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TURKISH PRE-SERVICE TEACHERS' PERCEPTIONS ON SOCIAL ENTREPRENEURSHIP THROUGH METAPHORS

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Abstract

The aim of this qualitative study is to examine and interpret Turkish pre-service teachers' perceptions of social entrepreneurship through metaphors. Answers to the questions "How do pre-service teachers perceive and express social entrepreneurship through metaphors?" and "Under which conceptual categories could the metaphors be collected" were sought accordingly. The study group consisted of 130 pre-service teachers at Necmettin Erbakan Üniversitesi Ahmet Keleşođlu Eğitim Fakóltesi (Faculty of Education), Konya, Türkiye. Data were collected through semi-structured, individual interviews and were analysed by qualitative content analysis. 66 metaphors in relation to *social entrepreneurship* were categorized as 'Personal characteristics', 'Social and solidarity characteristics', 'Innovative characteristics', 'Working, producing and functional characteristics' and 'Other'. Additionally, 57 positive features related to *How to Become a Social Entrepreneur* were classified into 4 categories: "Having Affective Characteristics", "Skills Needed as a Social Entrepreneur", "Social Relations, Social Environment and Team Building", "Entrepreneurial Process Planning and Implementation".

Keywords: pre-service teachers, perceptions, metaphors, social entrepreneurship, Turkey

1. Introduction

There is a growing body of literature that recognizes the importance of Social Entrepreneurship (SE) as an inherent part of pre-service teacher training (Gupta et al., 2020). Recent developments in the field of education and continuing professional development, particularly since the start of the COVID-19 pandemic, have led to a renewed interest in determining, examining, and developing the skills of academics (Calonge et al., 2022, Saffie-Robertson & Fiset, 2021) and most specifically pre-service teachers. García-González and Ramírez-Montoya (2020, p.1) have for instance argued that social entrepreneurship was "a necessary competency in higher education". A significant amount of literature on the use of metaphors to identify pre-service teachers' perceptions on a wide range of topics such as Augmented Reality (Fidan et al., 2021), educational concepts (Sahin & Sabanci, 2018), scientific thinking (Akınođlu & Eren-Dilek, 2015), nationalism (Altıkulaç & Sabanci, 2017), chemistry (Onen Ozturk & Aglarci, 2017), instructional technology and teaching materials (Öztürk & Dagistanlioglu, 2018), university (Dalgıç et al., 2012), curriculum (Akinoglu, 2017), technology (Gök,& Erdođan, 2010), flipped classroom (Cukurbasi & Kiyici, 2017), mathematics (Oguz et al., 2016), *digitally-competent teachers* (Çebi & Reisođlu, 2022), environmental pollution (Ültay, 2022), teacher and teaching profession (Koç, 2014), the

student and the teacher (Ulusoy, 2022), or social media (Köseoğlu, 2018) has been published by Turkish researchers in recent years. A search of the literature revealed however very few studies which examine social entrepreneurship through metaphors, particularly in the Turkish context. Lakoff and Johnson (2008, 112) argued that metaphors may help us reveal how we perceive the world and structure the “less concrete and inherently vaguer concepts (like those for the emotions) in terms of more concrete concepts”. Additionally, Saban et al. (2007) indicated that metaphors could help explain abstract concepts by establishing connections between the abstract, the concrete and the observable concepts. Critical to economic growth and job creation, social entrepreneurship in Türkiye, in sectors such as manufacturing, education, creative industries, and agriculture, is a catalyst for transformative social change, gender equality (55% of the 9000 Turkish social enterprises are led by women), and integration (refugees, mostly from Syria), improving the lives of thousands of persons. It is therefore crucial to understand how future teachers perceive its importance, role, and impact on society, as they will either be teaching it as part of the curriculum or introducing it to their students through guest lectures.

This study aims to contribute to this growing area of research by exploring the metaphors developed by 130 Turkish pre-service teachers related to the concept of social entrepreneurship. In this study, a phenomenology research design was used, and a semi-structured interview form was designed to collect the data. Answers were sought to the following questions:

RQ1. How do pre-service teachers perceive and express social entrepreneurship through metaphors?

RQ1-1: Under which conceptual categories could the metaphors be collected?

