-oriented to university-oriented (Trowler and Wareham, 2007). It could be stated that the sources of these transformations included the educated people and high living standards – which occurred following the Cold War – as well as the current social environment ready to reach the information necessary to increase

industrialization after the 2nd World War. In addition, as in other fields, globalization has had important effects on universities in the new century. These new effects of globalization could be said to include governments' decreasing budgets allocated to higher education, pragmatism at universities, technology-supported instruction, the increasing number of students all over the world and the sanctions imposed on educational institutions (Odabaşı, Fırat, İzmirli, Çankaya and Mısırlı, 2010). Non-governmental organizations also have potential for globalization. Non-governmental organizations are an important instrument of the countries, for upholding the government efforts to achieve globalization of universities (Reba, 2011).

Parallel to the transformations that universities were historically exposed to, the responsibilities that universities have undertaken based on the current conditions have changed, and metaphors have been used with reference to this change to emphasize the changing roles of the universities. With the spread of especially the communication technologies and of such paradigms as life-long learning, distance learning and self-learning, humans' thoughts about the concept of university have changed. The reason is that our imagination and our changing view point cause us to imagine and develop purposeful identities that can be recognized via verbal and non-verbal concrete representations (Butler, 1993; Pecheux, 1982).

In literature, there are certain common metaphors to emphasize various perceptions related to universities though not directly related to university metaphor analysis. Among the metaphors most commonly used for universities is "university is a community" (Culyer, 1970; Lewis, 1980; Berg, 1999; Scruton, 2010), "university is a factory" (Harold, 1976; Cronin, 1989), "university is a prison" (Inbar, 1996; Shank, 2001; Bentley, 2002; Gauker, 2003), "university is a family" (Hamdan, 2006) and "university is a garden" (Shank, 2001). Depending on this, it is seen that in literature, the metaphors of "community, factory, prison and family" are generally used for the metaphor of "university".

In a study conducted at universities by Tian-ping and Ai-sheng (2009), the researchers analyzed three university metaphors. These metaphors were "world of imagination", "power station" and "organism". The analyses conducted revealed that these three metaphors represented three different university philosophies. According to the analyses, organism represents fluency; power station represents instrumentalism; and world of imagination represents existentialism. In a study conducted with 12 faculty members from two universities in Australia, McShane, K. (2005) investigated the instructional metaphors regarding the changing roles of academicians. The results of the study revealed the metaphors of instructional performance, simplification, management or guidance, social service applications and maintenance.

As can be seen in related literature, there are various studies conducted to analyze the metaphors used for universities. In addition, it is seen that there is limited research analyzing the metaphors that students, academicians or workers use or prefer for the concept of university. However, research on metaphors has exploratory and explanatory importance in revealing the viewpoints and attitudes regarding university as an institution. According to Moser (2000), the most important feature of research on metaphor is the potential influence of metaphors on attitudes. In this respect, the present study is believed to contribute to the related literature in terms of revealing the viewpoints and attitudes regarding university.

Today, universities are in a significant and indispensable transformation process due to globalization. In this process of transformation, examining universities in the eyes of academicians is of great significance in terms of revealing the real-time transformational process of universities. The reason is that academicians are those who closely follow the short-term and long-term changes and transformations at universities and who have the potential to reflect the changing roles of universities. Therefore, examining the metaphors used by academicians for the concept of university will help determine not only the changing roles of universities but also the viewpoints and attitudes of academicians regarding university.

The present study aimed at determining the metaphors of academicians regarding the concept of 'university'. In line with this purpose, the following research questions were directed:

1. How frequently do academicians use the common university metaphors?
   a. Academicians from different countries
   b. Turkish academicians
2. Is there a significant difference between the academicians' preferences of common university metaphors in terms of their country?
3. What are the university metaphors used by academicians?
   a. Academicians from different countries
   b. Turkish academicians

2. Method

Depending on the research purposes, the study was designed in a survey model.

