The Metaphors Developed by the Teachers towards School Managers

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Abstract

Problem Statement: Metaphor is a powerful mental tool for understanding and explaining a highly abstract, complex or conceptual phenomenon. The essence of metaphor, which is widely used in daily life not only in language but also in thoughts and actions, *is the understanding and experiencing of a certain thing in comparison with a different thing*. Metaphors have positive and negative aspects. Being aware of the strong and weak aspects of the metaphors used is beneficial for the individual and organization. In schools, the metaphors developed by the teachers towards themselves, managers and the school are important for organizational functioning.

Purpose of Study: The purpose of this study was to determine the perceptions of the teachers working in primary schools of the concept of "manager" though metaphors.

Methods: This study was designed as a qualitative research project based on analyzing and understanding social phenomenon within the environment in which teachers are involved. Data was collected using a written interview form containing an instruction and one open-ended question. The population of the study was volunteers, consisting of the teachers working in the Elazığ, Diyarbakır, Batman, Şanlıurfa, Kahramanmaraş and Gaziantep provinces of Turkey in the 2008-2009 academic year.

Findings and Results: Two hundred two teachers volunteered to participate in the study, and from the interview forms submitted, 172 forms were accepted. These 172 participants developed 95 metaphors about school managers. These metaphors were grouped under seven main themes. Four of these main themes comprised a total of 53 metaphors developed by 111 teachers, which emphasized the positive attitude, behaviors and

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roles of the managers. The remaining three main themes contained 42 metaphors developed by 61 teachers, and these metaphors concentrated on the negative attitude, behavior and roles of the managers.

Conclusions and Recommendations: It can be suggested that the school managers who develop secure relationships with the teachers play the role of school leaders. Where the leaders motivate others and have a broad vision about education, these can become effective schools. An effective leader exhibits strong leadership in education issues, clearly describes his expectations of the students and the teachers, and involves the teachers in decision-making about their classes.

Keywords: Teacher, manager, metaphor, manager's metaphors.

School managers are the employees who are responsible for the management processes. A school manager is responsible for running, organizing and supervising all the affairs of the school within the framework of legislation provisions. His/her oversight includes programs, instructions for the senior management of the school, and the management, evaluation and improvement of the school in accordance with the objectives of the school (Şişman & Turan, 2005). A school manager is considered the person who reinforces group relationships among the teachers, develops the objectives of school education, provides required sources for learning, and supervises and evaluates the teachers (Çelik, 1999). In addition, a school manager has to encounter the difficulty of unexpected, urgent issues that arise during conversations with teachers about the problematic issues in the school (Özden, 2005).

Organizations are established by people living in communities to achieve pre-determined objectives; thus, organizations reflect the general characteristics of a society. Language and thought templates used in a society are also utilized to some extent in the organization. In organizational research, the analysis of metaphors increasingly draws interest. In recent years, in addition to the developments in metaphor theory and analysis in social sciences, theoretical and empirical studies have been carried out to describe the role of language and discourse in organizational life (Cornelissen, Oswick, Christensen & Phillips, 2008). There has also been intensive research, particularly in the linguistic metaphor, in language and thought. Metaphors, which are known as a tool to understand complex and abstract thoughts, are widely analyzed in organizational leadership studies (Linn, Sherman & Gill, 2007). There have been many studies on the uses of metaphors in forming theories in science, changing the strategic tendencies of organizations, determining the perceptions of the employees about their organizations, and explaining organizational change (Çelikten, 2006).

A metaphor is a powerful mental tool for understanding and explaining a highly abstract, complex or conceptual phenomenon (Hager, 2008; Saban, Koçbeker & Saban, 2006). A metaphor improves thinking and creativity. It also helps direct behaviors (Weick, 2003) and improves our understanding of experiences by interacting with other people (Kirbiy & Harter, 2003). There is a "source domain"

and a "target domain" between the metaphor itself and the tool. The metaphor includes reflection of the source domain on the target domain (Moser, 2000). The metaphor is important for perceiving something from the point of view of another person or for structuring or understanding a conceptual domain from the aspect of another domain (Chettiparamb, 2006).

Metaphors have both strengths and weaknesses (Morgan, 1998 ; Semerci, 2007). Being aware of the strong and weak aspects of the metaphors used is beneficial for an individual or organization. In schools, the metaphors developed by the teachers towards themselves, the managers and the school are important for organizational functioning. From this aspect, as reported by Saban (2004), metaphors direct, illuminate and guide our actions.

The aim of this study was to determine the perceptions of the teachers working in primary schools of the concept of "manager" though metaphors. Within the framework of this general aim, answers to the following questions were attempted:

1. Which metaphors do the primary school teachers use to describe their perceptions of the concept of "manager"?
2. Under which themes can the metaphors developed by primary school teachers of the concept of "manager" be grouped according to their common characteristics?
3. On which roles of the manager do the metaphors developed by primary school teachers of the concept of "manager" concentrate?

Method

Model

With an approach based on forming theories, this study was designed as a qualitative research project based on analyzing and understanding social phenomenon within the environment in which they are involved. A qualitative research model requires the researcher to be flexible, to re-organize the research process according to the collected data and to follow an inductive approach in study pattern and data analysis (Yıldırım & Şimşek, 2006).