This article contributes to the existing literature in two ways. First, it provides valuable insights into pre-service teachers’ perceptions on social entrepreneurship at a Turkish tertiary institution, and second, it combines the question of social entrepreneurial skills with the wider topic of teacher continuing professional development.

This article is divided into four sections. The first section presents the methodology. The second and fourth sections present and discuss the findings. The last section concludes the study.

2. Method

In this descriptive study, content analysis was used to examine pre-service teachers’ metaphors and opinions concerning social entrepreneurship. Content analysis is a research method used to interpret and encode text content or participant views to make reproducible and valid inferences. Lakoff and Johnson (2008, p.45) stated that metaphorical concepts were “defined not in terms of concrete images (flying, creeping, going down the road, etc.) but in terms of more general categories, like passing”. By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data can be transformed into quantitative data. This method is frequently used in social sciences (Hsieh & Shannon, 2005).

2.1. Participants

A total of 130 pre-service teachers (of which 96 were female and 34 male) at Necmettin Erbakan Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi (Faculty of Education), located in Konya (Türkiye) comprised the convenience and purposeful sample. Participation was on a voluntary basis. Median age of the student-teachers was 20.19 and the standard deviation was ± 4.04 . Ethical clearance was sought to conduct the research, interviews were held with the

faculty administrators, briefings were made about the scope of the research, and the measurement tools of the research were applied.

2.2. Data Collection

An interview form was designed (Google Form, in Turkish) by using a standardized open-ended interview approach to collect the research data.

The standardized open-ended interview protocol consisted of open-ended questions that were carefully prepared by the researchers, organized in a certain order, and asked to the interviewees without changing their format and order (Patton, 1990). Standardized open-ended interviewing ensures replicability and increases the likelihood that a similar study will be conducted by other researchers. The negative side of this approach is the possibility of preventing unforeseen dimensions from being revealed and examined at the stage when the interview form was prepared in advance (Yıldırım & Şimşek, 2016). Open-ended questions are very valuable as they allow the interviewee to examine a particular thought or topic in detail and potentially reveal information that is not thought to be relevant to the interviewer (Gill et al., 2008).

The interview form used for this study was prepared by the first author in Turkish and consisted of two parts: a) demographic information, and b) interview questions. While the demographic information section included information such as gender, age, and department, 4 open-ended questions were added to the second section of the form. In this context, "Social Entrepreneurship" is like in the semi-structured questionnaire form in the research; "Because "; "What do you think should be done to become a "Social Entrepreneur"?" and "In your opinion, what are the barriers to being a "Social Entrepreneur"?" open-ended propositions and expressions requiring answers were used.

2.3. Data Analysis

Data were collected through semi-structured, individual interviews and were analysed by qualitative content analysis. Content analysis in qualitative research is carried out by recording the communication between the researcher and the subjects. As Patton (1990) stated, content analysis is a systematic technique in which recurring themes and patterns are summarized into smaller content classifications through coding based on certain principles. The analysis aims to reveal the existence of concepts in a set of texts. According to Straus and Corbin (1990), this process, called open coding, is one of the ways to extract themes, categories, or patterns from a text set. Basically, cases are named and classified through detailed examination of the data. At this stage of the analysis, the interview documents were first read to understand the participants' thoughts. Then, the data were analysed question by question, patterns were revealed from the answers and codes were assigned. Then, overarching categories were created using tags that could be quickly referenced for the extracted codes. All activities carried out by the analysis team were carried out independently of each other to establish coder reliability. For instance, at the end of the interview process, researchers selected 20 % of the interview documents (n=26) using the pre-agreed codebook. Average simple percentage agreement was ± 87 % and Krippendorff's alpha (α) intercoder reliability, an index that estimates the level of agreement between coders that can be expected to have occurred by chance (Gwet, 2014), was 0.719, which indicates acceptable reliability.

3. Results

In this section, the findings related to the metaphors developed by the pre-service teachers about “social entrepreneurship” are presented in tables according to the sub-objectives. Frequency distribution of the metaphors belonging to this category is shown as “f”.

