THE PERCEPTION OF NURSING BY FIRST-YEAR NURSING STUDENTS: A METAPHOR ANALYSIS
HEMŞİRELİK BİRİNCİ SINIF ÖĞRENCİLERİNİN HEMŞİRELİK ALGISI: BİR METAFOR ANALİZİ

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ABSTRACT

This study was done with the objective of revealing through metaphors the perceptions of first-year nursing students on the concept of "nursing". This study was realized with the voluntary participation of 80 first year students of the Department of Nursing at the School of Health Sciences of a university and who accepted to participate in the study. It was requested that every nursing student should complete the sentence, *"Nursing is like…, because…"* with the objective of revealing their metaphors for the concept of "nursing". It was found that nursing students produced 45 different metaphors. The metaphors constituted for the concept of "nursing" by the nursing students were treated in seven categories. It was determined that the categories in which the students produced the most metaphors were mother, to assist, life, to be responsible, physician's assistant, cornerstone and a difficult profession. In conclusion, the metaphors can be used as a strong research tool in understanding, revealing and explaining the cognitive images of the nursing student about the concept of nursing. There is a need to study the concept of nursing through metaphors in different year students and nurses.

ÖZ

Bu araştırma hemşirelik birinci sınıf öğrencilerin, "hemşirelik" kavramına ilişkin sahip oldukları algıları metaforlar aracılığıyla ortaya çıkarmak amacıyla yapılmıştır. Bu araştırma, bir üniversitenin Sağlık Bilimleri Fakültesi Hemşirelik Bölümü 1.sınıfta öğrenim gören ve araştırmaya katılmaya kabul eden 80 öğrencinin katılımıyla gerçekleştirilmiştir. Her bir hemşirelik öğrencisine "hemşirelik" kavramına ilişkin sahip oldukları metaforları ortaya çıkarmak amacıyla *Hemşirelik . . gibidir; çünkü . . .* cümlesini tamamlaması istenmiştir. Hemşirelik öğrencilerinin 45 değişik metafor ürettikleri bulunmuştur. Hemşirelik öğrencilerinin "hemşirelik" kavramına ilişkin oluşturdukları metaforlar yedi kategoride ele alınmıştır. Öğrencilerin en çok metafor ürettikleri kategorilerin; anne, yardım etmek, hayat, sorumluluk sahibi olmak, doktor yardımcısı, temel taş, zor bir meslek olduğu belirlenmiştir. Sonuç olarak, metaforlar, hemşirelik öğrencilerinin hemşirelik ile ilgili kavramsal imgeleri açıklamada güçlü bir araştırma aracı olarak kullanılabilir. Hemşirelik kavramının farklı sınıf öğrencilerde ve hemşirelerde metaforlar aracılığıyla araştırılmasına gereksinim vardır.

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INTRODUCTION

Metaphors are the label, meaning or conceptual expressions formed in the individual by a concept. Metaphors are a process of seeing and understanding. Metaphors present the opportunity of one understanding a concept through the comparison of two things, which are different, but that share some attributes (1-3). Persons use metaphors frequently for focusing on some specific, main attributes of fact with the objective of strengthening their understanding on the subject of roles, events and experiences. Furthermore, metaphors can also influence one's perceptions on the subject of these events and experiences. The metaphors related to nursing are important for reflecting different thoughts on the subject of the roles and responsibilities in nursing health care. Metaphors affect how nurses depict nursing and their being able to implement their visions as holistic and patient-focused in continuing their roles within health care. Their own image of nursing is included within the metaphors used by nurses. Nurses, in the study of metaphors, are apprehending their own experiences on the subject of the nursing profession (4).

Many means are applied for revealing the perceptions of individuals for a certain event or concept. One of these is metaphors, which attempt to give meaning, by connecting a thing to a network of concepts belonging to another area of meaning. Metaphors are the explanation with concrete concepts of abstract concepts (5,6). Metaphors are a means of perception whose validity has been proven on the subject of being a good technique for learning unknown things and for keeping in mind and remembering the information learned (7).