Data Collection Instrument

Data was collected using a written interview form containing an instruction and one open-ended question. The instruction section explained how to fill in the form. The form of the open-ended question was: "A manager is like ……., because …………". The participants were asked to fill in the first blank using a metaphor about the manager and the second blank giving the reason of the metaphor. In metaphoric studies, the concept "*like*" is generally used to more clearly create an association of similarity between the *metaphor subject* and the *metaphor source* (Saban et al. 2004). In this study, the concept *because* was included, and the participants were asked to produce *reasons* or a *logical bases* for their analogies.

To provide validity for the study, the data collection tools were submitted to two experts for analysis, and the results were confirmed by the substantiation of the participants. In addition, raw data was described in detail, adding as little interpretation as possible to the concepts and themes that arose. For the reliability of the study, an observer specialized in qualitative research checked whether the researcher was objective and consistent. In addition, an external expert was given the raw data of the study, and the consistency of the conclusions, the comments and suggestions he made were taken into account.

Study Group

The purposive sampling method was used in this qualitative study. The population of the study was volunteers, consisting of the teachers working in the Elazığ, Diyarbakır, Batman, Şanlıurfa, Kahramanmaraş and Gaziantep provinces of Turkey in the 2008-2009 academic year. These provinces were chosen, since the researcher could have the opportunity of applying the research tool to the sample group easily. In this approach, the participants should be sufficiently informed about what they are expected to do and which points they should consider when answering the questions. The master's and doctorate students involved in administering the research were informed about the significance and scope of the study, the interview form and how this form should be completed. The students contacted teachers to take part in the research and then administered the interview forms. A total of 202 interview forms were collected. Of these, 30 were excluded, leaving a total of 172 forms to be evaluated.

Data Analysis

The NVIVO7 program was used in the data analysis. Each interview form was given a number (1, 2, 3 … 172) and saved as a word document. A total of 95 metaphors were saved alphabetically. The metaphors transferred from the NVIVO7 program were placed into one of seven main themes. The main themes were separated into sub-themes, and sometimes further sub themes were made from these sub-themes. For example, the metaphor "education specialist" was included under the themes of "specialist," "support" and "protection and support." Models were produced for the developed themes. While these models were interpreted, the number of participants developing each metaphor was determined. Since the NVIVO7 program allows the developed make comparisons, the common characteristics of the metaphors were determined and assessed.

Findings and Results

A total of 172 interview forms from the primary school teachers who participated in the study developed 95 metaphors for school managers. Due to the high number of metaphors, the metaphors with similar meanings were collected under seven main themes.

Support and Protection

This theme was composed of support and protection sub-themes. The data of the support/protection theme and its sub themes are given in Model 1.

Model 1

The Metaphors Developed within the Scope of the Support / Protection Main Theme
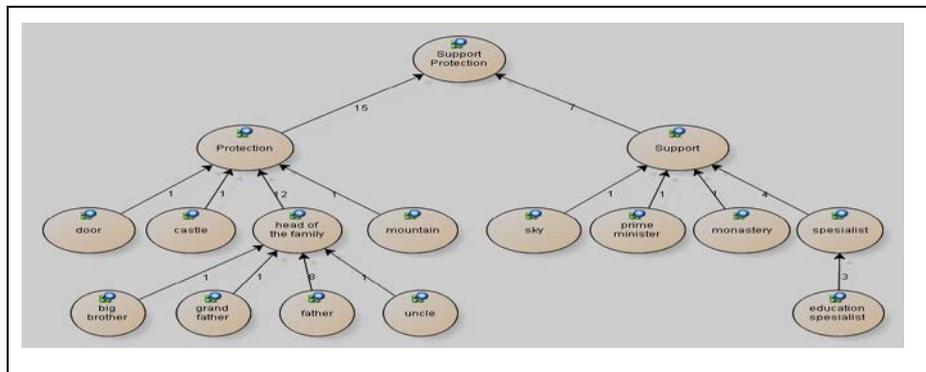
In Model 1, five metaphors were developed under the support main theme. These are as follows: sky, prime minister, monastery, specialist, and education specialist. The sky, prime minister, monastery and specialist metaphors were reported by one participant, and the education specialist metaphor was reported by three participants. When the metaphors under the support sub-theme and their reasons were analyzed, through the direct quotations of the participants, the characteristics of the metaphors can be summarized as follows:

1. Source of information: "A manager is like a *sky*, because *he enlightens all the students and teachers and heats and enlightens education with his heat and light.*"

2. Problem solving: "A manager is like a *prime minister*, because *he has to deal with all the problems at school and find solutions. In addition to being a leader, a manager has a mission of being an example.*"

3. Supporting the teachers and the students: "A manager is like an *education specialist*, because *as he had a good education at school, he knows how he should treat the teachers and the students and duly acts in this way.*"

The protection sub-theme consists of the following metaphors: mountain, castle, door, head of the family, grandfather, uncle, brother and father. The characteristics attributed to the manager under the protection sub-theme can be summarized as follows:

1. Serving as a shelter, protecting the personnel against external attacks: "A manager is like a *mountain*, because *you can take shelter in him when you have a problem. You can trust him as you trust your father; he has a protective, disciplined personality.*"

2. Helping the personnel who have problems: "A manager is like a *door*, because *he is there when you need help. He expects no return.*"

3. Applying bitter-sweet management style: "A manager is like a *father*, because *he supports me in everything, instead of holding an authority or position. He sometimes gets angry with me for things that are generally related to my behavior. He is tolerant, understanding and tries to reduce the bureaucratic barriers as much as possible. If possible, I would like to work with my current manager for the whole of my teaching career.*"

4. Giving importance to human relations: "A manager is like a *father*, because *he always supports the teachers, compensates for their deficiencies, and clearly criticizes them for their mistakes and deficiencies. He is tolerant, understanding, smiling, modest, and open to criticism, science and development, so that he can take action according to the needs of his teacher friends.*"

5. Taking responsibility: "A manager is like a *grandfather*, because *he is the oldest member of the school management. He undertakes most of the responsibility and the broadest field of responsibility. The teachers, students, school, and garden--everything falls under his responsibility. He feels responsible, and he should feel so. He cannot say, "I do not care." If he lacks this principle, he destroys the family. He should work for the education of individuals as the kind of individuals he want to see in the future.*"

Leadership

A total of 20 metaphors were listed under the leadership main theme. Data of the leadership theme are given in Model 2.

