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Araştırmacıların toplumla ilgili bilimsel temelli ürettikleri bilgilerin daha fazla okuyucu ve araştırmacıya ulaştırılmasında bir referans noktası olma hedefinde kararlı adımlarla ilerleyen OPUS, 2018 yılının üçüncü sayısı olan 16. Sayıyı yayımlayarak bu hedefine bir adım daha yaklaşmıştır. Bu sayıda, eğitim bilimleri, sosyoloji, psikoloji, yönetim bilimi alanlarından toplam 100 çalışmayla toplum araştırmalarına önemli katkılar sağlandığı düşünülmektedir.

Bildiğiniz üzere daha önceki yıllarda Haziran ve Aralık olmak üzere yılda iki sayı şeklinde yayınlanan OPUS 2018 yılında birisi gençlik araştırmaları özel sayısı olmak Nisan, Ağustos ve Aralık sayılarıyla birlikte dört sayı olarak yayınlanmıştır. Araştırmacılar tarafından gelen yoğun talepler üzerine 2019 yılı itibarıyla ise Mart, Haziran, Eylül ve Aralık olmak üzere yılda dört sayı şeklinde çıkartılması kararı alınmıştır.

Bugüne kadar OPUS'a makale kabulü, değerlendirmesi ve yayın süreci titizlikle ve şeffaflıkla yürütülmeye çalışılmış olup bundan sonra da aynı yolda devam etmek kararlılığımızdır. Bu kapsamda yazarlar, hakemler, editörler ve yayıncı gibi tüm paydaşların uyması amacıyla yayın etiği konusundaki çalışmalarımızı da tamamlamış bulunmaktayız. Derginin web sayfasında yayınlamış olduğumuz OPUS yayın etiği bölümündeki etik ilkelere yönelik standartlara, yayıncı ve editörler olarak bağlı kalacağımızı belirtip diğer paydaşlarımızdan da aynı hassasiyeti beklemekteyiz.

Dergimizin uluslararası düzeyde tanınırlığını artırmak için bazı konulara dikkat edilmesini yazarlarımızdan özellikle rica ediyoruz. Özellikle kaynakça gösterimi hususunda makale şablonunda APA 6'ya göre belirtilen formata özellikle uyulması konusunda daha hassas olunmasını yazarlarımızdan rica ediyoruz. Ayrıca OPUS'a yapılan başvurularda ret etmek zorunda kaldığımız çalışmaların bir kısmında görülen sorunlardan birisi de veri analiziyle ilgilidir. Gelen çalışmaların bazılarında veriler özellikle nitel çalışmalarda bir bulgu gibi analiz edilmeden sunulmuş, bazılarında da analiz edilmeden sadece betimleme yapılmıştır. Başvuru

yapılmadan önce çalışmaların derginin benimsediđi kurallara uyarak makale formatına getirilmesi ve ondan sonra yayım için sunulması gerekmektedir.

Bilindiđi üzere OPUS makale takip ve yayım süreci Dergipark üzerinden yürütölmektedir. Bu kapsamda daha önceki yıllarda yayımlanmış makalelerde yazarlar tarafından talep edilen düzeltmeler (Kaynakça eksikliđi vb.) hemen yerine getirilmekteydi. Ancak Dergipark 2018 yılından itibaren sayı yayımlandıktan sonra düzeltmeler için süreyi beş günle sınırlandırmıştır. Bu sürenin dışında düzeltme imkânı bulunmamaktadır. Bu nedenle yayımlandıktan sonra makalesinde düzeltme talebinde bulunan yazarlarımızdan düzeltme metni talep edilmekte ve bu metinlere bu sayıdan itibaren çıkacak ilk sayılarda yer verilmektedir.

OPUS'un 16. Sayısında emeđi geçen tüm yazar, hakem ve çalışanlara teşekkür ederiz.