Participants

A total of 160 academicians from 15 different countries participated in the present study. Of all the participants, 78 of them were academicians teaching at universities in 14 different countries (USA, CA, UK, France, Brazil, Iran, Malta, Spain, Norway, Portugal, Check Republic, Egypt, Israel), and 82 of them were academicians teaching at different universities in different parts of Turkey. The academicians participated in the study on voluntary basis.

Data Collection Tools

In the study, the "Questionnaire for University Metaphors of Academicians" developed by the researchers was used as a data collection tool. In the process of the development of the questionnaire, first, by reviewing the related literature, the researchers determined the commonly used university metaphors. For face and content validity, the questionnaire formed was presented to four field experts for their views. The questionnaire form organized in line with the experts' views was piloted with three academicians teaching at a higher education institution. Following this, the questionnaire form was finalized.

The questionnaire was made up of two parts including a total of 6 questions. In the first part of the questionnaire were 5 5-point Likert-type items, and the second part included one open-ended item. In the first, the academicians were asked to agreeing scores ranging from 1 to 5 to the given metaphors of "university is a prison", "university is a factory", "university is a garden", "university is a family" and "university is a community". As for the open-ended question found in the second part of the questionnaire, the academicians were asked to state their own university metaphors and to explain why they preferred that metaphor.

The questionnaire form was prepared in Turkish as well as in English. In order to examine the English language use in the questionnaire, an academician teaching at foreign languages was asked for his views. In line with his views, the necessary corrections were made in terms of language use in the questionnaire. Transferring both questionnaire forms to Google Documents, they were made online questionnaires for participants to reach easily. Data collection techniques via online questionnaire and e-mail make it easy to reach the target population and strengthen external validity of the research by facilitating scientific sampling (Weare and Lin, 2000; Andrews, Nonnecke and Preece, 2003).

Data collection process

First of all, the "Questionnaire for University Metaphors of Academicians" developed by the researchers was transferred to Google Documents in Turkish as well as in English. Following this, the online questionnaire formed was attached to two international e-mail lists of ITFORUM (Instructional Technology Forum) and IFETS (International Forum of Educational Technology and Society) as a discussion topic. The attachment included the purpose of the study as well as the questionnaire link for the participants willing to reach. In this way, 78 academicians from different countries participated in the study. In addition, the Turkish version of the online questionnaire form created for academicians in Turkey was went to the e-mail accounts gathered from the web sites of universities in Turkey. For the academicians willing to participate in the study, they were provided with the purpose of the study as well as the questionnaire link to reach the questionnaire. As a result, research data were collected from 82 academicians teaching in Turkey.

Data Analysis

In this study, qualitative and quantitative data were collected via the "Questionnaire for University Metaphors of Academicians" developed by the researchers. For the analysis of the quantitative data collected via 5 5-point Likert-type items, descriptive statistics and independent samples t-test were applied. In order to examine the 5-point Likert distributions, besides the mean scores, the formula of number of ranges/number of options was used to determine the standard view ranges for each item. The arithmetic mean belonging to any item of "i" in the questionnaire for the view ranges was ($\overline{X}_i$). Thus, the mean of the item of "i" demonstrated that:

- If $1 \leq \overline{X}_i \leq 1.8$, then the academicians "disagreed" with the related university metaphor,

- If $1.8 < \overline{X}_i \leq 2.6$, then the academicians "rarely disagreed" with the related university metaphor",

- If $2.6 < \overline{X}_i \leq 3.4$, then the academicians "sometimes agreed" with the related university metaphor,

- If $3.4 < \overline{X}_i \leq 4.2$, then the academicians "often agreed" with the related university metaphor,

- If $4.2 < \overline{X}_i \leq 5.00$, then the academicians "always agreed" with the related university metaphor.