Metaphors are vivid, expressive tools popularly used in everyday conversations. The familiarity of metaphors combined with their capacity for generating meaning make the metaphor a powerful heuristic device for effecting nursing discoveries and pedagogical shifts. Exploring nursing metaphors can provide opportunities to develop new understandings of nursing and challenge metaphorical images that may be constraining and/or obscuring significant elements of holistic nursing practice (8). Hartrick and Schreiber (1998) (8) employed metaphors as a means for uncovering nurses' conceptualizations of nursing and their nursing roles. This research Project, post RN students were asked to choose and describe a metaphor that captured their experience and influenced their enactment of nursing and nursing practice. The thematic analysis of the metaphorical descriptions illuminated 4 major themes: the character of nursin work; power and empowerment; nursing as a growth process; and the relational nature of nursing.

Frequently benefitting from the metaphor analyses in the studies made in recent years has been done with the objective of determining the perceptions of individuals for their professions (7,9-11). Perception of the nursing profession can be defined as what individuals feel and think about themselves, their surroundings and nursing. Perception of profession for nursing students reflects what they feel, their thoughts and how they perceive nursing education on the suitability of nursing and actions in nursing, of the students on themselves and their surroundings. The perception of nursing serves the function as a filter for the experiences related to the nursing implementations of students and in the development of viewpoints and in the concepts where knowledge is the most important factor in these implementations. The new knowledge given in educational programs is constituted through the perception of nursing and new knowledge and values not in the same direction are rejected or there is a change in the perceptions with the nursing perceptions of students (12). The experiences during the four-year education of students can change their thoughts related to the profession and their perceptions of the profession (13). The first-year nursing students are nurse candidates who will commence their professional lives. The nursing perception of these students is important, since it could influence their motivations, self-confidence and relations with members of other disciplines and with patients. At the same time, how students perceive the nursing profession is a situation that should be questioned, due to its influence on benefitting from undergraduate education and the service attributes of postgraduate education (14).

The training of nurses, who are observed to be the most important human resource in the health sector, preserves its currency as an important subject. Setting forth the thoughts and viewpoints that students have on nursing is of importance for the development of the nursing profession. This study also benefitted from metaphors, which are accepted to be vehicles that acquire meaning to life and experience, with the objective of determining the nursing perceptions of students. The steps taken in the profession during the years of being a student are important situations that require questioning how the students perceive the concept of nursing (15). Metaphors and metaphoric research are used frequently in educational studies (1,7,16-19). However, a slight number of metaphor studies are encountered in the field of nursing (20-22). It was aimed in this study to determine through metaphors how nurse candidates perceive the nursing concept from the aspect of educating high-quality nurses. It is important from the aspect of verifying the results of students knowing their thoughts on the profession in which they will be engaged, for providing for the continuation of the positive behaviors perceived and for abandoning negative behaviors. In this sense, it is thought that the study would be beneficial both for students and for academicians in the determination of the viewpoints of individuals for their professions and for being able to be more useful in their professional lives.

METHOD

Aim

The objective of this study is to reveal through metaphors the perceptions held by first-year nursing students for the "nursing" concept. Answers were sought to the questions given below within the framework of these general aims:

What are the metaphors held by the first-year nursing students for the concept of nurse?

Under which conceptual categories can these metaphors be collected for their shared attributes?

Design

The qualitative and quantitative research design was

used in this study. The data of the study were implemented on the first-year students in the Department of Nursing on the first day of the Principles of Nursing course during the 2014-2015 autumn semester.

Participants
In the autumn semester of the 2014-2015 academic year, all the students who were studying at the first department of Health Sciences Faculty of Nursing Department of a university formed the universe of study. The sample consisted of 85 students who accepted to participate in the study. The metaphors produced by the students were constituted into a temporary list by defining them in the form of concepts. Accordingly, attention was paid to whether or not the metaphors were expressed in a clear manner. Nevertheless, the analysis was realized on the papers of 80 students, since the papers of five of the students were eliminated, because they did not have any definite metaphors and did not express any justification for the metaphors made.

Data collection
The study was implemented on the first-year students in the Department of Nursing on the first day of the Principles of Nursing course during the 2014-2015 autumn semester. Demographic information was obtained on the nursing students participating in the study, such as age, gender and status of selecting the nursing profession willingly. It was requested that every nursing student should complete the sentence, *"Nursing is like…, because…"* with the objective of revealing the metaphors they had for the concept of "nursing". With this objective, an empty form on which there was writing at the top of the page was given to the nursing students and it was requested that they express their thoughts by concentrating on only a single metaphor. In the studies where metaphors are used as research tools, the "like" concept was generally used for reminding in a clearer manner of the connection between the subject of the metaphor and the source of the metaphor.

