

**METAPHORICAL IMAGES OF SCHOOL: SCHOOL PERCEPTIONS OF
STUDENTS, TEACHERS, AND PARENTS FROM
FOUR SELECTED SCHOOLS (IN ANKARA)**

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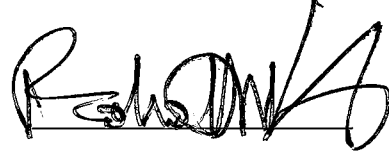
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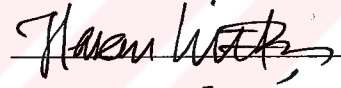
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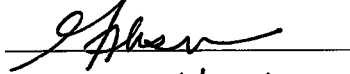
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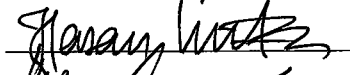
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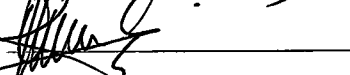
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ABSTRACT

METAPHORICAL IMAGES OF SCHOOL: SCHOOL PERCEPTIONS OF STUDENTS, TEACHERS, AND PARENTS FROM FOUR SELECTED SCHOOLS (IN ANKARA)

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The purpose of this study was to understand how students, teachers and parents conceptualize "their school" in the current conditions of Turkey, through the help of metaphorical images they use in their everyday lives. To enhance this understanding, participants' metaphorical images for "the teacher", "the student", "the school principal", and "the parent" were also analyzed.

Sample of the study consists of 517 4-8 grade students, 47 primary and secondary teachers and 101 parents from 3 public primary schools and 1 private school located in different districts of Ankara. Both interviewing and questionnaire techniques were employed to collect data. The data were analyzed by following a qualitative method.

Overall results indicated that fundamental functions of the schools, included in this study, were care-giving, transmission of knowledge and cultivation of young people. Images of student and teacher implied a teacher and knowledge centered school system. It was also found that our schools had a highly disciplined, authoritarian, and chaotic atmosphere.

Results concerning the school differences indicated that both students attending the low socio-economic status school and their parents had relatively positive attitudes toward school, teachers and school principals than the other groups participated to the study.

Findings revealed that primary level students hold more positive conception towards their school, teachers, school principals, and parents, than the secondary level students.

The images on teachers exhibited a positive attribute to teachers by all participants. Care-giving, transmitting the knowledge, enlightening the people, shaping young generations appeared to be the basic roles of teachers. Results also indicated that teachers experience an alienation to their jobs and to themselves.

School principals were generally described with negative images such as school principal as an authority and disciplinarian, school principal as unkind and harmful person, and school principal as an indifferent person.

Parents were perceived by all participants as indifferent and irresponsible to school affairs. This was observed generally in public schools. Similarly, parents also expressed that they felt themselves as helpless and powerless to deal with school affairs.

Key words: Metaphorical images, school perceptions, interpretive/symbolic approach, sociology of education, school administration, qualitative research

ÖZ

OKUL İLE İLGİLİ MECAZLAR (METAFOR): SEÇİLMİŞ DÖRT OKULDA ÖĞRENCİLERİN, ÖĞRETMENLERİN VE VELİLERİN OKUL ALGILARI (ANKARA)

Balcı, Ayşe

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Bu çalışma; günümüz Türkiye'sinde gündelik hayatlarında kullandıkları mecazların (metafor) yardımı ile, öğrencilerin, öğretmenlerin ve velilerin "okullarını" nasıl kavramsallaştırdıklarını anlamayı amaçlamaktadır. Bu kavrayışı derinleştirmek için katılımcıların "öğrenci", "öğretmen", "okul yöneticisi" ve "veli" mecazları da (metafor) analiz edilmiştir.

Bu çalışmaya, Ankara'nın farklı semtlerinde bulunan üç devlet, bir özel ilköğretim okulunun 4-8'inci sınıflarından 517 öğrenci, 47 ilk ve orta kademe öğretmeni ve 101 veli katılmıştır. Veri toplama aracı olarak hem görüşme hem de anketler kullanılmıştır. Veriler niteliksel bir yöntem izlenerek analiz edilmiştir.

Genel sonuçlar örneklemdaki ilköğretim okullarının temel işlevlerinin; bakım, bilgi aktarımı ve gençlerin yetiştirilmesi olduğunu ortaya çıkarmıştır. Öğrenci ve öğretmene ilişkin mecazlar (metafor) okul sisteminin bilgi ve öğretmen merkezli olduğunu göstermiştir. Ayrıca, okulların oldukça disiplinli, otoriter ve kaotik bir atmosfere sahip olduğu da bulunmuştur.

