

A Metaphoric Approach to the Conception of the “Teacher-Headmaster-School” in Different Age Categories*

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Abstract

The aim of this study is to analyze the perceptions of the individuals of different ages about the concepts of teacher-manager-school by means of metaphors. Phenomenology method, one of qualitative research form, and convenience sampling have been used in this study. The study group consisted of 210 participants with different age levels. Research data has been obtained via metaphor identification form. Data has been analyzed by content analysis technique and according to research results, 542 valid metaphors have been determined. Five categories have been determined as to “teacher conception”, which are loadstar and future enlightening person, source of information, compassionate and sacred being, supervisor-disciplined and authoritative being and creator of future respctively. Another five categories for “headmasters” which are focus of management, authoritative and supervisor being, leader and loadstar being, financier of education, a being that have negative features. As to “school conception”, six categories have been defined: love and solidarity environment, growth and maturation environment, supervising and discipline environment, guidance environment and finance environment. The conceptual categories created as a result of this categorization process have been analyzed by Pearson's chi-square analysis by taking the age of the participants into consideration. As a result of the analysis, no significant difference has been found between age groups of participants as to teachers, principals and school concepts. Although a number of radical changes in the role of important components such as school-headmaster-teacher within the scope of modern education system are targeted, the traditional perceptions of these concepts continue.

Keywords: Metaphor, Headmaster, School, Teacher.

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INTRODUCTION

The concepts of teacher-headmaster-school, which are listed in basic elements of the education system, and the educational relationship between these concepts sometimes witnessed breaking/turning points and sometimes resisted against change with the economical, political, cultural and social changes. The strong focus drawn by these concepts within the education system has been interpreted by different groups considering various variables and it has led to dominant judgments, stereotypes and criticisms in the process, and at the same time accelerated various reform initiatives. Considering all these processes, teacher-headmaster-school concepts have been followed, perceived and interpreted by broad masses and their different strata with which the concepts relate. Mental perceptions, especially by individuals prepare the ground for discussing these concepts, creating social meaning, constructing an educational tradition and determining new policies and visions. Therefore, when this strong effect is taken into consideration, the mental perceptions of the individuals who are part of the education and the related meanings have importance to reveal them in the light of the concepts of teacher-headmaster-school. Although there are different perspectives used in the elucidation of mental perceptions, a perspective based on metaphors is adopted in this study.

The term metaphor (meta and pherein) the root of which is Greek is a form of figurative / symbolic language that is extensively discussed and studied (Stacey, 1997, p. 49)¹. Metaphor theory shows the existence of analogy-based mapping that can establish connections between the target area and the source area as formulated by cognitive language science². This action occurs primarily logically at the conceptual level and consists of schemas of basic human experience (such as balance and symmetry). (Johnson, 1987, p. 26). Metaphors have educational use apart from their cognitive and literary aspects; and moreover, they provide an effective understanding and enhancement of affective development (Fraser, 2000, p.12). Metaphors can be evaluated as an educational source or tool based on reasoning through simile. Efficiency of metaphor concept stems from a traditional line based on comparison and similarity, and concept of representation, and the priority of thought on words and structural integrity. (Mouraz, Pereira and Monteiro, 2013, s. 100). In metaphoric relationships frequently used in everyday life, a concept or phenomenon with an analogy based approach is constructed with relation to another concept or phenomenon. As Tünkler (2013, p.11) states, “metaphor which will play an active role in the teaching of abstract concepts by embodying them, is a tool that enables the concepts to be acquired later on to find a place in the mental schema via previously acquired concepts through the similarities between the two concepts, to be included in the mental schema.”

Different uses of metaphors reflect the sociocultural structures of people about the world and show what is important in a particular culture and what the people who make metaphors care about. (Fraser, 2000, p. 3). Metaphors that play an active role in the construction, visualization and concretization of the concepts that can be described as difficult and abstract make it possible to explain an unknown phenomenon with a known one and making the known one similar to the unknown one. Thus, superficial and open metaphors reveal deep and creative metaphors and offer various clues to individuals. (Vadeboncoeur and Torres, 2003, p. 89). Metaphors are powerful forces that determine our ways of thinking about ourselves and others. Metaphors affect our thoughts with powerful but subtly methods (Berliner, 1990, p. 86). From this aspect, it can be used as powerful educational tools to help us understand the world and the situations in which we are related. (Perry and Cooper, 2001, p. 4). Metaphors, especially as linguistic materials that strengthen the relationship between concepts, organize cognitive and conceptual processes related to concepts in educational processes. Many things about what we say and how we shape our thoughts on concepts are often dependent on the use of metaphors. With this aspect, metaphors build our thoughts and help to understand the events. (Perry and Cooper, 2001, p. 4). Metaphors as educational and mental tools reveal the imagination and creativity of the students and show the mental maps and schemas created about the concepts. It also

¹ The words meta and pherein are used as to change and to transfer/ stand respectively (Levine, 2005, p.172).