Place would also be given to the "because" concept in this study and it was requested that the students present a justification or a logical support for their own metaphors. These compositions that were written in their own handwriting by the students were used as the basic data source in this study.

Data analysis
The data obtained in the study was assessed by making use of content analysis. The analysis and interpretation of the metaphors developed by the students were realized in five stages: (1) naming, (2) classifying, (3) developing category, (4) providing for validity and reliability and (5) transferring the data to the Statistical Program for the Social Sciences (SPSS) 18.0 program for the quantitative data analysis.

1, *Stage of Naming*
At this stage, a temporary, alphabetical list was made of the metaphors produced by the students. It was studied carefully whether or not the metaphors developed were expressed in a clear manner. The metaphors determined by the students were coded (for example, mother, life, etc.). At the same time, papers that did not include any metaphor image and papers left blank were removed.

2, *Stage of Classifying*
At this stage, each metaphor was assessed by studying for shared attributes. With this objective, the metaphors developed by students were read one-by-one, reviewed and analyzed.

3, *Stage of Developing Category*
At this stage, the metaphor images produced by the students were assessed for the shared attributes that they had for the *nursing* fact. The metaphor images produced by the students were analyzed from the aspects of (1) the subject of the metaphor, (2) the source of the metaphor and (3) the relationship between the subject of the metaphor and the source. Subsequently, every metaphor image was associated with a certain theme related to *nursing* (for example, "mother", "to help", etc.) and a total of seven different themes were constituted.

4, *Stage of Providing Validity and Reliability*
The validity and reliability at this stage are the most important two criteria used for providing for the conclusiveness of the study results (23). Accordingly, first of all, it was explained in a detailed manner how they were brought to seven conceptual categories. At the subsequent step, the metaphors that were thought to represent each of the metaphors obtained were compiled and place was given in the findings section. The views of an expert were applied for providing for the reliability of the study with the objective of confirming whether or not the metaphors given under the conceptual category reached in the study represented the subject conceptual category. According to this aim, two lists were given to a university teacher, with one list including the metaphors and another list including the names and attributes of the conceptual category names. It was requested from the expert to match the metaphors on the first list with the categories on the second list by using these two lists. The matching made by the expert was compared with the category realized by the researcher. The reliability of the study was calculated by using Miles' and Huberman's (1994) (24) formula (reliability=consensus/consensus+dissent x 100). In cases where the adaptation between the assessments of the expert and researcher were 90% and above, provided a reliability at the desired level in qualitative studies. In the reliability study realized unique to this study, a *consensus* (reliability) at the ratio of 96% was provided. The expert who applied views within the scope of the reliability study associated three metaphors (tree, cornerstone, tolerance) differently from the researcher. In this situation, *Reliability* = (77/77+3) x 100 =0.96 was calculated. This result expresses that it was sufficient for the reliability of the study.

5, *Stage of Transferring Data to a Computer Environment*
At the stage of interpreting the specification frequency-calculation of percentages and findings, the percentages were calculated for each conceptual category and with the participatory numbers produced for the metaphors belonging to these categories, tables were constituted, quotes were made from the sentences containing the metaphors produced and assessments and evaluations

were made according to the results obtained. When calculating the percentages of the numbers of metaphors produced by the participants, the percentage was calculated within its own type for each participant. In the quotes made from the participant statements, the personal information on from which participant the quote was produced was given as a code within parentheses immediately after the subject quote. The codes have the following meanings: (1) the grades of the students were indicated as 1,2,3,4; (2) Sex was indicated

Table 1. The metaphors for nursing of the nursing students

Metaphor code	Metaphor name	Frequency	%
1	Tree	1	1.2
2	To be responsible	5	6.2
3	Mother	14	17.5
4	Love	1	1.2
5	Life	7	8.7
6	Cornerstone	2	2.5
7	Vigor to establish empathy	1	1.2
8	The finger of one hand	1	1.2
9	Binding a child to a mother	1	1.2
10	To raise a child	1	1.2
11	The heart of people	1	1.2
12	Acrobatics	1	1.2
13	Flower	1	1.2
14	Social educator	1	1.2
15	Physician's assistant	3	3.7
16	To try to take the right steps	1	1.2
17	Sapling	1	1.2
18	To be the friend of the patient	1	1.2
19	To be able to be a real person	1	1.2
20	Consultation	1	1.2
21	Hope for recovery of patients	1	1.2
22	Air	1	1.2
23	Tolerance	1	1.2
24	To know people	1	1.2
25	The helper of people	1	1.2
26	To reach the ideal	1	1.2
27	Like a thin rope	1	1.2
28	To understand the value of one's own health	1	1.2
29	To put oneself in place of the patient	1	1.2
30	To give up on oneself	1	1.2
31	To feel oneself safe	1	1.2
32	White angel	1	1.2
33	Blood	1	1.2
34	Heroism	1	1.2
35	A sacred thing	1	1.2
36	Brotherhood/Sisterhood	1	1.2
37	To know oneself	1	1.2
38	Fairy tale	1	1.2
39	To listen to music	1	1.2
40	Reflection of one's conscience	1	1.2
41	Angel of help	1	1.2
42	To help	9	11.2
43	Babies who just try to walk	1	1.2
44	A difficult profession	2	2.5
45	Guide	1	1.2