Model 2

The Metaphors Developed within the Leadership Main Theme
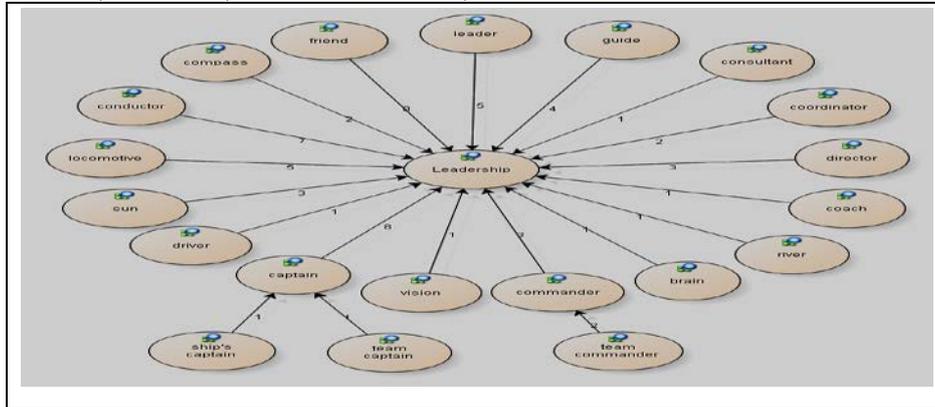
A total of 20 metaphors developed under the leadership main theme were reported by 56 teachers. This figure corresponds to 32.56% of 172 teachers. Based on this ratio, it can be suggested that the majority of teachers consider their managers a leader. The characteristics attributed to the managers in the metaphors under the leadership main theme are summarized as follows:

1. As the leader of the school community, guiding the personnel and students, enabling them to reach their objectives: "A manager is like a *leader,* because *education is team-work. There is a need for a leader or captain who will direct and increase the motivation of the team. As the leader, if he helps his teammates overcome the barriers, achievement will be inevitable. People who are happy in the workplace can be more successful."*

   "A manager is like a *conductor*, because *all units of the school act negatively or positively under his suggestions; he can enhance or decrease the success of the school."*

   "A manager is like a *compass*, because *he is an important factor in accurate direction of the employee in professional and managerial terms."*

2. Making efforts to develop the school*:* "A manager is like a *coach*, because *he should contribute to all kinds of development of his organization and personnel."*

   "A manager is like a *vision*, because *a company cannot achieve more than the vision of its boss. A school manager has great influence on the school. The managers should either proceed or get out of the way if they fail."*

3. Giving importance to informal relations: "A manager is like a *friend*, because *when I have a problem, I can share it with him like a friend without hesitation."*

4. Fulfilling the responsibility in managing the school using his authority: "A manager is like a *director*, because *providing a good role-*

distribution among the actresses and actors enables everyone to act appropriately."

5. Enabling the teaching staff to participate in forming the school policy and playing a key role in the process: "A manager is like *the brain of the school*, because *he plans all the activities of the school and motivates other personnel for the execution of those activities."*

"A manager is like a *coordinator,* because *he is the one who coordinates the education-teaching activities at school in an organized, efficient and effective manner. If he fails to do these, then he is ignoring his duty …"*

6. Enabling school community to function in harmony and cooperation: "A manager is like a *driver*, because *he is charged to keep the parent, teacher and student factors together and help them safely reach the target in harmony."*

7. Avoiding discrimination among the personnel: "A manager is like *the sun*, because *the comprehensive and surrounding character of the sun are universal. A manager should be embracing, foresighted and should possess mission and vision. He should be unprejudiced in acceptance and encircling. He should avoid subjective thoughts and prejudiced behavior."*

Objectivity and Clarity (Purity)

This main theme was divided into two sub-themes: objectivity and clarity (purity). Data of this theme and sub-themes are given in Model 3.

Model 3

The Metaphors Developed Within the Objectivity / Clarity Main Theme
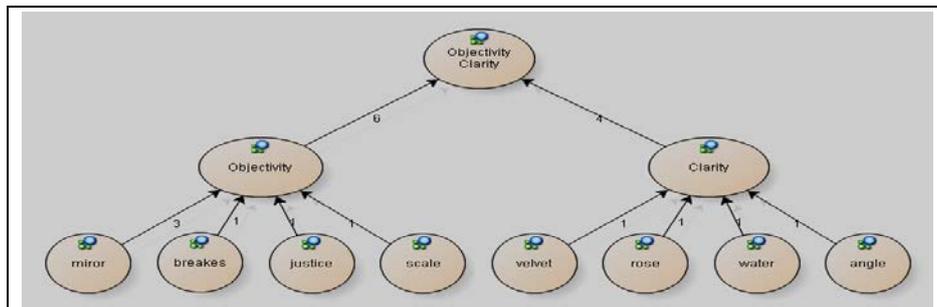
In this model, the metaphors of mirror, brakes, justice and scale were developed by six participants. The characteristics attributed to the managers in these metaphors are summarized as follows:

1. Being fair towards the personnel: "A manager is like *justice*, because *if he fails to render equality, management will have no importance or value."*

"A manager is like the *brakes on a car*, because *he takes action when required. When he fails to maintain balance and render justice, the car will be tilted over."*

2. Reflecting all characteristics of the school in his own personality: "A manager is like a *mirror*, because *we can see everything--positive and negative--in the mirror. We can feel the success, failure, and progress at the school from the facial expressions and behaviors of the manager and from the people around him. Success, research, trusting personnel and students can further increase under the leadership of the manager. The reflection on the mirror will be positively reflected to the teachers, students and personnel."*

The metaphors of water, rose, velvet and angel developed under the clarity sub-theme were created by one participant. These metaphors concentrate on the sincere, clear and pure characteristics of the manager:

"A manager is like a *rose*, because *when he blooms, the beautiful scent brings more success."*

"A manager is like an *angel*, because *under the laws and regulations, he tries to achieve the best things in the easiest manner for the teachers and the students without making things harder."*

"A manager is like *velvet*, because *he understands human psychology very well, uses the language of "I" very comfortably and establishes empathy with people so easily… He is fair; while talking to the students he considers them to be specific individuals and treats them according to their developmental stages."*

"A manager is like *water*, because *with his clear, pure and sincere behaviors, he makes both the teachers and the students adopt him. When he is as clear as water, even the impossible may be reachable. When he is as transparent, pure and clean as water, bad things turn into those which are good and sincere…"*

Efficiency

A total of 12 metaphors were listed under the efficiency main theme. Data of this theme are given in Model 4.

Model 4

The Metaphors Developed within the Efficiency Main Theme
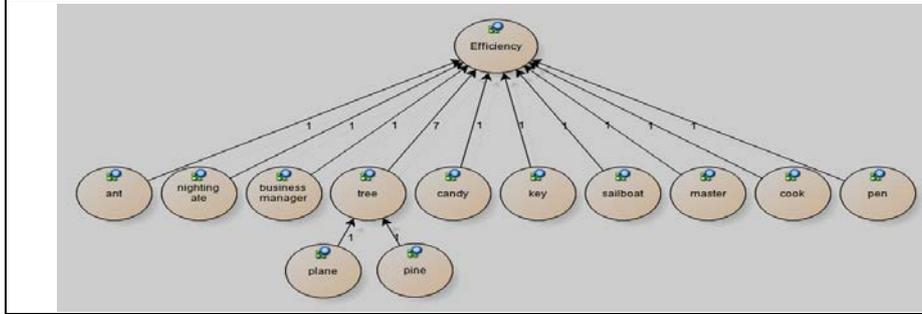
This model includes tree metaphors developed by five participants. The metaphors plane tree, pine tree, nightingale, master, pen, candy, key, sailboat, business manager, cook and ant were reported by one participant. The characteristics attributed to the manager under this main theme are summarized below:

1. Using the resources of the school effectively: "A manager is like a *cook*, because *by using all materials given to him accurately, at the appropriate place and time, he should be able to cook a dish in the best manner.*"

2. Having the skills of influencing people*:* "A manager is like a *nightingale*, because *he speaks very well, and when he speaks he impresses everyone, draws attention and reaches his aim through his speech.*"

3. Being open to change: "A manager is like a *sailboat*, because *the persons with determined visions and missions always get enough wind. They are open to change. They do not block change.*"

4. Being effective in the functioning of the school with their knowledge and skills: "A manager is like a *key*, because *solving the problems of the schools, treating the teachers with a smiling face, and paying attention to their problems all open the doors to the school in spiritual and material terms.*"

5. Being an employee loyal to the values of the school, gathering the personnel around these values (under the branches of the trees), having a high performance (sweet fruits): "A manager is like a *tree*, because *when his roots hold the soil tightly, his fruits will be delicious.*"

   "A manager is like a *plane tree,* because *the bigger the plane tree is, the larger are its branches. These large branches represent the teachers and students of the school.*"

Authority and Fear Figure

This main theme is divided into the two sub-themes of the authority and fear figure. Data of this main theme and sub-themes are given in Model 5.

Model 5

The Metaphors Developed within the Authority / Fear Figure Main Theme
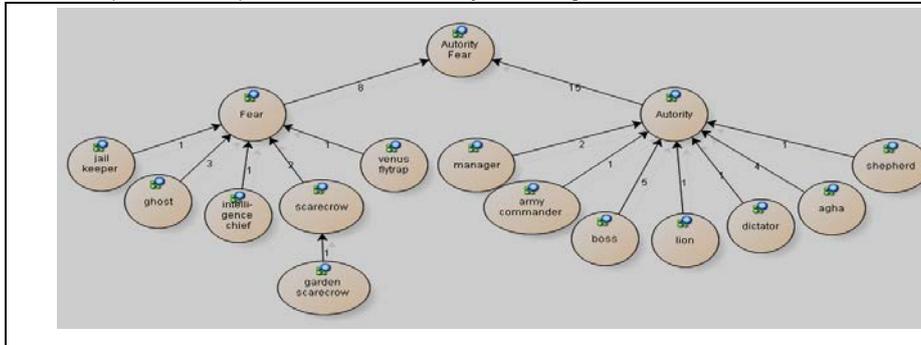
Under the main theme of authority, shepherd, lion, boss/employer, army commander, dictator, master (agha) and business manager, metaphors were developed. The characteristic attributed to the manager in the metaphors under this sub-theme are summarized as follows:

1. Considering himself as the owner of the school, and other employees as the workers and arbitrary actions: "A manager is like a *boss,* because *he is the owner of the house. He arrives at and leaves the school whenever he wants. He can do whatever he wants at school. He is the person in charge at school. He considers himself as the owner of that position…"*

"A manager is like a *dictator*, because *he expects the teachers to be like a machine. He does not believe that extreme situations may arise."*

"A manager is like a *lion*, because *he wants to manage the organization just like a lion manages the forest."*

2. Considering the school as a hierarchical organization and himself as the top of the hierarchy: "A manager is like an *army commander*, because *for him, the chain of command and hierarchy are important. Everyone should obey the hierarchy determined by the laws and should consider their own duties and responsibilities within this hierarchal structure."*

3. Attributing success to himself, failure to other personnel: "A manager is like a *master (agha)*, because *for maintaining the order, the master sustains one part of the people and sacrifices the other part. And he will never change until he dies. When there is success, everyone says, 'Well done master.' In fact, although the master has done nothing to achieve this, the success is attributed to him. Negative situations are attributed to the people."*

4. Considering differences as a threat: "A manager is like a *shepherd,* because *he considers the teachers and the students as a flock. He does not support the ones who leave the flock or the ones who are different…"*

The metaphors of jail keeper, intelligence chief, scarecrow, garden scarecrow and Venus flytrap developed under the fear figure sub-theme were reported by one participant. The ghost metaphor was developed by three participants. These metaphors concentrate on the view that the manager is someone to be afraid of:

> "A manager is like a *Venus flytrap,* because *he swallows the personnel he does not agree with.*"

> "A manager is like a *ghost,* because *you can never know when or where he will appear. He can spy on you from behind the door or through the window. He wants to know what you doing every minute…*"

> "A manager is like a *scarecrow*, because *when he is in the garden, we cannot let the children go into the garden; even we cannot go into the garden.*"

> "A manager is like an *intelligence chief*, because *he knows everything.*"

> "A manager is like a *jail keeper*, because *he constantly watches the teachers. He considers them as potential criminals. He has a prejudice that the teachers always think about doing less work…*"

Inconsistency and Mistrust

This main theme is divided into the two sub-themes of inconsistency and mistrust. Data of this main theme and sub-themes are given in Model 6.

Model 6

The Metaphors Developed within the Inconsistency / Mistrust Main Theme
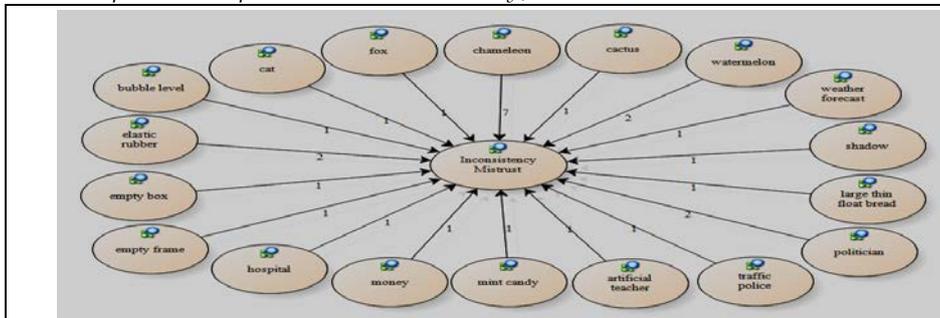
A total of 18 metaphors developed under the inconsistency/mistrust main theme were reported by 27 teachers. This figure corresponds to 15.70% of 172 teachers. Negative metaphors developed for the managers were categorized under three main themes, and the metaphors were mostly developed under the main themes of inconsistency/mistrust. Although the ratio of the teachers who reported metaphors under this main theme seems to be high, it is lower than the half of the metaphors reported under the main theme of leadership (32.56%). In other words, negative views about school managers were significantly lower than positive views. The

characteristics of the metaphors under the inconsistency/mistrust main theme are summarized below:

1. Preferring indirect communication instead of open communication: "A manager is like a *bubble level*, because *he knows to treat people in such a way as to please them and therefore always acts as a mediator. Since he is highly sensitive, the balance can be distorted at any time...*"

2. Being different and more dangerous than he seems: "A manager is like *an empty frame*, because *it fills the room, but is just like a non-living object.*"

   "A manager is like a *fox*, because *whenever he speaks to you, there is always work for you; otherwise, he does not talk to you.*"

   "A manager is like a *watermelon*, because *when you first meet he seems like a very good manager--just like when you buy a watermelon and think of eating a sweet watermelon. As you get to know him, you understand that he is quite the opposite; he is a chatterer and liar.*"

3. Not having a consistent personality, behaving upon his interests: "A manager is like a *chameleon*, because *you can not know what kind of a reaction he will give towards events. He knows how to find excuses for everything.*"

   "A manager is like a *weather forecast*, because *he is never consistent; he always changes. He is sometimes warm and soft, sometimes cloudy, and even stormy.*"

4. Being a person with whom you should be neither far nor close: "A manager is like a *hospital*, because *we need hospitals. But we do not want to go to the hospital. May God keep the managers with us, but keep us away from them.*"