² In the mentioned metaphoric process, it is assumed that the target area is more abstract / unknown, and the source area is concretized using concrete / known concepts. This flow proceeds from the concrete / known concepts to the abstract / unknown.

enables students to explore new relationships by creating an organic bond between existing learnings and new learnings. It is observed that metaphoric processes are effective on classroom environments and teachers as well as students. In this context, metaphors can be actively used in teacher education, and in inservice and preservice activities. In particular, it gives us an opportunity to compare the factors that underlie the teaching roles in the light of the creative metaphors teachers use (Vadeboncoeur and Torres, 2003).

Metaphor-based studies that have a wide usage framework in the educational field have been discussed frequently in national and international literature. It is possible to come across studies related to many concepts like “teacher” (Berk, Gültekin and Çeçen, 2015; Cerit, 2008, Nikitina and Furuoka, 2008; Stichert, 2005) and the perception of teachers and candidate teachers on “child” concept (Kuyucu, Şahin and Kapıcıoğlu, 2013; Akgün, 2016), and student (Bozlk, 2002; Sezgin, Koşar, Koşar and Er, 2017), “headmaster” (Çobanoğlu and Gökalp, 2015; Zembat, Tunçeli and Akşin, 2015), “ geography, global warming and some history concepts (Öztürk, 2007; Keçe, 2014; Akşit, 2016), and program development (Semerci, 2007), “woman and man” (Sözer and Özkan, 2014; Topuz and Erkanlı, 2016), and chemistry, physics and biology (Harman and Çökelez, 2017), “ e-book and integrated e-book (Özer and Türel, 2015) and “copy” (Yalmancı and Aydın, 2014, and “environment” (Meral, Küçük and Gedik, 2015). In this study, it is considered that it is important to determine the perspectives of the individuals from different generations about the concepts of teacher-headmaster-school and to make firm whether there is intergenerational differentiation in their perspectives. In the last century, there have been profound changes in education in Turkey and education system has been reformed periodically and updated continuously. Considering the change processes in this context, the effectiveness of the process is indirectly related to the changes in the perceptions of the teacher-headmaster-school concepts which constitute the cornerstones of the education system. It is also foreseen that the changes in the education system and the sharp fractures have created some changes in the perceptions of these concepts as well as resistance against change. For example, there has been an evolution from the disciplined teacher model ”transmitting the information” created by the traditional understanding of education to the concept of guiding teacher who “forms the knowledge”. Moreover, the school has been transformed into a qualitatively and quantitatively with the understanding of “life itself” from an environment that is built with the walls where certain information is given uniformly. It is seen that there have been changes in the educational leadership created by constructivist educational understanding where the concept of headmaster is not handled in the context of rigorous supervision and guidance. In this context, it is important to analyze how the recent rapid changes in education are reflected in individuals in different age groups and what differences occur in the mental perceptions of individuals.

The aim of this study is to analyze the perceptions of individuals of different ages about the concepts of teacher-headmaster-school by means of metaphors. For this purpose, the following sub-problems have been sought:

1. What are the metaphors of individuals at different ages about the concept of “teacher”? In which conceptual category/ categories are the identified metaphors involved?
2. What are the metaphors of individuals at different ages about the concept of “headmaster”? In which conceptual category/ categories are the identified metaphors involved?
3. What are the metaphors of individuals at different ages about the concept of “school”? In which conceptual category/ categories are the identified metaphors involved?
4. Does the conceptual category differ according to the gender of individuals of different age levels?