using M and F; and A17, A18, A19, etc. were used to indicated the age of the students. The meanings of these codes are as follows: (1) The numbers given by the researcher on the participant forms were used. (2) The male (M) and female (F) letters were used for the gender of the students for determining to whom the quote belonged. (3). The ages of the students were determined to be A19, A20, A21, etc.

Ethical considerations
Written permission was obtained from the institution where the research would be made before starting the study. The aim of the study explained to the students and verbal consent was obtained.

assistant (f=3, 3.7%), cornerstone (f=2, 2.5%) and a difficult profession (f=2, 2.5%).
The categories of the metaphors produced by nursing students have been given in Table 2. The metaphors for the "nursing" concept formed by the nursing students have been treated in seven categories.

Category 1
When Table 2 was examined, it was observed that it contains 13 metaphors formed by 21 nursing students in the "nurse as a helper" category. Examples of the metaphors by the nursing students in this category have been given as follows:
"Nursing is like helping people, because nurses help all

Table 2. Categorical distribution of the metaphors produced for nursing

Category	Metaphor code (MC) and metaphors	No. of students producing metaphors	No. of metaphors
Nurse as a helper	Acrobatics (MC 12), Flower (MC 13), Social educator (MC 14), To be the friend of the patient (MC 18), Consultation (MC 20), Tolerance (MC 23), To understand the value of one's own health (MC 28), To put oneself in place of the patient (MC 29), Reflection of one's conscience (MC 40), Angel of help (MC 41), To help (MC 42), Guide (MC 45), To feel oneself safe (MC 31)	21 (26.2%)	13 (28.8%)
Nurse as the provider of communications	To establish empathy (MC 7), To know people (MC 24)	2 (2.5%)	2 (4.4%)
Nurse who works within a team	Cornerstone (MC 6), The finger of one hand (MC 8), Binding a child to a mother (MC 9), Physician's assistant (MC 15), The helper of people (MC 25), White angel (MC 32), Blood (MC 33)	10 (12.5%)	7 (15.5%)
Nursing as a profession	Life (MC 5), To be able to be a real person (MC 19), Hope for recovery of patients (MC 21), To reach the ideal (MC 26), A thin rope (MC 27), heroism (MC 34), A sacred thing (MC 35), Fairy tale (MC 38), To listen to music (MC 39), Babies who just try to walk (MC 43), A difficult profession (MC 44), Air (MC 22)	20 (5.2%)	12 (26.6%)
Nurse as a researcher, interrogator	Tree (MC 1), To know oneself (MC 37)	2 (2.5%)	2 (4.4%)
Nurse as a mother	Mother (MC 3), Love (MC 4), To raise a child (MC 10), Sapling (MC 17), To give up on oneself (MC 30)	17 (21.2%)	5 (11.1%)
Nurse as being a responsible person	To be responsible (MC 2), Brotherhood/ Sisterhood (MC 36), The heart of people (MC 11), To try to take the right steps (MC 16)	8 (10%)	4 (8.8%)

FINDINGS
In this section, information was given about the metaphors developed for the nursing concept by the nursing students. Of the students in the study, 87.7% were female, 55.6% were graduates of a normal high school, 63% came to the department willingly, 49.4% selected this profession due to the opportunity of finding work being excessive and 96.3% stated that they liked the profession. The average age of the students in the study was determined to be 18.3+0.6 (min: 17, max: 21).
When Table 1 was examined, it was observed that the 80 nursing students produced 45 different metaphors to the question, "*Nursing is like..., because...*". The categories in which the students produced the most metaphors were: mother (f=14, 17.5%), to help (f=9, 11.2%), life (f=7, 8.7%), to be responsible (f=5, 6.2%), physician's

patients, the elderly and those who have a need. There is always a need for nursing everywhere" (18, F, A18).