5. Seeking the deficient aspects of the personnel and wanting to punish: "A manager is like a *cat*, because *without being noticed, he enters slowly and seeks out the deficient aspects of the teachers. You work hard, perform your task well, but never get appreciation. However, when he finds the tiniest mistake, he jumps on you immediately.*"

6. Lacking the virtue of confessing that you lack some knowledge: "A manager is like an *elastic rubber band*, because *when he encounters matters in education affairs, he begins to change the direction of what he says.*"

7. Making the personnel he works with feel anxious: "A manager is like *money*, because *you feel anxious when you constantly have money with you, and you feel desperate when you have none.*"

8. Instead of really participating in decision-making, having a fake participation: "A manager is like a *politician*, because *he looks as if his real intention is the opinion of others. Thus, an action appears to be commonly agreed by everyone, instead of being only his decision.*"

Passiveness

A total of 11 metaphors were listed under the passiveness main theme. Data of this theme are given in Model 7.

Model 7

The Metaphors Developed within the Passiveness Main Theme
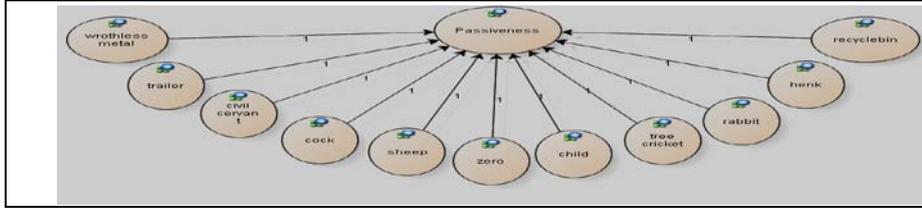
The 11 metaphors developed under the passiveness main theme concentrated on the view that since the manager fails to develop a vision for the school, he can be easily influenced by others and can do things that have no aim.

"A manager is like a *rabbit*, because *he is a coward and fearful. When required, he cannot defend himself or his employees.*"

"A manager is like a *hen*, because *you can point him in a certain direction, but he only extends his head towards the incidents while never getting involved.*"

"A manager is like a *sheep*, because *you can send him anywhere you want...*"

"A manager is like a *tree cricket*, because *he talks constantly, particularly in the meetings, and never gets exhausted.*"

"A manager is like a *worthless metal*, because *he is directly influenced by all kinds of negative things around him. He tends to lose his essence quite easily.*"

"A manager is like a *zero*, because *he is sometimes an identity element and sometimes like the zero property in multiplication operations.*"

"A manager is like a *civil servant*, because *he does not possess mental flexibility; he does not question a task assigned to him and tries to fulfill that specific task.*"

Conclusion and Discussion

One hundred seventy-two participants developed 95 metaphors about school managers. These metaphors were grouped under seven main themes. Four of these main themes comprised a total of 53 metaphors developed by 111 teachers, which emphasized the positive attitude, behaviors and roles of the managers. The remaining three main themes contained 42 metaphors developed by 61 teachers, and these metaphors concentrated on the negative attitude, behavior and roles of the

managers. The common characteristics of the metaphors were developed under the following main themes.

According to the metaphors of the *support/protection* main theme, a school manager is a source of information, helps in solving the problems of the school, supports the teachers when needed, and has specialized knowledge of education and teaching. According to the metaphors grouped under the *leadership* main theme, a school manager leads and guides the school community, enables the school to function in harmony and cooperation, and does not discriminate between the personnel. He makes efforts to develop and achieve the goals of the school, plays a key role in the management process by undertaking responsibility, and includes the school community in decision making. He uses his responsibilities and gives importance to information relationships. According to the metaphors of *objectivity/clarity,* a school manager treats the personnel fairly, reflects all characteristics of the school in his personality, and is a sincere, honest and pure-hearted person. According to the metaphors of *efficiency,* a school manager effectively uses the resources of the school. Using the power to influence people, he enables them to fulfill their responsibilities, is open to change, and plays the role of a leader in solving problems. With his knowledge and skills, he has an important role in the functioning of the school, is loyal to the values of the school, and has a high performance, which gathers his personnel around these values.

According to the metaphors of *authority/fear figure,* a school manager considers himself to be the owner of the school and other personnel as paid workers. He is arbitrary in his actions, wants to be the only decision-making authority over the resources of the school, and considers the school as a hierarchical organization and himself at the top of this hierarchy. He attributes success to himself and failure to others, considers differences as a threat, and is someone to be afraid of. According to the metaphors of the *inconsistency-mistrust* main theme, a school manager prefers indirect rather than direct communication, is different and more dangerous than he seems, does not have a consistent personality, never shows his real personality, and is always phony. He is a person that one should neither be too close to nor too far from. He seeks the weaknesses of the personnel and likes to punish them. He lacks the virtue of confessing that he lacks knowledge, and his existence makes the personnel feel uneasy. Instead of really involving the personnel in decision-making, he only pretends to include them. According to the metaphors of the *passiveness* main theme, a school manager fails to develop a vision for the school, and thus, is easily influenced by others; he conducts pointless activities.

Lakoff and Johnson (2005) reported that metaphors can create realities, particularly social realities. In other words, metaphors can pave the way for future actions. Actions are adapted to the developed metaphors, and when required, the power of the metaphor that will make the experience consistent will increase. In this sense, metaphors can be self-sufficient prophecies. The teachers who develop positive and secure metaphors about their managers are expected to have secure actions, while the teachers who develop negative metaphors about their managers are expected to have actions that are based on insecurity. The findings indicated that the majority of teachers' actions were secure (64.53% of the teachers of 55.79% of the

metaphors). This is a satisfactory finding in terms of school management. The fact that the managers who did not receive management training before their service established a security in their relationships with the teachers can be explained by their self-development during their management experience.