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Analyzing The Metaphorical Perceptions of Secondary Education Students Related To The Variables of School Principal And Teacher

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Abstract

In order for the educational activities to be efficient and productive, it is essential to determine the perceptions of students towards the elements of the school system, and to manage these activities in accordance with their perceptions. These perceptions should not only be restricted to specific grades. However, the number of researches analyzing the concepts of teacher and school director, and more than one grades together has been limited. So, The purpose of this research was to reveal the perceptions of middle school students related to the concepts of "teacher" and "school director" through metaphors. This research was designed qualitatively, and phenomenology research model was used. In this research, the phenomenon that was focused during the research process was determined as how secondary education students conceptualized their thoughts on their teachers and schools directors through metaphors. When the results were evaluated as a whole, it was noticed that students' perceiving their teachers and school directors changed in parallel with their development properties. Additionally, students did not consider school managers and teachers as a whole. In this sense, school system should be evaluated within the framework of all elements of the system in order for the educational system and educational activities to be more qualified and productive.

Keywords: School system, administration, communication, school culture

Ortaokul Öğrencilerinin Okul Müdürü ve Öğretmen Kavramlarına Yönelik Metaforik Algılarının İncelenmesi

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Öz

Eğitim-öğretim faaliyetlerini daha etkili ve verimli hale getirmek için, öğrencilerin okul sisteminin öğeleri hakkındaki görüşlerini belirlemek ve bu faaliyetleri bu görüşler doğrultusunda yönetmek gerekmektedir. Bu algıları yalnızca belirli sınıf düzeyleriyle sınırlanamak gerekir. Ancak birden fazla sınıf düzeyinin ve öğretmen ve okul müdürü kavramlarının bir arada değerlendirildiği araştırmaların sayısı azdır. Bu araştırmanın temel amacı ortaokul öğrencilerinin öğretmen ve okul müdürü hakkındaki düşüncelerini metafor yardımı ile nasıl kavramsallaştırdıkları olarak belirlenmiştir. Bu araştırma nitel olarak desenlenmiş ve olgubilim (fenomenoloji) araştırma modeli kullanılmıştır. Bu çalışmada araştırma sürecinde üzerine odaklanılan olgu ortaokul öğrencilerinin öğretmen ve okul müdürü hakkındaki düşüncelerini metafor yardımı ile nasıl kavramsallaştırdıkları olarak belirlenmiştir. Sonuçlar bir bütün olarak değerlendirildiğinde, öğrencilerin; öğretmenleri ve okul yöneticilerini algılayışlarının, gelişim özelliklerine paralel olarak değiştiği görülmektedir. Buna ek olarak, öğrenciler okul yöneticilerini ve öğretmenleri bir bütün olarak kabul etmemektedirler. Bu noktada, eğitim sisteminin ve eğitim-öğretim faaliyetlerinin kalitesinin ve verimliliğinin daha etkili olabilmesi için Okul sistemi, sistemin tüm öğeleri çerçevesinde değerlendirilmelidir.

Anahtar Kelimeler: Okul sistemi, yöneticilik, iletişim, okul kültürü

Introduction

While mentioning ourselves and in a dialogue with the other people, we create several expressions without noticing. These expressions are, in fact, the metaphors we mostly refer in modeling the concepts and meaning the world. According to Lakoff and Johnson (2005), the essential of metaphor is expressing a kind of thing with another kind of thing. Metaphor is a way of thinking and seeing (Morgan, 1998). Metaphor is not only a figure of speech related to decorating the language we use in daily life, the importance of metaphor in human life covers more (Saban, 2008). Metaphor is to establish a relationship between the information and words (Heywood, Elena and Mick, 2002).

The time of keeping in mind increases when a strong relationship is established between a new learning and the previous information. As Akbaba-Altun and Apaydın (2013) quoted from Morgan, "When all metaphors are evaluated in general, they create a spectrum conflicting and integrating with each other" (Morgan, 1980). As Siyez (2009) quoted from Pianta, "Schools are accepted as one of the most important socialization sources as of childhood period, and teachers have an essential role during this socialization process" (Pianta, 1992). "Metaphors can also be used as an instrument to direct educational activities and determine the role of pre-service teachers in the educational approach" (Vadeboncoeur and Torres, 2003, p. 88). Namely, school managers as well as teachers play an significative role in regular and efficient maintenance of the educational activities. School leader (director) is the key person to shape the school culture (Peterson and Deal, 1998). When the management styles to be performed by the managers are evaluated in terms of the educational institutions, it should be considered that effects and results will be the concern of all society (Argon and Dilekçi, 2014). For that reason, school managers should renovate themselves constantly in today's world through the studies that will develop their management skills.