Table 1. *Descriptive Distribution of Metaphors They Developed About “Social Entrepreneurship”*

		f	%		f	%	
1	Mother	8	6.2	34	Shepherd	1	0.8
2	Inventor	6	4.7	35	Wheel	1	0.8
3	Bill Gates	5	3.9	36	Solidarity	1	0.8
4	Social state	5	3.9	37	Sea	1	0.8
5	Foundation/Association	5	3.9	38	Trainer	1	0.8
6	Tree	4	3.1	39	Cruise	1	0.8
7	Elon musk	4	3.1	40	Rainbow	1	0.8
8	Bravery	4	3.1	41	Problem solver	1	0.8
9	Artist	3	2.3	42	Air	1	0.8
10	Recycle	3	2.3	43	Dreams	1	0.8
11	Leader	3	2.3	44	Bread	1	0.8
12	Teacher	3	2.3	45	Lawman	1	0.8
13	Baby	3	2.3	46	Value system	1	0.8
14	Pragmatism	3	2.3	47	Swiss army knife	1	0.8
15	Human	3	2.3	48	Family	1	0.8
16	Like water	3	2.3	49	John Snelman	1	0.8
17	Light	3	2.3	50	Acai Berries	1	0.8
18	A great favour	2	1.6	51	Ant	1	0.8
19	Change	2	1.6	52	Wolf	1	0.8
20	A box full of benefits	2	1.6	53	Happiness	1	0.8
21	Future	2	1.6	54	Play dough	1	0.8
22	Charitable	2	1.6	55	Student	1	0.8
23	Production	2	1.6	56	Comfort	1	0.8
24	Base	2	1.6	57	Advertisement	1	0.8

25	Athlete	2	1.6	58	Risk taker	1	0.8
26	innovation and solidarity	2	1.6	59	Flower	1	0.8
27	Technology	2	1.6	60	God	1	0.8
28	Commercial entrepreneur	2	1.6	61	Brick	1	0.8
29	Passion	2	1.6	62	the finisher	1	0.8
30	Functioning machine	2	1.6	63	Locksmith	1	0.8
31	Hanging Bread	1	0.8	64	Investment	1	0.8
32	Banker	1	0.8	65	Peak	1	0.8
33	Lead actor	1	0.8				

As indicated in Table 1, the frequency of 66 metaphors expressed by teacher candidates about social entrepreneurs=129. Among these metaphors, the one with the highest frequency is 'mother' (f=8), 'inventor' (f=6), 'Bill Gates' (f=5), 'Social state' (f=5), 'Foundation-association' (f=5), 'Tree' (f=4), 'Elon' Musk' (f=4) and 'Brave' (f=4). Apart from the numbers mentioned above, 58 metaphors were re-voiced by the pre-service teachers mainly 1 and 2 times. The metaphors expressed by pre-service teachers about social entrepreneurs generally highlight people and organizations that are pioneers in aid and entrepreneurship. The categories created for the concept of “social entrepreneur” are shown in Table 2.

Table 2. *Categories created for the concept of “social entrepreneurs”*

Categories	Number of Metaphors	f	%
Personal characteristics	22	55	42.64
Social and Solidarity Features	12	27	20.93
Innovative Features	13	19	14.73
Work, Production and Functional Characteristics	11	19	14.73
Other	8	9	6.20
Total	66	129	

The metaphors they developed for the concept of social entrepreneur were compiled according to similar features and semantic closeness, and 5 categories were obtained: "Personal characteristics", "Social and solidarity characteristics", "Innovative characteristics", "Working, producing and functional characteristics" and "Other". Table 2 shows the metaphor numbers, frequency, and percentages of these 5 categories.

Pre-service teachers highlight social entrepreneurs mostly in terms of their personal characteristics, as shown in Table 2. On this subject, 22 metaphors were expressed by the participants. The most expressed categories were 'innovative features' (f=132), 'social and

solidarity features' (f=12), 'Working, Production and Functional Features' (f=11) s, and 'other' (f=8). The metaphors produced by the pre-service teachers under the category of social entrepreneurship as 'Personal Traits' are shown in Table 3.