Okullara göre yapılan analizler, alt sosyo ekonomik statüyü temsil eden okula devam eden öğrencilerin ve velilerinin okula, öğretmenlere ve okul yöneticilerine karşı, diğer gruplara göre, daha olumlu algıya sahip olduklarını göstermiştir.

Bulgular ilköğretim birinci kademe öğrencilerinin ikinci kademe öğrencilerine göre okullarına, öğretmenlerine, okul yöneticilerine ve velilerine karşı daha olumlu algılara sahip olduklarını ortaya çıkarmıştır.

Öğretmenlere ilişkin olarak bütün katılımcılar tarafından olumlu mecazlar (metafor) atfedilmiştir. Seçilen okullarda, öğretmenlerin temel rolleri; bakım, bilgi transferi, insanları aydınlatma, genç nesli şekillendirme olarak ortaya çıkmıştır. Sonuçlar aynı zamanda, öğretmenlerin mesleklerine ve kendilerine yabancılaşma eğilimini ortaya çıkarmıştır.

Okul yöneticileri genellikle otoriter, disipline edici, kaba, zarar verici ve duyarsız gibi olumsuz mecazlarla tanımlanmışlardır.

Veliler, bütün katılımcılarca okul işlerine duyarsız ve sorumsuz kişiler olarak algılanmışlardır. Bu, özellikle devlet okullarında daha yoğunlukla gözlemlenmiştir. Buna rağmen veliler okul işleri ile ilgilenme konusunda kendilerini çaresiz ve güçsüz hissettiklerini ifade etmişlerdir.

Anahtar kelimeler: Mecazlar (Metafor), okul algıları, yorumlayıcı/sembolik yaklaşım, eğitim sosyolojisi, okul yönetimi, nitel araştırma

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TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xiii
CHAPTER	
I. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Purpose of the Study.....	7
1.3 Significance of the Study.....	7
1.5 Limitations of the Study.....	8
1.4 Definitions of Terms.....	8
II. REVIEW OF THE LITERATURE	10
2.1 School Thought in Sociological Theories	10
2.1.1 Functionalist Perspective on School	10
2.1.2 Conflict Theory	12
2.1.3 Interpretivist Theory.....	14
2.1.4 Critical Theory about Schooling.....	15
2.2 School Concept in Philosophical Theories of Education	19
2.3 School Thought in Turkey.....	23
2.4 What is Metaphor?.....	32
2.4.1 Use of Metaphors as Research Device.....	34
2.4.2 Use of Metaphors in Educational Studies.....	35
2.4.2.1 Teacher Education.....	36
2.4.2.2 Classroom Management.....	38
2.4.2.3 Metaphors as Instructional Tools.....	40
2.4.2.4 Use of Metaphors in Educational Administration.....	41
2.4.2.5 Summary of Review of the Literature	44
III. METHOD	46
3.1 Methodological Background.....	46
3.2 Statement of the Problem.....	51
3.2.1 Sub-Problems.....	51
3.3 Sampling.....	54
3.4 Data Collection Instrument.....	56
3.5 Data Collection Procedures.....	57
3.7 Analysis of Data.....	58

IV. RESULTS OF THE STUDY	61
4.1. Results concerning metaphorical images which students used to describe their school.....	61
4.2 Results concerning the metaphorical images students used to describe the school which they attend, by school.....	65
4.3 Results concerning the students' metaphorical images about school which they attend, by grade.....	69
4.4 Results concerning student' metaphorical images about their teachers.....	71
4.5 Results Concerning students' metaphorical images about their teachers, by school.....	75
4.6 Results concerning the students' metaphorical images about their teachers, by grade.....	78
4.7 Result concerning the students' metaphorical images about themselves.....	80
4.8 Results concerning the student' metaphorical images about themselves, by school.....	83
4.9 Results concerning the students' metaphorical images about themselves, by grade.....	86
4.10 Results concerning students' metaphorical images about school principal.....	87
4.11 Results concerning student' metaphorical images about the school principal, by school.....	89
4.12 Results concerning students metaphorical images about their school principal, by grade.....	91
4.13 Results concerning students' metaphorical images about their parents.....	92
4.14 Results concerning students' metaphorical images about their parents, by school.....	95
4.15 Results concerning students' metaphorical images about their parents, by grade.....	97
4.16 Result concerning teachers' metaphorical images about the school they work.....	99
4.17 Results concerning teachers' metaphorical images about school which they work, by school.....	101
4.18 Results concerning teachers' metaphorical images about school which they work, by status.....	102
4.19 Results concerning teachers' metaphorical images about themselves.....	103
4.20 Results concerning teachers' metaphorical images about themselves, by school.....	105
4.21 Results concerning teachers' metaphorical images about themselves, by status.....	106
4.22 Results concerning teachers' metaphorical images about students.....	106
4.23 Results concerning teachers' metaphorical images about student, by school.....	108