The analyses of metaphor studies within the context of education show that those studies have been conducted on several concepts, and there is a continuing interest on studying metaphors. The way we make thought clearer via the use of metaphors allows us to exploit them (Yıldızlı vd, 2018). Some researches analyzing how concepts in educa-

tional field have been expressed by the participant groups have been carried out until now. The findings obtained from these researches have provided contributions upon educational activities to be more efficient. Results of these researches have been benefited to promote learning and develop creativity. In order for the schools to achieve their intents and purposes, all employees in schools and students should act together, participate in decisions, express their thoughts freely, adapt practices and decisions, and keep up the change (Recepoğlu and Özdemir, 2013). Because compatibility of school system elements with each other will increase the productivity of educational activities.

In today's educational approach, students produce information by practicing and experiencing. According to Schwartz and Fischer (2006), students construct important concepts and their ways of thinking from their own acts and experiences. During this process, the teachers in the role of guide affect them unwittingly. For that reason perceptions of students towards both teachers and school directors are important.

The basic purpose of this research was to reveal perceptions of middle school students related to the concepts of "teacher" and "school director" through metaphors.

Methodology

Research Design

This research was designed qualitatively, and phenomenology research model was used. Using purpose of metaphors is various. According to Botha (2009), metaphors are used in order to discover new things in general of education. In this sense, it has been really important to discover new information using metaphors in order for the changing and developing educational understanding to proceed further day by day. According to Bush (2007), leadership in education has been spotlighted in the beginning of the 21st century. The reason for this was qualified leadership's revealing a significant difference in future of schools and students. Namely, approach and behaviors of educational managers affect the school success and student success.

Interview is the main data collection tool in phenomenology research (Yıldırım and Şimşek, 2013). The data of the research were collected using a structured metaphor form in fall term of 2014-2015 academic year. Totally 204 middle school students participated into the research. According to Saban (2008), in metaphorical research, the concept of “like” is used in order to establish the relationship between metaphor and the source of metaphor.

Sample and Population

The study group of the research included secondary education students studying at state schools in Adana in 2014-2015 academic year. Totally 204 secondary education students, participated into the research. In the research, 102 (50%) of the students participated into the study were female and 102 (50%) were male. When the students were evaluated according to the level of grade, 39 (19,1%) were at 5th grade, 48 (23,5%) were at 6th grade, 53 (26%) were at 7th grade and 64 (31,4%) were at 8th grade. The ages of the students participated into the research varied between 10 and 14, and the age average was 12.

Data Analysis

For analyzing data, content analysis method was used. “The basic purpose in content analysis was to reach concepts and relations that can explain the collected data” (Yıldırım and Şimşek, 2013,p.259). During the analysis, the eluate was passed through several stages.

The stage of naming and selecting, data collection tools presented to the participants were primarily numerated and coded. The purpose of numeration was to analyze the reasons of metaphors, to facilitate categorization process establishing relationships between the metaphors and to prevent possible disorder. In this stage, some participants made descriptions instead of writing a metaphor image. And some participants developed more than one metaphor images. And some others did not justify their metaphors. Metaphors can express and qualify the meanings, similarities underlying the concepts in details as they have a clear meaning (Sten, 2002). Due to these reasons, 49 among the metaphors created relat-

ed to the concept of teacher and 62 among the metaphors created for the conception of school director were selected and weren't included into the scope research.

After the process of selecting, totally 155 metaphors concerned to the conception of teacher and totally 142 metaphors related to the concept of school principal were obtained. The relationship of each metaphor with its self and its reason was analyzed. Totally 133 valid teacher metaphors and totally valid school director metaphors were obtained from 204 participants. The metaphors considered as valid were grouped according to the level of grade, and each group was listed in alphabetical order. The purpose of this created list was to use as a source of reference during the process of category development and to validate the interpretations. Furthermore, while writing sample metaphor expressions, the participant of each metaphor was numerated and coded.

The metaphors created by the participants were analyzed considering the common properties they had concerned to the conception of teacher and school director. For each metaphor, it was considered how the creator of the metaphor conceptualized the concepts of teacher and school director. After these processes, each metaphor was separately correlated with a specific theme for each of teacher and school director concepts. Totally 10 conceptual categories related to the teacher metaphor, and 11 conceptual categories related to the concept of school director were developed.