For the analysis of the qualitative data collected regarding the academicians' own university metaphors via the open-ended item, the frequency analysis technique, which is one of content analysis techniques, was applied. Content analysis can be defined as a research technique that allows revealing the valid thoughts in a text as a result of a series of procedures (Krippendorff, 2004). As for the frequency analysis technique, it is a content analysis technique that helps understand the importance and intensity of a certain element by expressing the frequency of the existence of that element in number, in percentage and in proportion (Bilgin, 2006). For the reliability of content analysis, the transcription of the data and the coding process were examined by two independent observers. In addition, the results obtained via the content analysis were supported with direct quotations. For the analysis of the data, the SPSS 15.0 software was used.

3. Findings

Depending on the research purpose, the findings obtained as a result of the analysis of the data were gathered under the headings of "Academicians' use of common university metaphors", "the 'university metaphors" preferences of academicians in Turkey and in the world" and "academicians' own university metaphors".
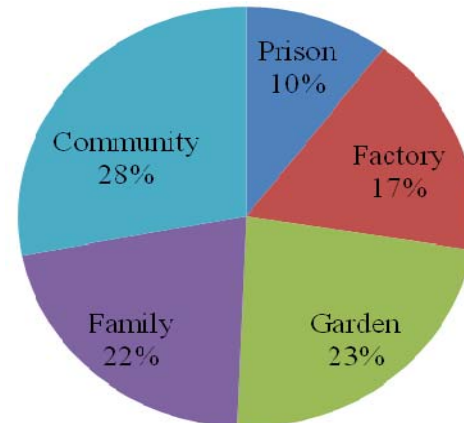
Academicians' common university metaphors

The findings obtained regarding the academicians' use of common university metaphors are presented below first for all the academicians, then for the academicians in other countries and then for those in Turkey. The degree of the all the participating academicians' agreement with the common university metaphors is presented with the total mean score for each metaphor.
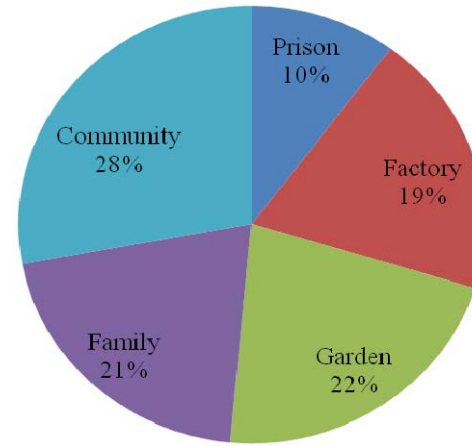
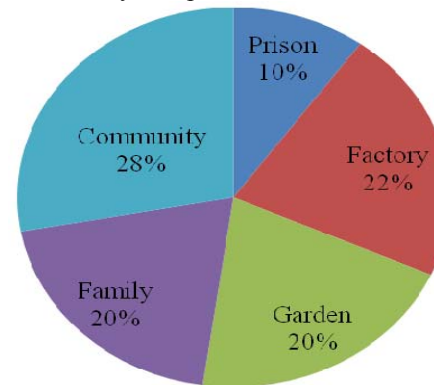**Chart 1. Academicians' levels of agreement with the common university metaphors**

As can be seen in Chart 1 above, all the academicians participating in the sutdy agreed at most with the metaphor of "University is a community" ($\overline{X}$=4.04) followed by the metaphor of "University is a garden" with a mean of $\overline{X}$=3.15, the metaphor of "University is a family" with a mean on $\overline{X}$=2.98, the metaphor of "University is a factory" with a mean of $\overline{X}$=2.83 and the metaphor of "University is a prison" with a mean of $\overline{X}$=1.47, respectively. In this respect, based on the standard view ranges, it could be stated tha   Mehmet Fırat   ietimes" as a garden, a family and a factory. In addition, it was also revealed that in general, the academicians "never" considered university as a prison.