METHODOLOGY

Research Design

In this research, phenomenology is adopted from qualitative research models. Phenomenological reality in phenomenological approach is understood by the embodied experience. It is tried to catch the common features / essences of an experience or event with a close examination of individual experiences (Starks and Brown Trinidad, 2007). Phenomenology is based on the facts that we are aware of everyday life but do not have a detailed and in-depth understanding. Phenomenology provides a qualified research base for investigations aiming to analyze the facts which are not entirely unknown but not perceived fully (Yıldırım and Şimşek, 2016). In the studies based on phenomenology, data sources are individuals or groups who experience the case and can export the phenomenon (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2017). With this aspect it is a qualitative research approach which aims to evaluate the experiences (Miller, 2003). It is aimed to provide an in-depth and detailed description of the concepts mentioned by the phenomenology designed to describe the perceptions of the individuals of different age levels by means of metaphors and individuals of different age levels as data sources have been taken into consideration to reflect the phenomena.

Working Group

The research includes 210 participants within the scope of the problem. In the study, easily accessible situation sampling has been adopted from purposeful sampling methods and a sub-segment has been identified within the scope of the identified objectives and sub-problems. Purposeful sampling allows situations thought to have rich knowledge to be studied in-depth. In this sense, purposeful sampling methods are useful in the exploration and explanation of facts and events in many cases (Yıldırım and Şimşek, 2016). The frequency and percentages of the age and gender of the individuals in the study group are as indicated in Table 1.

Table 1. Frequency and percentage rates of gender and age of individuals in the study group

Age	Female	Male	Total	
	Frequency(<i>f</i>)	Frequency(<i>f</i>)	Frequency(<i>f</i>)	Percentage (%)
15-25	32	38	70	33.33
45-55	41	29	70	33.33
65 and over	36	34	70	33.33
Total	109	101	210	100.00

Data Collection Tool

While preparing the metaphor determination form which was planned to be used as a data collection tool, the researches on the determination of metaphor in various areas of literature were investigated. (Öztürk, 2007; Berk, Gültekin and Çençen, 2015; Keçe, 2014; Gömleksiz, Kan and Öner, 2012; Güven and Akhan, 2010; Kılıç, 2010; Çepni, 2013; Akşit, 2016). Based on the aforementioned research, participants were asked to answer open-ended sentences with a similar approach. While making open ended sentences, the aim of the study being taken into consideration, sentences like “*teacher is like..... for me*”, “*because.....*” were prepared in the scope of the concepts (school-teacher-headmaster) chosen before. As Kaya (2013) stated, “metaphors in other words simile could be applied to anything (concrete, abstract, alive, non-living beings) and participants were asked to the reason of the sentence using “because”. It is also possible to say that the word “like” for the use of metaphors as a research tool is primarily used to clearly demonstrate the link between “the source of metaphor” and “the subject of the metaphor (Saban, 2009). The participants were asked to complete this form, which consisted of open-ended sentences formed separately for each concept. In addition, explanations about the form were decided by taking the structure of the form created during the implementation process and the level of education and age of individuals into consideration. After the

necessary explanations were made to the participants by the researchers, the application process was started.

Data Analysis

Data analysis in phenomenology research is aimed at revealing experiences and meanings. There is an attempt to conceptualize the data and reveal the themes that can define the phenomenon in content analysis done for this purpose. Essentially, similar data are collected in terms of concepts and themes and interpreted in a way that the reader can understand (Yıldırım and Şimşek, 2016). With this aspect, metaphors formed by the participants about the concepts were analyzed by using the content analysis technique. Content analysis is a data analysis technique that aims to make in-depth and detailed inference from implicit contents based on written materials (Arıkan, 2011). The content analysis process generally consists of the following processes: (Bilgin, 2000; Harris, 2001). In addition, chi-square analysis was used to analyze the difference between categorical variables in the analysis process of the fourth sub-problem.

Coding

The metaphors made up are listed in from A to Z on the excel program. In this process, forms that do not specify metaphor, and forms that indicate metaphor but do not explain the reason of it, and forms that specify multiple metaphors are excluded. The responses with which the participants sometimes referred to “qualification” or “recommendation” for teacher-headmaster-school concepts instead of specifying metaphors are excluded.. The valid metaphors related to the concepts mentioned are pointed out in Table 2.