In order to provide reliability, the opinions of experts were asked for. For that purpose, two lists were given to a lecturer lecturing in Faculty of Education. One of the lists was the one including the metaphors related to the concepts of teacher and school director separately in an alphabetical order, and the other list was the one including the names of conceptual categories and their properties separately. The expert was asked to match metaphors using these two lists without excluding any metaphors and conceptual categories. After this process, the matches of the expert was compared with the matches performed by the researcher, and the reliability of the research was calculated using the formula of Miles and Huberman (1994). "In qualitative studies, when the compliance between the expert and researcher is 90% or above, the required reliability is provided" (Saban, 2008, p. 467). As result of the reliability study, it was no-

ticed that 12 metaphors of the expert related to the concept of “teacher” was noticed to be matched with the categories different from the ones matched by the researcher, and the reliability was calculated as $143 / 155 \times 100 = 92\%$. Similarly, as result of the reliability study, it was noticed that 10 metaphors of the expert related to the concept of “school director” was noticed to be matched with the categories different from the ones matched by the researcher, and reliability was calculated as $132 / 142 \times 100 = 92\%$.

After determining 15 5th grade, 20 6th grade, 19 7th grade, and 26 8th grade teacher metaphors, and 18 5th grade, 26 6th grade, 22 7th grade, and 30 8th grade school director metaphors, 10 conceptual categories concerned to the conception “teacher” and 11 conceptual categories related to the concept of “school principal” including these metaphors were developed. After this process, the results were analyzed.

Findings

In this section, the findings obtained related to the metaphors middle school students developed for the concepts of teacher and school director were presented in tables, and interpreted analyzing under sub-titles according to the research questions.

Table 1. The metaphors 5th grade students develop concerned to the conception of “teacher”

| <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> | <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Encyclopedia | 1 | 9 | Rose | 1 |
| 2 | Friend | 2 | 10 | Sun | 1 |
| 3 | Brain | 1 | 11 | Pencil | 1 |
| 4 | Computer | 3 | 12 | Book | 3 |
| 5 | Answer Key | 1 | 13 | Angel | 5 |
| 6 | Flower | 7 | 14 | Queen | 1 |
| 7 | Mate | 1 | 15 | Brain Box | 2 |
| 8 | Apple | 1 | | | |

As could be seen in Table 1, 5th grade students created 15 different metaphors related to the concept of teacher. However, the metaphors 8 out of all 5th grade students participated into the research created were

excluded because those did not have a relationship with the reason of the metaphor.

Table 2. The metaphors 6th grade students develop concerned to the conception of “teacher”

| <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> | <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Tree | 1 | 11 | Rose | 1 |
| 2 | Family | 1 | 12 | Calculator | 1 |
| 3 | Smart notebook | 1 | 13 | Sister | 1 |
| 4 | Smart board | 1 | 14 | Book | 5 |
| 5 | Mother | 5 | 15 | Angel | 5 |
| 6 | Friend | 2 | 16 | Robot | 1 |
| 7 | Information box | 1 | 17 | Dictionary | 1 |
| 8 | Computer | 3 | 18 | Telephone | 1 |
| 9 | Mate | 1 | 19 | Scales | 1 |
| 10 | Google | 1 | 20 | Star | 1 |

Table 3. The metaphors 7th grade students develop concerned to the conception of “teacher”

| <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> | <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Tree | 1 | 11 | Guide | 1 |
| 2 | Lion | 1 | 12 | Book | 8 |
| 3 | Azrael | 1 | 13 | Library | 2 |
| 4 | Bank | 1 | 14 | Table | 1 |
| 5 | Brain cell | 1 | 15 | Angel | 4 |
| 6 | Computer | 1 | 16 | Microphone | 1 |
| 7 | Bomb | 1 | 17 | Candle | 1 |
| 8 | Sky | 1 | 18 | Student | 2 |
| 9 | Sun | 1 | 19 | Dictionary | 1 |
| 10 | Life | 1 | | | |