Chart 2. From different country academicians' levels of agreement with the common university metaphors

As can be seen in Chart 2, the non-Turkish academicians agreed at most with the metaphor of "University is a community" with a mean of ($\overline{X}$=3.96) followed by the metaphor of "University is a garden" with a mean of $\overline{X}$=3.28, the metaphor of "University is a family" with a mean of $\overline{X}$=3.04, the metaphor of

"University is a factory" with a mean of $\overline{X}$ =2.44 and the metaphor of "University is a prison" with a mean of $\overline{X}$ =1.46, respectively. In this respect, based on the standard view ranges, it could be stated that the academicians from other countries considered university "frequently" as a community, "sometimes" as a garden and as a family and "rarely" as a factory. Moreover, it was seen that the non-Turkish academicians "never" considered university as a prison.

Chart 3. Turkish academicians' levels of agreement with the common university metaphors

As can be seen in Chart 3 above, Turkish academicians agreed at most with the metaphor of "University is a community ($\overline{X}$ =4.1) followed by the metaphor of "University is a factory" with a mean of $\overline{X}$ =3.19, the metaphor of "University is a garden" with a mean of $\overline{X}$ =3.03, the metaphor of "University is a family" with a mean of $\overline{X}$ =2.92 and the metaphor of "University is a prison" with a mean of $\overline{X}$ =2.92. In this respect, based on the standard view ranges, it could be stated that academicians in Turkey considered university "frequently" as a community and "sometimes" as a factory, a garden and a family. In addition, academicians in Turkey "never" considered university as a prison.

When the academicians' levels of agreement with the common university metaphors were examined in general, it was seen that the preferences of the Turkish academicians were parallel to those of the other academicians. It was seen that the metaphor of "University is a community" was the one agreed at most by both groups of academicians and that "University is a prison" was the least preferred metaphor. Moreover, the biggest difference between the Turkish and non-Turkish academicians was participation level for "university is a factory" metaphor. The Turkish academicians "sometimes" agreed with the metaphor of "University is a factory", while the non-Turkish academicians "rarely" agreed with this metaphor.

Academicians' "University Metaphor" Preferences
The results of the Kolmogorow-Smirnow Normality test applied to determine whether the frequencies of the academicians' use of the common university metaphors had a normal distribution are presented in Table 1 below.

Table 1. Kolmogorov-Smirnov Normality Test Results

	N	$\overline{X}$	Sd	Kolmogorov-Smirnov Z	p (2 tailed)
University Metaphors	157	2,8955	,70150	1,134	,153

The results of the Kolmogorov-Smirnov test revealed that the academicians' scores regarding the common university metaphors had normal distributions $D_{(157)}= 1,134$, p=.153>0.05]. Normal distributions of the academicians' scores allowed applying related parametric tests to the common university metaphors. The results of the independent samples t-test conducted to determine the degrees of the academicians' agreement with the common university metaphors with respect to the participants' countries are presented in Table 2 below.

Table 2. Independent samples t-test applied to determine the degrees of the academicians' agreement with the common university metaphors with respect to the participants' countries

	Groups	N	F (Levene)	$\overline{X}$	Sd	df	t	(2 tailed)
Prison	Turkish	82	,746	1,4756	,86389	155	,060	,953
	non-Turkish	75		1,4667	1,01786			
Factory	Turkish	82	2,757	3,1951	1,38278	155	3,612	,000
	non-Turkish	75		2,4400	1,22187			
Garden	Turkish	82	1,393	3,0366	1,25162	155	-1,190	,236
	non-Turkish	75		3,2800	1,31066			
Family	Turkish	82	,328	2,9268	1,26472	155	-,573	,567
	non-Turkish	75		3,0400	1,20180			
Society	Turkish	82	,001	4,1098	1,00623	155	,909	,365
	non-Turkish	75		3,9600	1,05830			