Table 2. Valid metaphors detected during the coding process

The name of the concept	The number of the unanswered metaphor	The number of the unexplained metaphor	The number of the metaphor made up	The number of the valid metaphor
School	5	25	205	180
Teacher	1	8	202	193
Headmaster	2	39	208	169
Total	8	72	615	542

Category Creation

The metaphors extracted were re-evaluated in terms of the “metaphor creation processes, the source of the metaphor, the relationship between the source and the subject” and the inappropriate metaphors were excluded. After the extraction process mentioned in the category creation step, metaphors were revised and listed in Excel program again in alphabetical order. Categories were determined after the analysis of the source of the metaphor and the bond between the source of the metaphor and the subject of the metaphor (three concepts determined in accordanc with the aim of the research). In addition, to understand who created the metaphors, information about the participants are listed in a separate column as follows: K1¹ for the women aged between 15-25, E1¹ for the men aged 15-25 and K2¹ for the women aged 45-55 and E2¹ for the men aged 45-55 and K3¹ for the women aged 65-over and E3² for the men aged 65-over...

Providing Validness and Reliability

Expert opinion was consulted on whether the categories systematized by the researchers adequately represent the metaphors created by the students. For this purpose, an expert opinion working in the field of educational sciences was used, the list of metaphors formed by experts and the list of categories created by the researchers were given to the experts. The experts were asked to match the metaphors in the first list (with no metaphors being excluded) with the categories listed in the

second list. The matches done by the experts and the researches were compared and the evaluation was done through the “Reliability=agreement / (agreement + dissensus)” developed by Miles and Huberman (1994, p.64). The correspondence rate between the encoders is calculated as .75 for the school category, .81 for the teacher category, .71 for the manager category.

The data analysis process was detailed by the researchers metaphor sentences reflecting the categories and quoted directly were used in order to increase validity. In particular, detailing the data and explaining how the findings are reached within the scope of qualitative research is considered as a validating factor (Yıldırım, 2010). In addition, to the nature of qualitative research, whether the results obtained from the research handled with the metaphorical approach and the results obtained from the research are integrated in terms of theoretical relation were detailed to increase validity.

Counting System and Inference

After the determination of 542 valid metaphors and creation of 16 categories, all data were transferred to SPSS for analysis.

FINDINGS

Findings Related to the First Sub Problems

For the first sub-problem; The metaphors created by the participants regarding the concept of “teacher” and the conceptual categories containing the metaphors identified are as indicated in Table 3.

Table 3. The metaphors created by the participants regarding the concept of “teacher” and the conceptual categories containing the metaphors

Categories	15-25 age range		45-55 age range		65 and over age range				
	Metaphors	f	%	Metaphors	f	%			
Guiding and enlightening future being	Light (1), moon (1), sun (4), cloud (1), lantern (3), guide (2), compass (1), candle (3).	16	8,3	Guide (3), light (5), moonlight (1), brightness (1), compass (2), Pioneer (1), leader (1), sun (3), lion (1), candle (6), horizon (1), lantern (1).	26	13,5	Light (6), guide (1), lantern (1), mirror (1), oil lamp (1), candle (1), Atatürk (2), leader (1), stove (2), sun (3).	19	9,8
Source of Information	Book (7), soil (1), Google (1), wise (2), flower (2), sea (1), Encyclopedia (2), question bank (1)	17	8,8	Rain (1), wise (3), air (1), flower (2), factory (1), book (3), water (1).	12	6,2	Flower (1), Encyclopedia (3), internet (1), tree (4), soil (1), book (1), drug (1), craft (1)	13	6,7
Compassionate and holy being	Friend (4), father(1), mother (8), sister (1), mother-father (1).	15	7,8	Mother (17), life (1), friend (1), best friend (1), mother-father (1)	21	10,9	Father (1), mother (15), parent (4), armchair (1), family (1), high mountain (1), life (1), rose (1), angel (1), mother-father (1), homeland (1).	28	14,5
Supervisory, disciplined and authoritarian being	Police (2), animal trainer (1), guardian (1), boss (1), başkan (1), shepherd (1).	7	3,6	Guardian (1), nightmare (1)	2	1,0	Shepherd (3)	3	1,6
The being building the future	Gardener (1), baker (1), farmer (1), tree(1), artist (2), soil (1).	7	3,6	Architect (1), building (1), artist (1), farmer (1), soil (1), pencil (1).	6	3,1	Gardener (1).	1	0,5
Total		62	32,1		67	34,7		64	33,2

When Table 3 is examined, regarding the concept of teacher; it is seen that five conceptual categories have been identified as being guiding and enlightening the future, source of information, compassionate and sacred being, supervisory-disciplined and authoritarian being, and the constructor of the future. A total of 62 metaphors were produced by participants in the 15-25 age group, while those in the age range of 67 and over 65 produced a total of 64 metaphors. Some examples of the metaphors created for the teacher metaphor are as follows:

E1¹³: “Teacher is like light because he enlightened us when there was no light in our village.