Table 4. The metaphors 8th grade students develop concerned to the conception of “teacher”

| <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> | <i>Number of Metaphor</i> | <i>Name of Metaphor</i> | <i>Frequency (f)</i> |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Tree | 3 | 14 | Air conditioning | 1 |
| 2 | Battery | 1 | 15 | Library | 1 |
| 3 | Mother | 1 | 16 | Lamp | 1 |
| 4 | Brain | 1 | 17 | Lemon | 1 |
| 5 | Information box | 2 | 18 | Candle | 4 |
| 6 | Computer | 8 | 19 | Divine light | 1 |
| 7 | Chameleon | 1 | 20 | Parrot | 1 |
| 8 | Flower | 2 | 21 | Curtain | 1 |
| 9 | Sun | 10 | 22 | Professor | 1 |
| 10 | Light | 1 | 23 | Chest | 1 |
| 11 | Internet | 1 | 24 | Question bank | 1 |
| 12 | Pencil | 1 | 25 | Country | 1 |
| 13 | Book | 10 | 26 | Star | 1 |

As could be seen in tables, the number of metaphors secondary education students developed related to the concept of “teacher” was 155. Most of the metaphors 5th grade students and 6th grade students had on the concept of “teacher” were among the category of teacher as the source of love, and most of the metaphors 7th grade students and 8th grade students had on the concept of “teacher” were among the category of teacher as the source of information. We could understand from these findings that secondary education students perceived their teachers as knowledgeable people who train fondly and caring about fulfilling the basic principles of their profession.

Table 5. The metaphors 5th grade students develop concerned to the conception of “school director”

| Number of Metaphor | Name of Metaphor | Frequency (f) | Number of Metaphor | Name of Metaphor | Frequency (f) |
|--------------------|------------------|---------------|--------------------|------------------|---------------|
| 1 | Friend | 1 | 10 | Manager | 1 |
| 2 | Atatürk | 2 | 11 | Book | 2 |
| 3 | Father | 1 | 12 | King | 1 |
| 4 | President | 5 | 13 | Angel | 1 |
| 5 | Computer | 1 | 14 | Boss | 1 |
| 6 | Bag | 1 | 15 | Pot | 1 |
| 7 | Flower | 3 | 16 | Gun | 1 |
| 8 | Notebook | 1 | 17 | Printer | 1 |
| 9 | Hygiene | 1 | 18 | Brain box | 2 |

Table 6. The metaphors 6th grade students develop concerned to the conception of “school director”

| Number of Metaphor | Name of Metaphor | Frequency (f) | Number of Metaphor | Name of Metaphor | Frequency (f) |
|--------------------|------------------|---------------|--------------------|------------------|---------------|
| 1 | Brother | 1 | 14 | Website | 1 |
| 2 | Family | 1 | 15 | Air conditioning | 2 |
| 3 | Encyclopedia | 1 | 16 | King | 1 |
| 4 | Father | 6 | 17 | Note pad | 1 |
| 5 | Caretaker | 1 | 18 | Sultan | 1 |
| 6 | Brain | 3 | 19 | Policeman | 1 |
| 7 | Bomb | 1 | 20 | Prince | 2 |
| 8 | Childhood friend | 1 | 21 | Projection | 1 |
| 9 | Listener | 1 | 22 | Chief | 1 |
| 10 | Judge | 2 | 23 | Stove | 2 |
| 11 | Map | 3 | 24 | Telephone | 1 |
| 12 | Cock | 1 | 25 | Governor | 1 |
| 13 | Wrench | 1 | 26 | Foreigner | 1 |

Table 7. The metaphors 7th grade students develop concerned to the conception of “school director”

| Number of Metaphor | Name of Metaphor | Frequency (f) | Number of Metaphor | Name of Metaphor | Frequency (f) |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Tree | 2 | 12 | Book | 1 |
| 2 | Relative | 1 | 13 | Book title | 1 |
| 3 | Atatürk | 1 | 14 | Comedian | 1 |
| 4 | Azrael | 1 | 15 | Protector | 2 |
| 5 | Brain | 4 | 16 | King of malice | 1 |
| 6 | Computer | 3 | 17 | Angel of malice | 2 |
| 7 | Plane tree | 1 | 18 | Guide | 1 |
| 8 | Thorny flower | 2 | 19 | Devil | 4 |
| 9 | World | 1 | 20 | Coach | 1 |
| 10 | Butterfly | 1 | 21 | Television | 1 |
| 11 | Pioneer | 1 | 22 | Cruel | 2 |