Table 3. *Social Entrepreneur in terms of Personal Characteristics*

Personal Characteristics	f	%
Mother	8	6.2
Inventor	6	4.7
Bill Gates	5	3.9
Elon musk	4	3.1
Artist	3	2.3
Leader	3	2.3
Teacher	3	2.3
Baby	3	2.3
Human	3	2.3
Brave	3	2.3
Passionate	2	1.6
Athlete	2	1.6
Banker	1	0.8
Lead actor	1	0.8
Shepherd	1	0.8
Lawman	1	0.8
John Snelman	1	0.8
Student	1	0.8
God	1	0.8
The finisher	1	0.8
Educator	1	0.8
Wolf	1	0.8
Total	55	

Table 3 shows that a total of 22 metaphors were expressed by the participants in the social entrepreneur category as Personal Traits. Teacher candidates described social entrepreneurs as "mother, inventor, Bill Gates, Elon musk, artist, leader, teacher, baby, human". Some of the opinions of pre-service teachers regarding the metaphors they produced in the category of social entrepreneurs in terms of 'Personal Traits' are as follows:

K8: Because there are open-ended ideas. It makes you think more.

K19: Being able to take risks and get into a big social business is unique to entrepreneurs like Bill Gates.

K29: Not everyone has an entrepreneurial spirit.

K45: Teachers do not prioritize their own interests and strive for the development of society.

K91: As it is not something that everyone must do, it is something that those who are uncomfortable with will deal with. Some names come to mind when entrepreneurship is mentioned in terms of self-confidence and creative intelligence.

K114: They changed the world by putting forward an idea different from the established order.

Table 4. *Social Entrepreneur in terms of 'Social and Solidarity Characteristics'*

Social and Solidarity Features	f	%
Social state	5	3.9
Foundation/Association	5	3.9
Tree	4	3.1
Family	1	0.8
A big favour	2	1.6
A box full of benefits	2	1.6
Solidarity	1	0.8
Sea	1	0.8
Hanging bread	1	0.8
Charitable	2	1.6
Basis	2	1.6
Brick	1	0.8
Total	27	

As indicated in Table 4, a total of 12 metaphors were expressed by the participants in the Social and Solidarity Characteristics category. Rationale of the pre-service teachers regarding the metaphors they produced in the 'Social and Solidarity Characteristics' category are as follows:

K24: He always takes care of the benefit of his group, solves their problems, and does it without expecting any financial return to benefit the society.

K35: The main priority is the work done without any materialistic considerations. Because he presents his works without any ulterior profit motive.

K87: I related it to the social state because it was done to benefit the people.

K107: It has no profit or meaning on its own.

Table 5. *Social Entrepreneur in terms of Innovative Features*

Innovative Features	f	%
Change	2	1.6
Future	2	1.6
Innovation and solidarity	2	1.6
Technology	2	1.6
Commercial entrepreneur	2	1.6
Problem solver	1	0.8
Dreams	1	0.8
Risk taker	1	0.8
Investment	1	0.8
Peak	1	0.8
Light	1	0.8
Light in the tunnel	2	1.6
Cruise	1	0.8
Total	19	

A total of 13 metaphors were expressed by the participants in the Innovative Features category, as shown in Table 5. In this category, pre-service teachers have mostly qualified as 'Change, Future, Innovation and Solidarity, Technology, Commercial Entrepreneur'. Some of the opinions of the pre-service teachers regarding the metaphors they produced in the 'Innovative Features' category are as follows:

K5: Many people lead to product formation, condition change through institution interaction. Soil needs water to produce crops (Change) / (Future).

K17: The world also needs social entrepreneurs for new inventions, for things to change (Change) / (Innovation).

K51: The search for change is important... these people constantly renew themselves (Change).

K78: Entrepreneurship also determines new topics for itself and deals with current life.

Table 6. *Social Entrepreneur in Terms of Work, Production and Functional Characteristics*

Work, Production and Functional Characteristics	f	%
Pragmatism	3	2.3
Recycle	3	2.3
Water	3	2.3
Production	2	1.6

Functioning machine	2	1.6
Wheel	1	0.8
Bread	1	0.8
Swiss army knife	1	0.8
Ant	1	0.8
Locksmith	1	0.8
Air	1	0.8
Total	19	

11 metaphors were expressed by the participants in the category of Work, Production and Functional Characteristics (Table 6). In this category, 'Utilitarianism, Recycling, Water, Production, Working Machine' were mostly cited. Some of the opinions of the pre-service teachers regarding the metaphors they produced in the category of 'Work, Production and Functional Characteristics' are as follows:

K39: Finding solutions to any problem in social enterprise is like recycling or comparing a harmful product to a useful product (Recycling).