K1²⁷: “The teacher is like an encyclopedia because the more we open and read, the more we learn new things. ”

K2⁴⁸: “Teacher is like life because everything depends on him, such as our future, our personality ...”

E1⁸: “ The teacher is like an animal trainer because he teaches people who are not aware of civilization..”

E3⁵²: “ Teacher is like the sun because he enlightens us, and saves us from the darkness with his knowledge. ”

K2³⁶: “The teacher is like a parent because he takes care of every student in both education and training and helps them get started. ”

In addition, when metaphors related to the concept of teacher are examined, metaphors are mostly related to the conceptual category of “compassionate and sacred being”. Moreover, the most frequently emphasized metaphor was the “mother” as ($f=8$) in the 15-25 age group, ($f= 17$) in the 45-55 age group and ($f=15$) in the 65 and over age group, respectively.

Findings Related to the Second Sub Problems

For the second sub-problem; the metaphors created by the participants regarding the concept of “headmaster” and the conceptual categories containing the metaphors identified are as indicated in Table 4.

Tablo 4. The metaphors created by the participants regarding the concept of “headmaster” and the conceptual categories containing the metaphors

Categories	15-25 age range			45-55 age range			65 and over age range		
	Metaphors	f	%	Metaphors	f	%	Metaphors	f	%
Focus of management	Boss (2), grandfather (1), Chief (1), director (3), head (1), president (4), king (2), commander (3), headman (1), scales (1), captain (1), organizer (1), roof(1), queen bee (1), headworker (1).	24	14,2	Director (4), commander (1), head (3), headman (2), leader (4), shepherd (1), chief (5), commander (3), watcher (1), coordinator (1), minister (1), captain(2), superior (1).	29	17,2	Director (11), boss (4), leader (2), head (2), commander (2), president (1) prime minister (1), minister (1), chief (2), headman (1), district governor (1), superior (1).	29	17,2
Authoritative and supervisory being	Inspector (1), rule (1), scissor (1), wall (1), concrete (1), drone (1)	7	4,1	Concrete (1), police (2), supervisor (1), observer (2), lion (2)	8	4,7	Watch (1), guardian (1), the fuzz (1), superior (1), king (1), rule (1), martial law (1), security cam (1)	8	4,7

Leader and guiding being	Father (7), shepherd (1), column (1), brain (1)	10	5,9	Controller (1), father (6), shepherd (3), driver (1)	11	6,5	Shepherd (2), captain (1), father (8), guide (1), compass (2), brain (1)	15	8,9
Being that finances education	Stingy (1), banker(1), fabricator (1), boss (1), Money hunter(1)	5	3,0	Stingy(1)	1	0,6	Fabricator (1)	1	0,6
Being that hosts negativity	Parrot (1), monster (4), scarecrow (1), slap (3), hot stove (1), ghost (1)	11	6,5	Talkative (1), scarecrow (4), thorn (1), bugaboo (1), cactus (1), transformer (1)	9	5,3	Monster (1)	1	0,6
Total		57	33,7		58	34,3		54	32,0

When Table 4 is examined, regarding the concept of manager; It is seen that five conceptual categories have been formed: focus of management, authoritarian and supervisory being, leader and guiding being, being that finances education, being that hosts negativity. In this context, it is seen that a total of 57 metaphors are produced by the participants in the 15-25 age range, 58 by the participants in the age range of 45-55, 54 by the age range of over 65-.

K1⁵¹: “ The headmaster is like a boss because he manages the teachers, the students, and the vice managers. ”

K3¹⁸: “ The headmaster is like a father because he is serious and authoritarian, he runs a whole school..”

E2³: “ The headmaster is like a headman because the headmaster runs the school just as the headman manages the village. ”

K2³⁶: “ The headmaster is like a shepherd because the headmaster runs the school just as the shepherd manages the herd.”

E3⁸: “ The headmaster is like a monster because you're afraid to go to him incase he gets angry. ”

E1²⁵: “ Theheadmaster is like a money hunter because he wants money for school in season and out of season.”

When metaphors related to the concept of headmaster are examined, metaphors are mostly related to the conceptual category of “focus of management” and the most frequently emphasized metaphors were the “father” as ($f=7$) in the 15-25 age group, ($f= 6$) in the 45-55 age group and the metaphor “director” ($f=11$) in the 65 and over age group, respectively.