As can be seen in Table 2, first, it was seen that according to the Levene F test, the variances were homogenous (p>.05). Thus, the t-test results could be said to be significant. As a result of the independent samples t-test conducted, it was seen that there was a significant difference between the degrees of the academicians' agreement with the common university metaphors only with respect to the metaphor of "University is a factory" [$t_{(157)}=3.61$, p<.05]. When the academicians' mean scores regarding the metaphor of "University is a factory" were examined, it was seen that the Turkish academicians ($\overline{X}$=3,19) agreed with this metaphor significantly more than the foreign academicians ($\overline{X}$=2,44) (p< .01). This result is parallel to the results obtained regarding the standard view ranges. In addition, it was also found out regarding the standard view ranges that the non-Turkish academicians "rarely" agreed with the metaphor of "University is a factory" and that the Turkish academicians "sometimes" agreed with this metaphor.

The Academicians' Own University Metaphors
The academicians' responses to the open-ended question in the questionnaire directed to determine their own university metaphors were examined with the frequency analysis, one of the content analysis techniques. Frequency analysis is a content analysis technique that helps understand the importance and intensity of a certain element by expressing the frequency of the existence of that element in number, in percentage and in proportion.

The results of the analysis revealed that among the 78 non-Turkish academicians participating in the study, 27% of them (21) did not use any metaphors regarding the concept of university and that 6.4% of them (5) produced more than one metaphor. In addition, it was seen that 6 academicians repeatedly used the common metaphor of "university is a community"; that 2 academicians repeatedly used the common metaphor of "university is a family"; that 2 academicians repeatedly used the common metaphor of "university is a garden"; and that one academician repeatedly used the common metaphor of "university

is a factory". As a result, it was found out that 32 specific university metaphors were produced by academicians. Table 3 below presents the metaphors repeatedly used by more than one academician.

Table 3. non-Turkish Academicians' Own University Metaphors

Metaphor	Frequency (*f*)
University is a Community	5
University is a Town	4
University is a Library	2
University is a Social Network	2
University is a Laboratory	2

Among the metaphors most repeatedly used by more than one academician were the metaphors of "University is a Community" and "University is a Town". For both metaphors, it was striking that the academicians emphasized cooperation while explaining the metaphors they created. Below are direct quotations from two participants regarding these two metaphors.

> *…University is a community because it allows people (students) to live together and learn safely (hopefully)…*
> *…University is a town. Because of the people of the town meet in the market squares, restaurants etc... and also perpetually meet in the town Hall etc.. and new ideas develop in these meetings, both gossips (university is full of gossips) and ideas (university is full of new ideas) how to develop and improve the town and the society around the town…*

As can be seen in the quotations of the academicians, the foreign academicians frequently used the metaphors of society, community and town for university. It was seen that various groups (students, academicians, researchers and so on) emphasized interaction and cooperation in different environments while explaining why they used these metaphors.

It was revealed that apart from the metaphors repeatedly used by more than one academician, certain striking metaphors were used by the academicians from different countries for the metaphor of "University". These metaphors included open book, ajiaco, businesses, club, conference, cult, hospital, incubator, maze, picnic, plantation and pool. Below are direct quotations regarding some of these metaphors.

> *…University is an open book. Knowledge is created and made available. More and more universities are becoming integrated in even the larger communities in which they sit. this makes universities a wonderful place to learn, experiment, exchange ideas and create projects…*
> *…University is a good ajiaco. Why? An ajiaco is a Colombian soup. The soup in itself is absolutely superb. Constituted by a myriad of ingredients, it only gets better as it marinates. The spices, the vegetables and potato broth combine together to make the most delicious succulent meal. University is a melange of so many wonderful elements …students, professors, staff, content, etc. come together in a special way. It can be a rich and full experience characterized by combinations and not necessarily single elements. Although each element is as important as the combinations of which they are a part…*

As can be seen in these direct quotations, the academicians from different countries pointed out clarity and variety in most of the metaphors they created. Thus, when the participating these academicians' own metaphors regarding university were examined, it was seen that they mostly used the metaphors of society, community and town. In addition, it was also seen that while creating the metaphors, the academicians featured such aspects of universities as interaction, cooperation, clarity and variety.