K96: Because it needs to constantly be in motion in order not to rust (Working machine).

K103: Because water wants to make our body healthy, and this is what's best for our body (Water).

K112: To be a social entrepreneur, it is necessary to act, work and strive. I liken it to action. In addition, I likened social entrepreneurship to solution and result in terms of solutions to problems and solutions to results (Utilitarianism)

Table 7. Social Entrepreneur in terms of Other Category

Other Category	f	%
Rainbow	1	0.8
Value system	1	0.8
Acai Berries	1	0.8
Happiness	1	0.8
Play dough	1	0.8
Comfort	1	0.8
Advertisement	1	0.8
Flower	1	0.8
Total	8	

Table 7 shows a total of 8 metaphors expressed by the participants in the *other* category. In this category, pre-service teachers mentioned 'Rainbow, Value system, Acai Grape, Happiness,

Play dough, Comfort, Advertisement and Flower'. Some of the opinions of the pre-service teachers regarding the metaphors they produced in the 'other' category are as follows:

K58: It takes shape according to the suppressing or changing conditions around (Play dough).

K76: It is valued and appreciated over time (Happiness).

K97: It has different colours, such as rainbows (Rainbow).

Table 8. "How to Become a Social Entrepreneur?": Categories created for the question

Categories	Number of Features	f	%
Having affective features	16	38	22.75
What is Needed as a Social Entrepreneur Skills	18	47	28.14
Social relations, social environment, and team building	11	37	22.16
Planning and implementing the Entrepreneurial Process	12	45	26.95
Total	57	167	

Pre-service Teachers; "How to become a social entrepreneur? The answers they gave to the question were compiled according to their similarities and semantic characteristics. 4 categories emerged: "Having Affective Characteristics", "Skills Needed as a Social Entrepreneur", "Social Relations, Social Environment and Team Building", "Entrepreneurial Process Planning and Implementation".

Table 8 includes the frequency and percentages of the features and opinions that emerged within the scope of these 4 categories.

Pre-service teachers were asked the following question: "how to become a social entrepreneur?" They explained the question in terms of the most important skills and characteristics a social entrepreneur should have. On this subject, 12 features were expressed 48 times by the participants. 12 features 45 times in the category of 'Planning and Implementation of the Entrepreneurial Process'; In the category of 'having affective characteristics', 16 features were expressed 38 times, and finally, the category of 'social relations, social environment and team building' was expressed 45 times in 11 features. Below is "How to become a social entrepreneur?"

The categories that emerged from the answers given to the question were listed.

Table 9. The category of having affective characteristics

Affective characteristics	f	%
To be brave	7	18.42
Diligence	4	10.53
Helpfulness	4	10.53
Confidence	3	7.89
Conscientiousness-Compassion	3	7.89
Will-Persistence	2	5.26

To have value	2	5.26
Sincerity	2	5.26
Stability	2	5.26
Risk taking	2	5.26
Being a sharer	2	5.26
Lack of ego	1	2.63
Be passionate	1	2.63
Honesty	1	2.63
Non-discrimination	1	2.63
Be free	1	2.63
Total	38	

Table 9 indicates that a total of 16 characteristics were expressed by the participants in the category of "Having affective characteristics". In this category, pre-service teachers highlighted the characteristics of being Courageous, Diligence, Helpfulness, Self-Confidence, Conscience-Compassion as most crucial. Some of the opinions of the pre-service teachers in the category of "Having affective characteristics" are as follows:

K9: To be a social entrepreneur, we need to increase our self-confidence. We must start by thinking positively. "I can't do this job; I might not be able to do it." If we do, we lose from the beginning. We must be brave (Self-confidence).

K27: We should love benevolence and solidarity and be able to help people without any self-interest (Helpfulness).

K44: To be a social entrepreneur, first, the individual should not have an ego or be discriminatory, he should receive a good school and family education. Always be honest and helpful. It is necessary to have some courage and determination and not to be discouraged (Courage).