Findings Related to the Third Sub Problems

For the third sub-problem; the metaphors created by the participants regarding the concept of “school” and the conceptual categories containing the metaphors identified are as indicated in Table 5.

Table 5. The metaphors by the participants regarding the concept of “school” and the conceptual categories

Categories	15-25 age range			45-55 age range			65 and over age range		
	Metaphors	f	%	Metaphors	f	%	Metaphors	f	%
Love and solidarity environment	Port (1), home (5), house (7), tree (1), orphanage (1), mother’s bosom (1)	16	8,9	Homeland (5), house (5), home (9), family (3), mother’s womb(1), sky (1), sanctuary (1).	25	13,9	House (7), home (23), sanctuary (1), park (1), mother’s womb (1), family (5)	38	21,1
Growth and maturation environment	Field (1), serum (1), living (3), water (1), soil (1), wold (1), garden (3), life (4)	15	8,3	Pool (2), living (1), world (1), serum (1), life (2), garden (5).	12	6,7	Kitchen (1), garden (3), fountain (1), bookshelf (1), field (1), soil (1)	8	4,4
Supervision and discipline environment	Jail (9), prison (3)	12	6,7	Jail (2), suit (1), camp (1)	4	2,2	Jail (3), cage (1)	4	2,2
Advising and Guiding environment	Car (1), compass (5)	6	3,3	Windows (1), bus (1), brain (1), compass (3)	6	3,3	Way (1), religion (1), light (3)	5	2,8
Financing environment	Penny bank (1), bank (1), workplace (1), business (1)	4	2,2	Bank (2)	2	1,1	Cashomat (1), store (1)	2	1,1
Information production environment	Bookshelf (1), factory (3), carpenter (1), field (1), encyclopedia (1)	7	3,9	Box (1), factory (1), field (1), library (1), Google (1), encyclopedia (1), garden (1)	7	3,9	Factory (4), library (1), kitchen (1), garden (1)	7	3,9
Total		60	33,3		56	31,1		64	35,6

When the metaphors formed by the participants related to the concept of school are examined, as shown in Table 5; there are six categories of love and solidarity environment, growth and maturation environment, supervision and disciplinary environment, guiding environment, financial environment and information production environment. Within the scope of the concept of school, the participants in the 15-25 age range produced 60, the participants in the 45-55 age range produced 56 and 65 and over age range produced 65 metaphors. Some examples of the metaphors produced are as follows:

E3⁶⁰: “The school is like a jail because it's a place where there are always guards at the gate who don't let us go out and and we have to be constantly.”

K2⁹: “The school is like a pool because it feeds on knowledge, it brims with knowledge and it is storehouse of knowledge.”

K1⁶³ “School is like a home because half of our lives are spent there, it prepares us for the life and it determines our future. ”

E2⁴⁵ “The school is like a serum because it is the place where something is tried to be grown with preservation.”

K2¹² “The school is like a factory because it struggles over to train a monotype person in our country.”

E3¹³ “School is a bookshelf because you can find all kinds of knowledge in it.”

When metaphors related to the concept of school are examined, metaphors are mostly related to the conceptual category of “love and solidarity environment” and the most frequently emphasized metaphors were the “jail” as ($f=9$) in the 15-25 age group, “home” as ($f=9$) in the 45-55 age group and ($f=23$) in the 65 and over age group, respectively.

Findings Related to the Fourth Sub Problems

The conceptual categories created for the concept of “teacher” have been analyzed by taking into consideration the age groups of the participants. The findings obtained in this direction are as follows.

Table 6. Chi-square analysis results related to teacher concept

Conceptual Category	15-25 age range		45-55 age range		65 and over		χ^2	sd	p
	f	%	f	%	f	%			
The being that guides and enlightens future	16	8,3	26	13,5	19	9,8	15.499	8	.051
Source of information	17	8,8	12	6,2	13	6,7			
Compassionate and holy being	15	7,8	21	10,9	28	14,5			
Supervisory, disciplined and authoritative being	7	3,6	2	1,0	3	1,6			
The being that builds the future	7	3,6	6	3,1	1	0,5			
Total	62	32,1	67	34,7	64	33,2			

When the metaphors created regarding the concept of teacher were examined depending on the age groups, as seen in Table 6, there was no significant difference between the age groups. ($\chi^2 = 15.499$, $p > 0.05$).