4.24 Results concerning teachers' metaphorical images about student, by status.....	109
4.25 Results concerning teachers' metaphorical images about school principal.....	109
4.26 Results concerning teachers' metaphorical images about school principal, by school.....	111
4.27 Results concerning teachers' metaphorical images about school principal, by status.....	111
4.28 Results concerning teachers' metaphorical images about parent.....	111
4.29 Results concerning teachers' metaphorical images about parent, by school.....	113
4.30 Results concerning teachers' metaphorical images about parents, by status.....	113
4.31 Results concerning parents' metaphorical images about school.....	114
4.32 Results concerning parents' metaphorical images about school, by school.....	116
4.33 Results concerning parents' metaphorical images about school, by level.....	117
4.34 Results concerning parents' metaphorical images about teacher.....	117
4.35 Results concerning parents' metaphorical images about teacher, by school.....	119
4.36 Results concerning parents' metaphorical images about teacher, by level.....	120
4.37 Results concerning parents' metaphorical images about student.....	120
4.38 Results concerning parents' metaphorical images about student, by school.....	122
4.39 Results concerning parents' metaphorical images about student, by level.....	123
4.40 Results concerning parents' metaphorical images about the school principal.....	123
4.41 Results concerning parents' metaphorical images about school principal, by school.....	125
4.42 Results concerning parents' metaphorical images about the school principal, by level.....	126
4.43 Results concerning parents' metaphorical images about themselves.....	126
4.44 Results concerning parents' metaphorical images about themselves, by school.....	128
4.45 Results concerning parents' metaphorical images about themselves, by level.....	128
4.46 Students' Future Images about School, Teacher, Student, School Principal, and Parent.....	128

V.	CONCLUSIONS AND IMPLICATIONS	132
	5.1 Conclusions.....	132
	5.1.1 Images of School, Teacher, Student, School Principal, and Parents; as Perceived by Students, Teachers, and Parents.....	133
	5.2 Implications for Practice.....	138
	5.3 Implications for Research.....	142
	REFERENCES	144
	APPENDICES	150
	A. Metaphorical Groups and Images for "School" (by Sampling Groups)	151
	B. Metaphorical Groups and Images for "Teacher" (by Sampling Groups)	157
	C. Metaphorical Groups and Images for "Student" (by Sampling Groups)	162
	D. Metaphorical Groups and Images for "School Principal" (by Sampling Groups)	167
	E. Metaphorical Groups and Images for "Parent" (by Sampling Groups)	172
	F.	
	- Teachers' Images of School According to Schools	
	- Teachers' Images of School According to Status	176
	G.	
	- Teachers' Images of Themselves According to Schools	
	- Teachers' Images of Themselves According to Status	177
	H.	
	- Teachers' Images of Student According to Schools	
	- Teachers' Images of Student According to Status	178
	I.	
	- Teachers' Images of School Principal According to schools	
	- Teachers' Images of School Principal According to Status	179
	J.	
	- Teachers' Images of Parent According to School	
	- Teachers' Images of Parents According to Status	180
	K.	
	- Parents' Images of School According to Schools	
	- Parents' Images of School According to Grade Levels	181
	L.	
	- Parents' Images of Teacher According to Schools	
	- Parents' Images of Teacher According to Grade Level	182
	M.	
	- Parents' Images of Student According to Schools	
	- Parents' Images of Student According to Grade Level	183