K78: Be brave and good people should be chosen as role models. Instead of standing with the logic that if someone else didn't do it, I won't do it either, one should be confident by saying that no one did, but I will do it, and a planned action should be taken. In this way, since the difficulties that will be encountered will be known in advance, a solution will be ready, and it will be possible to move forward with confident steps without stumbling (Courage).

K97: One should not be shy and try to seize every opportunity that comes along. He should not be afraid to make mistakes and should always try. Must be able to take risks (Self-confidence).

K104: First and foremost, you need to be willing and sincere. You must find your passion and you must work on it. I think it is important to have a free and sharing spirit, to establish the right contacts at the right time with the right human relations, to think creatively and to be willing (Conscience-compassion).

Table 10. Category of Skills and Traits Needed as Social Entrepreneurs

Skills and Traits Needed as a Social Entrepreneur	f	%
Research skills	8	17.02
Effective observer	5	10.64
Openness to innovation	5	10.64
Creative thinking	4	8.51
Effective communication	3	6.38
Problem solving skill	3	6.38
Awareness of problems	2	4.26
Multidimensional thinking	2	4.26
Assessment and decision-making skills	2	4.26
Analysis and synthesis skills	2	4.26
Higher order thinking skills	2	4.26
Being open minded	2	4.26
Self-improvement	2	4.26
practice skills	1	2.13
Using deals	1	2.13
Being able to see and make sense	1	2.13
Objectivity	1	2.13
Be knowledgeable	1	2.13
Total	47	

A total of 18 characteristics were expressed by the participants in the category of 'Skills and Traits Required as a Social Entrepreneur', as shown in Table 10. In this category, pre-service teachers mostly highlighted the features of 'Research skills, Effective observer, Openness to innovations, Creative thinking, Effective communication and Problem-solving skills'. Some of the rationale put forward by the pre-service teachers in the category of 'Skills and Traits Required as Social Entrepreneurs' are as follows:

K1: It is necessary to be a good observer and researcher. For this, you should be aware of the agenda. Be open to innovations and take risks.

K39: You must love research. You can become a social entrepreneur with willpower, imagination, hard work and patience. It is also necessary to know the society and the world well (Research skills) / (Creative thinking) / (Effective observer).

K87: It is necessary to be a researcher and follow the opportunities. It is essential to produce new ideas that will contribute to the society and the environment. To bring the ideas to life, it is necessary to contact the supporting company etc.... Read more, research, analyse the situation and start with the experience (Research skills) / (Openness to innovations) / (Effective communication).

K92: The ability and competence to be aware of local, regional, national, or international issues, deficiencies, and inaccuracies and to raise awareness about these issues, to find practical solutions, if possible, to evaluate solution opportunities and to organize them in a sustainable way should be acquired. I think anyone who can look around sees the needs of society, and in fact, no one with common sense remains unresponsive to them (Effective observer) / (Problem-solving skills).

K93: We need to have the ability to listen, to be open to innovations, and to have problem-solving skills. Problems should be analysed properly (Openness to innovations) / (Problem-solving skills).

K108: They should be open-minded and have a broad perspective. They should think of ideas thoughtfully and explore the places where the ideas can be realized (Openness to innovations).

K116: Effective communication. They should use the media actively and correctly, determine ideas and decomplexify them, develop analytical skills, think well about the next steps, and participate in activities in the field of entrepreneurship. He should be able to grasp the good and bad aspects of each of the steps he will take. Must have developed research skills and creative intelligence (Effective communication) / (Research skills) / (Creative Thinking).

Table 11. Social relations, social environment and team building category.

Social relations, social environment and team building category	f	%
Having social skills	9	24.32
Sensitivity to social needs	6	16.22
Have team-team skills	4	10.81
Participating in social activities	4	10.81
Effective human relations	3	8.11
Socialization	2	5.41
Awareness in Personal Relationships	2	5.41
Being aware of social dynamics	2	5.41
Providing social support	2	5.41
Interaction with different groups and individuals	2	5.41
Having a political identity	1	2.70
Total	37	

A total of 11 characteristics were expressed by the participants in the category of "Social relations, social environment and team building" (Table 11). In this category, pre-service teachers highlighted the features of 'Having social skills, sensitivity to social needs, having teamwork skills, participating in social activities and effective human relations'. Some of the opinions of the pre-service teachers in the category of "Social relations, social environment and team building" are as follows:

K13: You should have a very social environment and have a productive and assertive structure. It may be beneficial to develop yourself as much as possible in the field of education, to work in several platforms and to join social enterprise communities (Participating in social activities).