The conceptual categories created for the concept of “headmaster” have been analyzed by taking into consideration the age groups of the participants. The findings obtained in this direction are as follows.

Table 7. Chi-square analysis results related to headmaster concept

Conceptual Category	15-25 age range		45-55 age range		65 and over		χ^2	sd	p
	f	%	f	%	f	%			
Focus of management	24	14,2	29	17,2	29	17,2	14.455	8	0.71
Authoritative and supervisory	7	4,1	8	4,7	8	4,7			
Leader and guiding being	10	5,9	11	6,5	15	8,9			
The being that finances education	5	3,0	1	0,6	1	0,6			
Being that hosts negativity	11	6,5	9	5,3	1	0,6			
Total	57	33,7	58	34,3	54	32,0			

When the metaphors created regarding the concept of teacher were examined depending on the age groups, as seen in Table 7, there was no significant difference between the age groups. ($\chi^2 = 14,455$, $p > 0.05$).

The conceptual categories created for the concept of “school” have been analyzed by taking into consideration the age groups of the participants. The findings obtained in this direction are as follows.

Table 8. Chi-square analysis results related to school concept

Conceptual Category	15-25 age range		45-55 age range		65 and over		χ^2	sd	p
	f	%	f	%	f	%			
Love and solidarity environment	16	8,9	25	13,9	38	21,1	18,005	10	.055
Growth and maturation environment	15	8,3	12	6,7	8	4,4			
Supervision and discipline environment	12	6,7	4	2,2	4	2,2			
Advising and Guiding environment	6	3,3	6	3,3	5	2,8			
Financing environment	4	2,2	2	1,1	2	1,1			
Information production environment	7	3,9	7	3,9	7	3,9			
Toplam	60	33,3	56	31,1	64	35,6			

When the metaphors created regarding the concept of teacher were examined depending on the age groups, as seen in Table 8, there was no significant difference between the age groups. ($\chi^2 = 18,005, p>0.05$).

DISCUSSION AND RECOMMENDATIONS

In this study, which aims to analyze the perceptions of different aged individuals on school-teacher-headmaster concepts through metaphors, the metaphors related to school concept are parallel to the studies of Saban (2008) in terms of love and solidarity environment, and advising and guiding environment, and centre of discipline and control, and growth and maturation environment; and they are parallel to the studies of Nalçacı and Bektaş (2012) in terms of guiding, shaping, authority, information providing; and parallel to the ones of Grady, Fisher and Fraser (1995) in terms of solidarity and collaboration environment. In addition, they are parallel to the research of Mahlios and MAxon (1998) in terms of family, garden, jail and factory metaphors. Moreover, they are parallel to the studies of Gradt, Fisher and Fraser (1995), and Saban (2008) and Inbar (1996) in terms of the metaphors that have negativity such as military camp, jail and open prison. Although schools are explained through their positive characteristics such as love and solidarity, growth and maturation, and knowledge production environment, there are negative situations that cannot be neglected thus taking attention. Interestingly, most of the metaphors related to school in the literature emphasize the restrictive, alienating and artificial nature of school and schooling. (Hardcastle, Yamamoto, Parkay and Chan, 1985). Contrary to the “school” fiction that is intended to be constructed with a constructivist approach, most of the participants explained the supervision and discipline dimension of the school with the metaphors of jail, prison, cage etc. It is thought that the increase in administrative understanding, which is placed on the discipline ground especially in schools, with an opposite understanding of pedagogical principles is effective in this situation. It is thought that the participants' perceptions can be strengthened by schools' not being able to provide activities that can be associated with daily life, inadequate comprehensiveness of extracurricular activities, imprisonment of students in school boundaries in addition to the lack of contemporary administrative understanding. Moreover, mental images such as a large, noisy, absurd, horrible place used by students to describe the school show that students perceive the school as chaotic rather than organized and planned (Demir, 2007). In the light of the researches examined, it is seen that metaphors focusing mainly on the financing aspect of the school are mostly used, although it is not frequently included in the literature. Recently, especially the increase in the number of private schools, donations collected in schools, the increase in the budget spent on the school on a personal basis such as stationery, additional resources, uniforms and so on and transportation costs open financing aspect of education to debate. When the metaphors in the financial environment category related to the concept of school are examined, it is seen that the private side of schools like bank/commerce apart from public finance draws attention. This situation is thought to be the result of the necessity of local elements and families to contribute to education, in a sense that resources are obtained from social finance systems rather than public finance systems.