When the Turkish academicians' own university metaphors were examined, it was seen that 18 of the 82 academicians (22%) did not create any university metaphor. In addition, 18 of the 64 academicians mentioning a metaphor (22%) produced more than one metaphor. Furthermore, of all the participants, 23 of them repeatedly used the metaphor of factory; 13 of them repeated the metaphor of family; 26 of them repeated the metaphor of society; 12 of them repeated the metaphor of garden; and one of them repeated the metaphor of prison. Consequently, the Turkish academicians participating in the study produced 19 specific metaphors. Table 4 presents the metaphors repeated more than once by the academicians.

Table 4. The Turkish academicians' own university metaphors

Metaphor	Frequency (*f*)
University is a community	5
University is the military	4
University is the world	2

When the specific metaphors produced by the academicians were examined, it was seen that the metaphor of "University is a community" was repeated by 5 academicians with the same meaning of the metaphor produced by the academicians from different countries. In addition, the second metaphor used by the Turkish academicians was the metaphor of military. Below are direct quotations of two academicians for these two metaphors.

> *…University is a community because university brings a number of people together for common purposes …*
> *…The hierarchy of the military service also exists in the academy. First comes the title and then seniority …*
>
> Mehmet Fırat

While explaining the reasons why they created the metaphors, the academicians stated that they created the metaphor of community to emphasize cooperation at universities and the metaphor of military to point out the hierarchy at universities. Moreover, some other striking metaphors used included meals, discovery ship, life, love, science, city, colony, identity, community, world, sculptor, specialization barbarism, river, raceway, home, library, arena and culture. It was also found out that the academicians in Turkey produced fairly striking metaphors for the concept of university. Below are direct quotations regarding some of these metaphors.

> *…University is a culture because development does not mean having a university diploma or show the high number of university graduates. For development, first, science and culture should be improved at universities, and a culture of science should be established …*
> *…University is a meal because different foods do not provide benefit alone but may present wonderful tastes…*
> *…University is a discovery ship because the scientific and social role of universities is the same as the role of discovery ships …*
> *…University is a "colony" because universities are colonies which have their own autonomous administration, which involve all kinds of life experiences, and people living in the city produce, consume and experience. The members of this colony have common grounds. They introduce themselves as the members of this colony …*

When some of the metaphors – except for those regarding military and community - created by the Turkish academicians were examined, it was seen that the Turkish academicians emphasized variety, social leadership, autonomy, cooperation and culture.

4. Discussion

The present study carried out to determine the metaphor use profiles of academicians regarding the concept of 'university' employed a total of 160 academicians from 21 different countries. In line with this purpose, the study tried to investigate how frequently the academicians used the common university metaphors and whether there was a significant difference between the Turkish and other academicians' preferences regarding the common university metaphors and tried to examine the academicians' own university metaphors.

When the degrees of the academicians' agreement with the common university metaphors were examined, it was seen that the Turkish academicians' preferences were quite parallel to those of the foreign academicians. Both groups of academicians supported the metaphor of "University is a community" at most and the metaphor of "University is a prison" at least. The reason for this could be the fact that the academicians generally believed the social, heterogenic and open aspects of universities substantially dominated the closed and systematic aspects of universities. Similar to this result, it was seen that among their own university metaphors, the academicians repeated the metaphor of prison at least.