K25: Healthy communication should be established; he should improve himself about it. He should be a good observer, have high awareness of those around him and have high social skills (Having social skills) / (Effective human relations).

K48: A successful team should be formed, and solutions should be found for the social problem. For this, he should have the necessary social and leadership skills (Having teamwork skills)

K62: You can become a member of non-governmental organizations, take a leadership role where it can be effective, and become a member of student societies at the university (Participating in social activities).

K77: The needs of the society should be determined correctly, and activities should be carried out according to the needs of the society, leaving aside personal interests. Social problems should be introduced to the public well and more support should be provided (Having social skills) / (Sensitivity to social needs).

K96: He / She must be a broad-minded person who can keep up with the social dynamics, know the customs and traditions of the society he belongs to, and closely follow the social agenda. First, it is necessary to get to know the society we live in. In my opinion, it should be at peace with the society and training should be given in this field (Having social skills) / (Sensitivity to social needs).

K107: Humans need to socialize from childhood. Later, a person already becomes a social entrepreneur by himself. Apart from this, it can also be done by participating in social activities (Having social skills) / (Sensitivity to social needs) / (Effective human relations).

Table 12. *Entrepreneurial Process planning and implementation category*

Entrepreneurial Process planning and implementation	f	%
Goal setting	10	22.22
Participating in projects	6	13.33
Developing projects	6	13.33
Planning	5	11.11
Starting the initiative	5	11.11
Finding financial support	3	6.67
Deciding on timing	2	4.44
Using effective methods	2	4.44
Turning the most appropriate solutions into practice	2	4.44
Active work	2	4.44
Infrastructure development	1	2.22
Using an effective work strategy	1	2.22

When Table 12 is examined, a total of 12 characteristics were expressed by the participants in the "Planning and Implementation of the Entrepreneurial Process" category. In this category, pre-service teachers mostly highlighted the features of 'Setting goals, participating in projects, developing projects, making plans, starting an initiative and finding financial support'. Some of the opinions of the pre-service teachers in the "Planning and Implementation of the Entrepreneurial Process" category are as follows:

K2: The individual who wants to be a social entrepreneur must have a goal, should work in this direction, and seek support in this regard (Setting goals).

K19: An audience can be formed with them by determining an attainable target and identifying people in line with the target (Making plans).

K56: It is necessary to make the project active and applicable in an area where the society is left passive or not interested. In this context, social enterprise projects can be followed regularly (Developing projects).

K60: First, it is necessary to create an infrastructure for myself on this subject, to be solution-oriented, not to avoid taking risks, to get different opinions from different people, to analyse, to research, and to work in a disciplined way (Setting goals) / (Making plans).

K75: Knowing the right time, determining what the market needs, some savings should be made (Making plans).

K90: First, you must have a purpose and this purpose should not look after your individual interests. You must be at a level to work for the benefit of society and to do so with self-sacrifice. You should find partners in your dreams for the projects you want to realize, and you should not be afraid to take risks (Starting an initiative) (Finding financial support).

K101: We first need to define our idea well and make sure that it is sustainable. And our main goal needs to be social change and the development of our own client group, rather than financial gain (Making plans) / (Setting goals).

K113: To be constantly active and improve. Strive to make the place we live in the best. Studying the problem down to the smallest detail and working until it reaches the level to find the best solutions (Setting goals).

K120: The dynamics of the society in which it is located should be examined very well, then feasibility studies should be carried out on social entrepreneurship projects that will be suitable for the society, and the necessary financial and social support should be provided to implement the projects. In other words, after the people of this project get approval, the steps to be taken should be taken (Finding financial support).