Table 8. The metaphors 8th grade students develop concerned to the conception of “school director”

| Number of Metaphor | Name of Metaphor | Frequency (f) | Number of Metaphor | Name of Metaphor | Frequency (f) |
|---------------------------|-------------------------|----------------------|---------------------------|-------------------------|----------------------|
| 1 | Tree | 3 | 16 | Light | 1 |
| 2 | Constitution | 1 | 17 | Pencil | 1 |
| 3 | Moon | 1 | 18 | Crow | 1 |
| 4 | Azrael | 1 | 19 | Book | 3 |
| 5 | Brain | 1 | 20 | Air conditioning | 1 |
| 6 | Scholar | 2 | 21 | Library | 1 |
| 7 | Computer | 4 | 22 | Torch | 1 |
| 8 | Chameleon | 1 | 23 | Compass | 1 |
| 9 | Cloud | 2 | 24 | Chair | 1 |
| 10 | President | 1 | 25 | Prosecutor | 1 |
| 11 | Flower | 2 | 26 | Umbrella | 1 |
| 12 | Notebook | 1 | 27 | Tray | 1 |
| 13 | Einstein | 1 | 28 | Scales | 1 |
| 14 | Security door | 1 | 29 | Ball | 1 |
| 15 | Hard disc | 1 | 30 | Star | 2 |

Table 9. The categories created by the metaphors of 5th and 6th grade students for the concept of "teacher"

| Categories | 5th Grade Metaphors | Metaphor frequency | Metaphor number | 6th Grade Metaphors | Metaphor frequency | Metaphor number |
|---------------------------------------|--|-----------------------|--------------------|---|-----------------------|--------------------|
| 1. Teacher as a source of love | Friend(2) angel(5) friend(1) flower(7) apple(1) rose(1) | 17 | 6 | Mother(5) family(1) friend(2) mate(1) sister(1) angel(5) rose(1) | 16 | 7 |
| 2. Teacher as a negative person | | | | | | |
| 3. Teacher as a source of information | Book(3) information box(2) encyclopedia(1) answer key(1) computer(3) | 10 | 5 | Smart board(1) smart notebook(1) information box(1) computer(3) Google(1) book(5) dictionary(1) | 13 | 7 |
| 4. Teacher as a guide | Sun(1) | 1 | 1 | Star(1) | 1 | 1 |
| 5. Teacher as the meaning of power | | | | | | |
| 6. Teacher as the source of justice | | | | Scales(1) calculator(1) | 2 | 2 |
| 7. Teacher as a varying person | | | | | | |
| 8. Teacher as a protector | | | | Tree(1) | 1 | 1 |
| 9. Teacher as a leader | Queen(1) | 1 | 1 | | | |
| 10. Teacher as a manager | Brain(1) | 1 | 1 | Robot(1) | 1 | 1 |
| 11. Other | Pencil(1) | 1 | 1 | Telephone(1) | 1 | 1 |

Table 10. The categories created by the metaphors of 7th and 8th grade students for the concept of “teacher”

| Categories | 7th Grade Metaphors | \sum | \bar{x} | 8th Grade Metaphors | \sum | \bar{x} |
|---------------------------------------|---|--------|-----------|--|--------|-----------|
| 1. Teacher as a source of love | Angel(4) | 4 | 1 | Mother(1) flower(2) | 3 | 2 |
| 2. Teacher as a negative person | Azrael(1) bomb(1) | 2 | 2 | Parrot(1) lemon(1) | 2 | 2 |
| 3. Teacher as a source of information | Computer(1) book(8) library(2) dictionary (1) | 12 | 4 | Computer(8) information box(2) internet(1) book(10) library(1) question bank(1) chest(1) | 24 | 7 |
| 4. Teacher as a guide | Guide(1) candle(1) sun(1) sky(1) | 4 | 4 | Lamp(1) candle(4) sun(10) star(1) light(1) | 17 | 5 |
| 5. Teacher as the meaning of power | Bank(1) | 1 | 1 | | | |
| 6. Teacher as the source of justice | | | | | | |
| 7. Teacher as a varying person | Student(2) life(1) | 3 | 2 | Chameleon(1)air conditioning(1) | 2 | 2 |
| 8. Teacher as a protector | Tree(1) | 1 | 1 | Tree(3) | 3 | 1 |
| 9. Teacher as a leader | Lion(1) | 1 | 1 | Professor(1) | 1 | 1 |
| 10. Teacher as a manager | Brain cell(1) | 1 | 1 | Brain(1) | 1 | 1 |
| 11.Other | Microphone(1) table(1) | 2 | 2 | Pencil(1) curtain(1) country(1) divine light(1) battery(1) | 5 | 5 |