The metaphors related to concept of headmaster are parallel to the studies carried out by Browne-Ferrigno (2003) in terms of being a leader, and Pesen, Kara and Gedik (2015) in terms of being the focus of management, and being advisor / guide, and being an element of negativity, and being strict and oppressive; and Akan, Yalçın and Yıldırım (2014) in terms of being an element of management; and Cerit (2008) in terms of control, authority and management; and Yalçın and Erginer (2012) in terms of hosting negativity. However, as in the concept of school, it is seen that a strict, authoritarian control-discipline concept is frequently involved. The authoritarian and oppressive side of the concept of headmaster is underlined by every age group and the school administration is symbolized nearly just by this side. This is an indication that the effect of traditional management approach is still ongoing and the concept of supervision is perceived in the same framework. When it comes to headmaster, the concepts of governance and control are mostly perceived by “pressure and authority” and the transformative and modifying role of management and control is ignored. When the developed metaphors are examined (shepherd, chief, inspector, police, etc.), there is no perception of democratic, objective, developer and transparent manager, on the other hand the perception of headmaster directing, ordering, putting pressure is common. However, as in the metaphors of the

school concept, the financing dimension of education can be seen in the concept of headmaster as the person who finances education in various ways. In particular, when the educational budget of the school is limited in terms of socio-economic conditions, it is perceived as a duty of the headmaster to provide budget through individual efforts like donations, grants, projects etc.

The conceptual categories related to teacher concept are parallel to the studies carried out by Yılmaz, Göçen and Yılmaz (2013); Ekiz and Koçyiğit (2011), and Stichert (2005); and Nikitina and Furuoka (2008); and Martinez, Saulea and Huber (2001); and De Guerrero and Villamil (2002) in terms of pathfinder, raw material, producer, source of information, guide, leader and sacred being; In terms of metaphors such as the police and the boss, the study is consistent with the findings of the research carried out by Nikitina and Furuoka, (2008). The teacher, who is considered as the center of power, authority and management in the class, is positioned at the top of the hierarchy created in this sense in the classroom. In this respect, considering the participants in different age groups, it is also observed that the traditional teacher image is still handled with the concepts of supervision-discipline and authority. Considering the voluminous space occupied by the concept of authority in Turkish culture, it is necessary to predict similar mental perceptions. On the other hand, metaphors open to the change emphasized by the constructivist education, adopting a flexible managerial understanding, and referring to the constructive and entrepreneurial teacher characteristics are rarely encountered. In addition, when the metaphors created are examined, it is observed that the personality of the teacher has an important effect on teacher perception as well as the teacher's classroom management, subject area knowledge, general culture etc. educational characteristics. In every age group, the metaphor which has been the most frequently discussed within the concept of teacher is mother and the concept of teacher is depicted as a compassionate and sacred being through metaphors such as mother, mother – father, sister, and family. This finding of the study is consistent with the results of the research conducted by Yılmaz, Göçen and Yılmaz (2013) and Ocak and Gündüz (2006). It is likely that the time spent with the teacher, the most important element in the school, which can be considered as the first social environment after the family, feeds the formation of this perception.

When metaphors related to school-teacher and headmaster concepts are considered within the age groups, no significant change has been observed between different age groups. The fact that the mental perceptions of these concepts, which are discussed in a wide range from 15-25 age group to 65 and over age group do not change despite the radical changes in educational processes is an indication that the traditional line prevails. Program changes taking place periodically in the history of the Republic have made strong claims in forming a “new” education process each time and it has been concerned about transforming and strengthening all sub-systems of education in order to meet the requirements of the age. Particularly in 2005, a number of important changes in the role of important components such as school-headmaster-teacher were targeted with radical changes and breakdowns accompanied by a strong educational discourse. However, when the metaphors and conceptual categories are evaluated, it is seen that the traditional roles related to school-headmaster-teacher concepts continue.

Based on the findings obtained from the research, the strong effect of metaphors in revealing mental perceptions has been taken into consideration and a comprehensive framework has been tried to be drawn. Metaphors play an important role as a means of creating reflection and awareness among educators (De Guerrero and Villamil, 2002). However, metaphors are largely though non-primary offer a powerful way for people to conceptualize and ultimately understand life experiences. (Mahlios, Shaw and Barry, 2010). In this context, future research and the underlying reasons of mental perceptions and images related to the concepts of teacher-schooleadmaster can be handled through functional variables in the formation of these perceptions and images.

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