4. Discussion and Conclusion

This study set out to investigate Ahmet Keleşođlu Eđitim Fakóltesi (Faculty of Education) pre-service teachers' metaphors on social entrepreneurship and their perceptions on what a social entrepreneur is. Despite its obvious limitations (small sample, one faculty at one university, possible bias in the teachers' responses), this study has shown that pre-service teachers mostly characterized social entrepreneurship as positive personal characteristics, social and solidarity features, innovative features, working, production and functional features.

Rashid (2019), in his characterization of generalized social entrepreneurship, refers to the forms of social welfare activities of these individuals in terms of personal, social and process aspects in all corporate or non-institutional matters that bring social value. Additionally, Dacin et al. (2011) and Zahra et al. (2009) highlighted the innovative dimension (s) of social entrepreneurship, while Mair, Battilana and Cardenas (2012), Salavou and Cohen (2020) emphasized the efforts and processes needed to solve social problems.

In the second dimension of the research, “how to become a social entrepreneur?” “the answers given by the pre-service teachers to the question were analyzed. In this context, according to their similar and semantic characteristics, 4 categories emerged: "Having Affective Characteristics", "Skills Needed as a Social Entrepreneur", "Social Relations, Social Environment and Team Building", "Planning and Implementation of the Entrepreneurial Process". In terms of the answers given to this question, it was observed that the participants especially emphasized the skills needed as social entrepreneurs at a very high rate. In addition, participants accentuated the following emotional characteristics: 'courage, hard work, helpfulness, self-confidence, conscientiousness-compassion'; basic social entrepreneurship skills such as 'research skills, effective observer, openness to innovations, creative thinking, effective communication and problem solving skills'; 'having social skills, sensitivity to social needs, having team-team skills, participating in social activities and effective human relations' and 'targeting, participating in projects, developing projects, making plans, starting initiatives and finding financial support'. These findings are consistent with those of Alvarez and Barney (2002), Betil (2010), Hülshager et al. (2009), Ireland et al. (2003), Philips, (2012), Yitshaki (2012), and Zahra et al. (2009).

According to the social entrepreneur typology presented by Zahra et al. (2009), a social entrepreneurial mindset is defined as “a development-oriented perspective in which individuals encourage flexibility, creativity, continuous innovation and innovation”. Similarly, Hülshager et al. (2009) emphasized the importance of basic skills that individuals should have in terms of social entrepreneurship. In this context, they especially emphasized the importance of leadership, problem solving, innovation skills and creativity. On the other hand, Alvarez and Barney (2002) argued that social entrepreneurs have an entrepreneurial mindset because they have the cognitive abilities to scan, analyse, and observe environments and make sense of uncertain and invalid systems, and this is certainly reflected in our findings. According to Betil (2010), social entrepreneurs only attempt to pave the way for change. In this respect, a social entrepreneur has the goal, vision, determination and working processes that can help him/her continue to work tirelessly until the whole system is transformed and improved.

We argue that metaphors can provide a useful bridge from the real world to the conceptual realm for exploring, understanding, and describing social entrepreneurship, which has a vital function in Turkish society. Hence, we agree with Gupta et al. (2020) and Fidan et al. (2021) that social entrepreneurship should be an integral part of pre-service teacher training or at least offered as continuing professional development. As Fidan et al. (2021) put it, “metaphors are of particular importance as they set the perceptions, beliefs and tendencies of pre-service teachers and contribute to their professional/vocational development”. Notwithstanding the relatively limited sample and despite its limitations, this research has revealed that characterizing social entrepreneurship through metaphors, positive or negative, can make important contributions in defining this concept functionally, through the lens of pre-service teachers and their concepts of social entrepreneurship within the field of education.

The insights gained from this study may therefore be of assistance to those in Türkiye, or elsewhere, considering including social entrepreneurship into their school curriculum. Further research should however be conducted with an awareness that cultural sensitivity around

emerging metaphors may need further explanation and clarifications. Finally, this research has also raised many interesting questions such as the need for more exploration of the metaphors presented by pre-service teachers on various topics and in numerous fields, and it is recommended to examine the messages conveyed through metaphors related to the field of social entrepreneurship in terms of educational science principles.

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The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data availability statement

The datasets generated during and/or analysed during the current study are not publicly available due to anonymity but are available from the first author on reasonable request.

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