The most distinctive difference between the Turkish and other academicians was seen to be due to the metaphor of "University is a factory". This difference was revealed via both the standard view range and independent samples t-test. The Turkish academicians "sometimes" agreed with the metaphor of "University is a factory", while the other academicians "rarely" agreed with this metaphor. In addition, the t-test analysis revealed that the Turkish academicians ($\overline{X}$=3,19) agreed with this metaphor significantly more than the other academicians did ($\overline{X}$=2,44) (p< .01). According to the results of the t-test conducted, this was the only difference between the Turkish and other academicians with respect to their levels of agreement with the common university metaphors. Furthermore, this difference is quite evident in the university metaphors the academicians themselves produced. Regarding the open-ended question, the other academicians rarely repeated the metaphor of "University is a factory", while the Turkish academicians frequently repeated this metaphor.

When the academicians' own university metaphors were examined, it was seen that most frequently, the other academicians repeated the metaphors of "University is a Community" and "University is a Town". It was also seen that regarding the two metaphors, the academicians emphasized cooperation and featured variety while explaining the metaphor they created. Parallel to this, the Turkish academicians' own university metaphor was found to be "University is a community". In addition, the Turkish academicians were found to use the metaphor of military in the second place. While explaining the reason why the academicians used these metaphors, they mentioned cooperation at universities for community and hierarchy fed by title and seniority for military. These differences and similarities between both groups of academicians could summarize their attitudes towards universities as well as their viewpoints regarding universities. Metaphors are powerful tools that can be used to reveal the behavioral potential of a person (Moser, 2000).

When the university metaphors used by the Turkish and other academicians were examined in general, the metaphors of society and community stood out. This finding is consistent with the finding of a study carried out by Berg (1999) who reported that a modern university is quite a complex community fed by different groups with different features; the finding of another study conducted by Lewis (1980) who reported that university is a community in which people pursue learning opportunities; and the finding of another study carried out by Scruton (2010) who demonstrated that university is a society in which people should have high social life standards.

5. Conclusion

The present study aimed at determining the Turkish and other academicians' metaphor use profiles regarding the concept of 'university'. The academicians' university metaphors were examined via 3 research questions. These questions were directed to find answers to how frequently the academicians used the common university metaphors; whether there was a significant difference between the Turkish and other academicians' preferences regarding the common university metaphors; and what the academicians' own university metaphors were. Within the scope of the study, certain important results were obtained in line with these three research questions.

When the frequencies of all the participating academicians' use of the common university metaphors were examined, it was concluded that they considered university "frequently" as a society and "sometimes" as a garden, a family and a factory. In addition, the examination of the frequencies of the Turkish and other academicians' use of the university metaphors revealed similarities to a great extent. This examination also demonstrated that the most evident difference was due to the metaphor of "University is a factory". Thus, the other academicians rarely used the metaphor of "University is a factory", while the Turkish academicians frequently used this metaphor.

Regarding the university metaphors created by the participating academicians, it was seen that the other academicians featured the metaphors of society, community and town and that they emphasized such aspects of universities as interaction, cooperation, clarity and variety while creating their own metaphors. In addition, the Turkish academicians participating in the study most frequently used the metaphors of community and military and emphasized variety, social leadership, autonomy, cooperation and culture while creating their own metaphors.

6. Recommendation and Suggestions

There were two evident differences between the Turkish academicians and the other academicians. First, university was considered rather as a factory. Second, the academicians pointed out the dominance of academic hierarchy at universities. Regarding these two differences, it could be suggested that in Turkey, related departments at universities could organize activities and develop projects together with all the working staff to support team work and to increase communication between institutions within the body of the university.

Future studies could be carried out with a larger number of participants with a research design similar to that of the present study. The academicians' university metaphors could be examined not only with respect to their countries but also with respect to critical demographic features of the participants such as teaching at a private or state university. In addition, in the present study, the reasons for the diverse views regarding the university metaphors used by the Turkish and other academicians could be examined via such techniques as focus group interviews and metaphor analysis.

By metaphor analyze studies on the university metaphor researchers can investigate the meaning of university conception in different social and cultural aspects. For this purpose researchers can use qualitative and mixed research methods. Based on the university metaphors created by academicians it is possible to evaluate the connections between academicians' perspectives.

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