It can be suggested that the school managers who develop secure relationships with the teachers play the role of school leaders. Balcı (2007) emphasized that schools with leaders who motivate others and have a broad vision about education can become effective. In this context, an effective leader exhibits strong leadership in education issues, clearly describes his expectations of the students and teachers, and involves the teachers in decision-making about their classes. From this aspect, it can be suggested that primary schools in Turkey are effective schools. However, it can be suggested that reasons such as a high number of students in these schools, limited financial resources and absences reduce the effectiveness of the schools.

Metaphors develop thinking and creativity and lead our behaviors (Weick, 2003), illuminate, and guide us (Saban, 2004). The number of negative metaphors developed by primary school teachers about their managers was not low (35.47% of the teachers of 44.21% of the metaphors). It is thought that the teachers develop these metaphors due to an insecure environment at school resulting from the manager's behavior. In this case, the practice of school managers only receiving in-service training for their occupation should be questioned. When school managers do not receive management education before becoming a manager, there is little to be done if the manager is reluctant to improve himself. In the situation where a manager has a low performance, and there are no serious sanctions to be imposed on him, any improvement in the manager's performance is dependent on whether he chooses to undertake development. The elimination of this arbitrariness in practice can only be possible through the provision of management training before candidates take up management positions.

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Öğretmelerin Kendi Müdürleri Hakkında Geliştirdikleri Metaforlar
(Özet)

Problem Durumu: Eğitim lideri olarak okul yöneticisinin, öğretmenler arasındaki grup ilişkilerini güçlendirme, eğitim ve okulun amaçlarını geliştirme, öğrenme için ihtiyaç duyulan kaynakları sağlama ve öğretmenleri denetleyip değerlendirme rollerini yerine getirmesi beklenir. Bu rollerin yerine getirilebilmesi için yöneticinin, okula sıkıntı veren sorunlarla ilgili olarak öğretmenlerle iyi iletişim kurması zorunlu hale gelir. Okul yöneticiliği, okul örgütünü, bütün paydaşları ile birlikte, yeterince tanımayı, örgütün varlığını sürdürmeyi ve gerekli durumlarda örgütü yeniden şekillendirmeyi gerektirmektedir. Örgütü tanıma ve şekillendirmede kullanılan etkili araçlardan biri de metaforlardır. Metaforların kendisine ait güçlü ve zayıf yönleri bulunmaktadır. Örgüt metaforlarının zayıf yönleri yöneticilere, örgüt çalışanlarının karşı karşıya oldukları tuzaklar konusunda ipuçları vermektedir. Son yıllarda, sosyal bilimlerde yapılan metafor teori ve analizlerindeki gelişmelerin yanında, örgütsel yaşamdaki dil ve söylevin rolünü açıklayan teorik ve deneysel çalışmalar, dilde ve düşüncede, özellikle dilbilimde, metafor üzerinde yoğun çalışmalar yapılmaktadır. Metaforların bilimde kuram oluşturmada, örgütlerin stratejik yönelimlerini değiştirmede, çalışanların çalıştıkları örgütleri nasıl algıladıkları, örgütsel değişimi açıklamakta nasıl aynı görevi gördükleri konularında çok sayıda çalışma vardır.

Metafor, kavramsal anlamda yüksek düzeyde soyut, karmaşık veya kuramsal bir olguyu anlamada ve açıklamada işe yarayan güçlü zihinsel bir araçtır. Metaforun özü, bir tür şeyi başka tür bir şeye göre anlamak ve tecrübe etmektir. Metaforlar, çoğunlukla olayları, eylemleri, faaliyetleri ve durumları kavramak için kullanılır. Metaforun kendisi ile araç arasında bir "kaynak" alan ve bir "hedef" alan vardır. Metafor, kaynak alanın hedef alan üzerine yansımasından ibarettir. Metaforik deyimler alıp kullanılan alan "kaynak alan", bu şekilde anlaşılması sağlanan kavramsal alan ise "hedef alan" olarak tanımlanmaktadır. Kaynak alanı kullanmanın nedeni, hedef alanı daha iyi anlaşılır kılmaktır.

Araştırmanın Amacı: Bu araştırmanın amacı ilköğretim okullarında görev yapan öğretmenlerin "müdür" kavramına ilişkin algılarını metaforlar aracılığıyla ortaya çıkarmak ve bu kavrama ilişkin olarak metaforları ortak özellikleri bakımından ana temalar altında toplamaktır.