Table 11. The categories created by the metaphors of 5th and 6th grade students for the concept of "school director"

| <i>Categories</i> | <i>5th Grade Metaphors</i> | <i>Metaphor frequency</i> | <i>Metaphor number</i> | <i>6th Grade Metaphors</i> | <i>Metaphor frequency</i> | <i>Metaphor number</i> |
|--|---|---------------------------|------------------------|---|---------------------------|------------------------|
| 1. <i>Protectiveness / reassuring</i> | | | | Family(1) brother(1) policeman(1) caretaker(1) father(6) | 10 | 5 |
| 2. <i>Being a person with a negative personality</i> | Gun(1) | 1 | 1 | Bomb(1) cork(1) foreigner(1) | 3 | 3 |
| 3. <i>Being the focus of power</i> | Father(1) boss(1) | 2 | 2 | | | |
| 4. <i>Being the source of information</i> | Notebook(1) computer(1) book(2) brain box(2) | 6 | 4 | Encyclopedia(1) website(1) note pad(1) | 3 | 3 |
| 5. <i>Being a problem solver</i> | | | | Wrench(1) | 1 | 1 |
| 6. <i>Having a varying personality</i> | | | | Air conditioning(2) | 2 | 1 |
| 7. <i>Being the focus of love</i> | Friend(1) flower(3) angel(1) | 5 | 3 | Childhood friend(1) | 1 | 1 |
| 8. <i>Being a justice securer</i> | | | | Judge(2) | 2 | 1 |
| 9. <i>Being a guide</i> | | | | Map(3) projection(1) | 4 | 2 |
| 10. <i>Being the focus of management</i> | Atatürk(2) manager(1) king(1) president(5) | 9 | 4 | King(1) sultan(1) chief(1) governor(1) brain(3) prince(2) | 9 | 6 |
| 11. <i>Other</i> | Printer(1) bag(1) hygiene(1) pot(1) | 4 | 4 | Telephone(1) stove(2) listener(1) | 4 | 3 |

Table 12. The categories created by the metaphors of 7th and 8th grade students for the concept of “school director”

| Categories | 7th Grade Metaphors | Metaphor frequency | Metaphor number | 8th Grade Metaphors | Metaphor frequency | Metaphor number |
|---|---|--------------------|-----------------|--|--------------------|-----------------|
| 1. Protectiveness / reassuring | Tree(2) protector(2) plane tree(1) | 5 | 3 | Tree(3) security door(1) umbrella(1) | 5 | 3 |
| 2. Being a person with a negative personality | Azrael(1) thorny flower(2) king of malice(1) angel of malice(2) cruel(2) devil(4) | 12 | 6 | Azrael (1) crow(1) | 2 | 2 |
| 3. Being the focus of power | | | | | | |
| 4. Being the source of information | Computer(3) book(1) | 4 | 2 | Notebook(1) Einstein(1) computer(4) scholar(2) hard disc(1) library(1) book(3) | 13 | 7 |
| 5. Being a problem solver | | | | | | |
| 6. Having a varying personality | World(1) | 1 | 1 | Chameleon(1) air conditioning(1) | 2 | 2 |
| 7. Being the focus of love | Relative(1) | 1 | 1 | Flower(2) | 2 | 1 |
| 8. Being a justice securer | | | | Constitution(1) scales(1) prosecutor(1) | 3 | 3 |
| 9. Being a guide | Guide(1) leader(1) coach(1) | 3 | 3 | Light(1) compass(1) star(2) torch(1) | 5 | 4 |
| 10. Being the focus of management | Brain (4) Atatürk(1) | 5 | 2 | President(1) brain(1) | 2 | 2 |
| 11. Diğer | Television(1) comedian(1) butterfly(1) book title(1) | 4 | 4 | Chair(1) tray(1) ball(1) cloud(2) moon(1) pencil(1) | 7 | 6 |

Discussion and Conclusion

When the metaphors created by the 5th grade students were analyzed, it was possible to see the reflections of Piaget's Theory of Moral Development. Piaget mentioned that rules of children between 6 and 10 years old were established by a high authority and these rules were unchangeable. In results obtained from the research, it was also noticed that 5th grade student group were included into the aforementioned age group, and the metaphors they created shaped according to this theory.