Category 2
When Table 2 was examined, it was observed that it contains two metaphors formed by two nursing students in the "nurse as the provider of communications" category. Examples of the metaphors by the nursing students in this category have been given as follows:
"Nursing is like the vigor of establishing a type of empathy, because health problems are increasing day-by-day and it is rather difficult to understand people without establishing empathy and to be a remedy for their pains. Consequently, nursing is the vigor of empathy" (7, M, A19).

Category 3

When Table 2 was examined, it was observed that it contains seven metaphors produced by 10 nursing students in the "nurse who works within a team" category. Examples of the metaphors by the nursing students in this category have been given as follows:

"Nursing is like the finger of one hand, because the physicians, chiefs of staff, head nurses, nurses, nurse's aides and other workers work all together for a patient to be kept alive. If one is lacking, then the patient care is incomplete. The management of that hospital is dependent on all of them" (61, F, A18).

Category 4

When Table 2 was examined, it was observed that it contains 12 metaphors produced by 20 nursing students in the "nursing as a profession" category. Examples of the metaphors by the nursing students in this category have been given as follows:

"Nursing is like listening to music, because it is a profession that would be made by liking and by enjoying it" (66, F, A18).

"Nursing is like the hope of patients for recovery, because nurses are the persons who take the most interest in patients when they are awake. Patients cannot see or talk with their physicians and they want all of their expectations to be met by nurses." (34, F, A18).

Category 5

When Table 2 was examined, it was observed that it contains two metaphors produced by two nursing students in the "nurse as a researcher – interrogator" category. Examples of the metaphors by the nursing students in this category have been given as follows:

"Nursing is like a tree, because as the tree is watered, it becomes green. As nursing is learned and studied it is liked. It is just like a tree becoming green, producing fruit and helping life" (23, F, A18).

Category 6

When Table 2 was examined, it was observed that it contains five metaphors produced by 17 nursing students in the "nurse as a mother" category. Examples of the metaphors by the nursing students in this category have been given as follows:

"Nursing is like a mother, because it approaches patients with kindness and compassion" (3, M, A19).

"Nursing is like a mother, because motherhood is a task that requires patience, responsibility and love. You are raising an individual in motherhood, but in nursing, you are also taking care of that individual" (41, F, A19).

Category 7

When Table 2 was examined, it was observed that it contains four metaphors produced by eight nursing students in the "nurse as being a responsible person" category. Examples of the metaphors by the nursing students in this category have been given as follows:

"Nursing is like being responsible, good and dependable, because we are responsible for the health of people. They put themselves into our care. We should be a person who is good, smiling and dependent in response to them." (15, F, A18).

DISCUSSION

A total of 45 important results were obtained in the study we made with the objective of revealing the mental images possessed by nursing students for the "nursing" concept and to collect these mental images under specific conceptual categories.

First of all, the use of 45 different metaphors by the students when expressing the "nursing" concept, showed that the perception and viewpoints for this concept are varied. Furthermore, the comprehensiveness of the metaphors formed for the "nursing" concept set forth that it would be difficult to express in an inclusive manner this concept with a single metaphor. When the metaphors constituted by the students related to the concept of nursing were examined, it was observed that the perceptual expressions applied the most were the metaphors of mother (f=14, 17.5%), to help (f=9, 11.2%), life (f=7, 8.7%), physician's assistant (f=3, 3.7%), to be responsible (f=3, 6.2%) and cornerstone (f=2, 2.5%). When the metaphors were examined, it can be stated that the students had a basic opinion on the concept of "nursing" and that it was also a reflection of the view related to nursing in the society.