Araştırmanın Yöntemi: Bu araştırma, nitel araştırma yaklaşımı çerçevesinde tasarlanmıştır. Nitel araştırma yaklaşımı, araştırmacının esnek olmasını, toplanan verilere göre araştırma sürecini yeniden biçimlendirmesini ve tümevarıma dayalı bir yaklaşım izlemesini gerektirmektedir. Bu çerçevede, ilköğretim okulu öğretmenlerinin kendi yöneticilerine ilişkin olarak metaforlar geliştirilmesi istenmiş, geliştirilen bu metaforlar belli ana temalar altında toplanarak yorumlanmıştır. Araştırmanın çalışma grubu 2008 - 2009 öğretim yılında Türkiye'de Elazığ, Diyarbakır, Batman, Şanlıurfa, Kahramanmaraş ve Gaziantep illerinde görev yapan öğretmenlerden oluşmaktadır. Bu illerde görev yapan öğretmenlerden 202 adet yazılı görüşme formu geri dönmüş, bu formlardan 30 tanesi değerlendirme kapsamı

dışında tutulmuş, 172 form değerlendirmeye alınmıştır. Araştırma verileri, bir yönerge ve bir açık uçlu sorudan oluşan, yazılı görüşme formu ile toplanmıştır. Yönergede formun nasıl doldurulacağı açıklanmıştır. Açık uçlu soru ise "Müdür ………. gibidir; çünkü………….." şeklinde oluşturulmuştur. Katılımcılardan birinci boşluğa müdür ile ilgili bir metaforu, ikinci boşluğa ise bu metaforun nedenini yazmaları istenmiştir.

Araştırmanın Bulguları: Katılımcılar tarafından geliştirilen 95 adet metafor yedi ana tema altında toplanmıştır. Geliştirilen metaforlar belirlenen ana temalardan uygun birine yerleştirilmiş, ana temalar da alt temalara ayrılmış, bazen bu alt temaların da alt temaları oluşturulmuştur. Bu temalar altında geliştirilen metaforlar şunlardır:

Destekleme ve koruma ana teması kendi içerisinde iki alt temaya ayrılmaktadır. Destekleme alt temasında gökyüzü, başbakan, dergâh ve uzman ve eğitim uzmanı; koruma alt temasında dağ, kale, kapı, aile reisi, dede, amca, ağabey ve baba metaforları geliştirilmiştir. Liderlik ana teması altında; lider, rehber, danışman, koordinatör, yönetmen, teknik direktör, ırmak, beyin, komutan, takım komutanı, vizyon, kaptan, takım kaptanı, gemi kaptanı, şoför, güneş, lokomotif, orkestra şefi, pusula ve arkadaş olmak üzere toplam 20 metafor geliştirilmiştir. Tarafsızlık ve Duruluk ana teması kendi içerisinde iki alt temaya ayrılmaktadır. Tarafsızlık alt temasında; ayna, fren, adalet ve tartı aleti; duruluk alt temasında su, gül, kadife ve melek metaforları geliştirilmiştir. Verimlilik ana teması altında; ağaç, çınar ağacı, çam ağacı, bülbül, usta, kalem, şeker, anahtar, yelkenli, işlemci, aşçı ve karınca metaforları geliştirilmiştir. Otorite ve Korku Figürü ana teması kendi içerisinde iki alt temaya ayrılmaktadır. Otorite alt temasında aslan, çoban, ordu komutanı ve diktatör işletmeci, ağa ve patron/işveren; korku figürü alt temasında geliştirilen sinekkapan çiçek, korkuluk, bahçe korkuluğu, gardiyan ve istihbarat şefi metaforları geliştirilmiştir. Tutarsızlık ve Güvensizlik ana teması kendi içerisinde iki alt temaya ayrılmaktadır. Tarafsızlık alt temasında; bukalemun, karpuz, lastik, siyasetçi, kaktüs, hava durumu, gölge, saç ekmeği, trafik polisi, yapay öğretmen, naneli şeker, para, hastane, boş çerçeve, boş kutu, su terazisi, kedi, tilki metaforları geliştirilmiştir. Pasiflik ana teması kapsamında geliştirilen metaforlar tavşan, tavuk, horoz, koyun, cırcır böceği, değersiz metal, sıfır, memur, römork, çocuk ve geri dönüşüm kutusudur. Araştırmanın Sonuçları ve Önerileri: Araştırma bulguları incelendiğinde, katılımcı 172 ilköğretim okulu öğretmenin, okul müdürlerine yönelik olarak 95 metafor geliştirdikleri görülmektedir. Geliştirilen metaforlar yedi ana tema altında toplanmaktadır. Bu ana temaların ilk dördünde müdürlere yönelik olarak 111 öğretmen tarafından geliştirilen ve müdürlerin olumlu tutum, davranış ve rollerine vurgu yapan 53 metafor geliştirilmiştir. Son üç ana temada ise 61 öğretmen tarafından geliştirilen ve daha çok müdürlerin olumsuz tutum, davranış ve rollerine vurgu yapan 42 metafor yer almaktadır. Müdürün olumlu yönlerine vurgu yapan ilk dört ana temada yer alan metaforların sayısı 53 olup geliştirilen toplan 95 metaforun % 55,79'unu, bu metaforları geliştiren öğretmenlerin sayısı 111 olup toplam 172 öğretmenin % 64,53'ünü oluşturmaktadır. Geliştirilen metaforlar, gelecekteki eylemlere yol gösterebilirler. Eylemler, geliştirilen metaforlara uydurulur, böylece yeri geldiğinde tecrübeyi tutarlı kılacak metaforun gücü artar. Bu anlamda

metaforlar kendi kendine yeterli kehanetler olabilir. Yöneticisi hakkında olumlu ve güvene dayalı metaforlar geliştiren öğretmenlerin eylemlerinin güvene, aksi yönde metafor geliştiren öğretmenlerin eylemlerinin ise güvensizliğe dayalı olması beklenir. Okul yöneticilerinin mesleksel yeterliğinin artması durumunda, müdürlerin olumlu tutum, tavır ve davranışlarına yönelik metaforların artması beklenir.

Anahtar Sözcükler: Öğretmen, müdür, metafor, müdür metaforları.