The research results were associated with the results obtained in other researches on this subject. In the study of Yalçın and Erginer (2012) in elementary education schools, the category that was represented with the most metaphors was the category of "protectiveness/reassuring." In this research, as well, it was possible to see the same in the category including the metaphors of 6th grade students.

Seventh grade students categorized school directors in negative characteristics. These metaphors created by the 7th grade students revealed that most of the students did not see school directors much, could not establish communication and considered them as unpermissive as a factor of power. This finding was associated with the findings obtained by Tüzel and Şahin (2014), in their study on elementary education first grade students. In the study of Tüzel and Şahin (2014), students were noticed to perceive school directors as separate from the students and alone. Similarly, in the research of Yıldırım and Uğur (2011) carried out upon the second grade students, it was noticed that 29 out of 39 coded school director images in perceptions of the students participated into the research were negative. This result also associated with the result of the research. The findings of the research, were associated with the research results of Lum (1997) and Browne-Ferrigno (2003) in which school directors were regarded as the people with negative personalities. In the study of Yalçın and Erginer (2014), students' drawings which were made on the conception of school principal, were mostly belonged to the categories of "being the most negative element".

On the other hand, most of the metaphors 5th grade students has related to the conception of "teacher" was included in the category of teacher as the source of love, most of the metaphors 6th grade students

has concerned to the conception of “teacher” was included in the category of teacher as the source of love, most of the metaphors 7th grade students has related to the concept of “teacher” was included in the category of teacher as the source of information, and most of the metaphors 8th grade students has related to the concept of “teacher” was included in the category of teacher as the source of information. When the metaphors middle school students created related to the concepts of teacher and school director were analyzed, students were noticed to consider teachers more sincere, communicable, and more knowledgeable rather than the school directors. Namely, middle school students perceived teachers and school directors not as a whole but as separate. In the study of Bahar-Güner, Tunca, Alkın-Şahin, Oğuz (2015), the positive metaphors used by the prospective teachers and students “teacher” concept to identify a metaphor and as a result perspective fort he concepts often proved to be positive (Bahar-Güner, Tunca vd, 2015; Uslu, Kocakülah, Gür, (2016).

The directors in efficient schools value the perceptions of teachers, and can benefit from the skills of teachers in solution of problems the schools encounter. However, students consider teacher-management cooperation as fairly weak. Furthermore, previous researches revealed that management approaches in accordance with the modern management approaches should be more specific rather than the authoritarian management approaches in the past (Balyer, 2012; Korkmaz, 2005; Cemaloğlu, 2005; Aktepe, 2014). Namely, school managers should not be independent from the other elements of the system but should be one.

Recommendations

When the results were evaluated as a whole, it was noticed that students’ perceiving their teachers and school directors changed in parallel with their development properties. Additionally, students did not consider school managers and teachers as a whole. In fact, In fact, all elements’ comprising a whole, and teachers’ and school managers’ working in cooperation have been among the inevitable factors of modern educational approaches. In this sense, the suggestions below could be offered in

order for the educational system and educational activities to be more qualified and productive:

- The school system should be evaluated within the framework of the systems' all elements. Because the elements of the system create the school climate not as alone but as a whole.
- Further researches can be carried out upon what the possible metaphors teachers and school directors could create on themselves. In these researches, selection among the previously selected metaphors could be requested. Because each of previously determined metaphors will be created in order to represent a fact, this will facilitate to provide objectivity.
- More studies analyzing the teacher and school director in imaginations of the students and the current status separately could also be carried out. So that, the relationship between the one to be expected and the real can be determined, appropriate precautions can be taken, and efficiency of the educational activities can be increased.
- Furthermore, metaphorical perceptions of parents related to these two concepts beside the students' could also be analyzed. These analyses should especially be carried out at the end of the academic year. Because parents' participating into the research as having an idea about the school directors and teachers will increase the reliability of the researches.

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