The students in Category 1, by saying that nursing was like helping, described it as a profession that brought solutions to the problems of ill persons and that focused on eliminating the problems by addressing by name, if there was a problem, without offending or hurting them. To help in its general meaning is to use oneself in the best manner for someone else. It is not to do something, but to do something with someone, to make it possible to do something and to develop options together (25). The basic objective of helping is to know the individual who is given services with a communication and interaction based on reciprocal trust, to define the care requirements and as a result, to cope more effectively with the problems and to provide for the needs to become reachable (26). When the literature was examined, one of the reasons for selecting nursing as a profession was composed of the desire "to help" others (27). To help includes presenting services to the individual and the society. According to what Scott (2000) (28) reported, in the study made by Fund in 2000, it was determined that the basic reason in these selections of individuals who selected the nursing profession was "the desire to give care to people". In the study made by Kersten et all. (1991) (29) on the factors that motivated students to select nursing as a profession, they stated that the main reason for selecting the nursing profession was "to help people". It was determined in the studies by Boughn and Lentini (1999) (30) who examined the reasons females selected the nursing profession that the basic reason of nurses was the wish "to care for other people, to help them". It can be stated that in our study as well, the perception of the students for the nursing concept set forth the justifications for selecting the profession.

The expression included in the metaphor, "the vigor of establishing nursing empathy" also included in Category 2, is connected to Category 1 and was to be able to look with a helpful view at the world of someone else. Empathy is one of the most basic components of the helpful relationship (31). It is thought that without an empa-

thetic understanding, it would be impossible to enter into the emotional worlds of persons and that help could not be given in its real meaning. It is possible with empathy to be able to understand the individual and his/her problems. Within this scope, the figure of speech on the vigor of establishing nursing empathy by the students is rather important. Without a doubt, the value and importance of communications in nursing care is indispensable. In our study, the fact that the students stated that nursing passes through communications with all kinds of people, the elderly, youth, children and adults, was pleasing from the aspect of showing that the students perceived that nursing gave services to people in all age groups.

The students expressing the figures of speech for nursing as a member of a team, especially as a cornerstone and the finger of one hand in Category 3, was significant from the aspect of thinking of the roles of nursing within a team being important. These are important clues that the students perceived the nursing profession positively, despite the fact that they were first-year students. However, the students explained nursing as physician's assistants. A section of the nursing students in our study perceived nursing as "the person who helps and serves patients" and also reflects the perception of the society for the nursing profession. The results obtained from other studies made in Turkey support our findings. In the study made by Yeşil et al. (2006) (32) on students attending the nursing school of higher education, it was found that the percentage of students who thought of nurses in the form of the right arm of physicians was 32.9%. In the study made by Özpancar et al. (2008) (33), it was stated that a large number (66.3%) of the first-year nursing students deemed nurses as physician's assistants. In the study made by Krepia et al. (2009) (34), some of the students nursing and nurses described nurses as the right arm of physicians. When Koç and Sağlam (2009) (35) asked students to define the nursing profession, 67.3% defined nursing as primarily a profession, which is the physician's assistant, 61.6% defined it as a profession in which the patient's care and treatment are carried out together with physicians and 61.4% defined it as a profession which assisted people who were in need of care. In the study by Tunç et al. (2010) (36), it was stated that 69.8% of the students defined nursing as the person who helped and served patients, 15.2% defined it as the physician's assistant and 7.5% defined it as a member of the health team.

The most important reasons for the students explaining the nursing concept as physician's assistant can be related to the power relationship between physicians and nurses, that nurses fulfill the duties determined by physicians and the fact that nursing continues the reality of being a profession in which females are dominant.

Whereas, in Category 4, the fact that students generally defined nursing with metaphors, such as "tree", "life" and "heroism", emphasizes that the nursing profession is a needed and important profession and is an indispensable profession for human life, is especially positive with the drawing of attention to being done by being liked and by getting pleasure when engaged in this profession, just like listening to music.

The definition of nursing in Category 6 with the metaphor "mother" by the students in the study can be explained by deeming nursing to be based on gender and as a part of the female gender within the family. Although it is important that male nurses have started to take their places in the nursing profession in the present-day, since male nurses are still insufficient in numbers, is striking from the aspect of showing that nursing continues to be perceived as a profession unique to females. Gender has been an important variable, which has prevented the development of nursing and the nurse image in the historical process (37). It was stated in the literature that in the selection of a profession, females prefer the teaching and nursing professions, because they are an extension of the traditional motherhood functions (38).

CONCLUSION

It was found that nursing students produced 45 different metaphors. The metaphors constituted for the concept of "nursing" by the nursing students were treated in seven categories. It was determined that the categories in which the students produced the most metaphors were mother, to assist, life, to be responsible, physician's assistant, cornerstone and a difficult profession. There is a need to research through metaphors the concept of nursing in different year students and nurses. It is suggested that the activities that will enable the students to gain a positive view in the direction of these studies should be included in the nursing trainings.

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