N.	
- Parents' Images of School Principal According to Schools	
- Parents' Images of School Principal According to Grade Levels	184
O.	
- Parents' Images of Themselves According to Schools	
- Parents' Images of Themselves According to Grade Levels	185
P.	
- Interview Schedule (In English)	186
Q.	
- Interview Schedule (In Turkish)	188
R.	
-Öğretmen Anket Formu.....	190
S.	
- Öğrenci Anket Formu	192
T.	
- Veli Anket Formu	194
U.	
- Questionnaire for Teachers.....	196
W.	
- Questionnaire for Students	198
X.	
- Questionnaire for Parents.....	200
VITA	202

Table 4.19 Teachers' Images of Themselves.....	103
Table 4.22 Teachers' Images of Students.....	106
Table 4.25 Teachers' Images of School Principal.....	109
Table 4.28 Teachers' Images of Parent.....	111
Table 4.31 Parents' Images of School.....	116
Table 4.34 Parents' Images of Teacher.....	117
Table 4.37 Parents' Images of Student.....	120
Table 4.40 Parents' Images of School Principal.....	123
Table 4.43 Parents' Images of Themselves.....	126
Table 5.1 The Metaphorical Groups of School, Teacher, Student, School Principal and Parent.....	132

CHAPTER I

INTRODUCTION

1.1 Background of the Study

What is school? What school is for? What should it be in the future? These are fundamental questions that have been debated over the centuries since the establishment of institutionalized education. Scholars and philosophers seem to take a more theoretical approach and write about the idea and the concept of school, while leaders and practitioners of schools and governance refer more to the purpose, the role, the task, and the uses of schools. However, studies investigating "what school is" from the perspectives of people is still not adequate; namely parents, students, teachers and school administrators who are the real beneficiaries of schooling process.

Human society has been experiencing a turning point which may be named as transition from modern to postmodern, from industrial to postindustrial, from rural to urban, and from local to universal values. As a result of these changes in human history, scholars, philosophers, and rule makers started to reorganize institutions in society including schooling system and to develop a new "individual concept" who will be the citizen of the 21st century's global world.

The principles of contemporary education suggest that education for society will be left behind personality development in the 21st century. Students' interests and desires will be constitute one of the major bases of the curriculum. It is emphasized that the schooling process in the next century should aim to help students to develop their self-identity, increase their critical thinking and problem solving skills, and, as a result, the society will have open-minded, sensitive, questioning, researcher and creative individuals. It is also suggested that schooling process is a whole including both cognitive, affective, and psychomotor developments. In addition, democratic education and democracy education, secular education, life-long

education, parent participation in education, teacher education which includes teacher characteristics such as critical thinking, high communication skills, research orientation, democratic, and high intellectual abilities are the critical issues proposed by the principals of contemporary education.

Contrary to these new approaches, individual students, teachers, school principals, and parents are still subject to a kind of powerlessness and pressure in traditional schooling systems. In addition, there is a lack of connection to individuals and their lives in schools.

Schools of the 20th century have been criticized for such reasons as, the student being expected to be quiet and receptive rather than active and expressive, inadequate consideration given to phases of personality, giving little consideration to educational value of self-activity, the curriculum being subject centered, student self-government not being cherished, and student being expected to accept authority (Meyer,1992). Against the traditional schools, the idea of learner-centered education has been enhanced which has the characteristics of; favoring pupil freedom, active participation of students, developing creativity of students, encouraging student self-government, pedagogic recognition of the learner's individuality, regarding each child as a unique person, importance of developing both the child's social, physical, emotional and mental power, and eliminating competition.

There is an increasing demand for education in Turkey, because it is believed that education contributes to the economic and social development, and improvement of welfare of individuals and in turn the welfare of the society. Many parents expect their children to be well-educated. They are concerned that their children get a good education which will allow them to obtain higher qualifications and well-paid jobs. Governments are interested in the output of education for manpower concerns. Employers are concerned with the quality of contemporary schools and whether they provide suitable recruits for their enterprises.

According to TUSIAD's education report, Turkish education is still in the process of implementing traditional programs and traditional approaches. The advances in technology and intensive information are not reflected in these programs. Also, the need for rapid training in society, individualization of the programs, quality and effective use of resources are not taken into consideration. The

educational system does not enable the students to be guided according to their needs, interests and abilities since the system is closed to the innovations in the global world society (TUSIAD, 1990).

The Goals of the Turkish National Education and educational programs in the Republic period, have some Progressivist tones. Although in the constitution, in education-related laws, and in government programs, progressivism is supported theoretically, implementations in our schools are based on essentialism and Perennialism (Sönmez, 1996). The system foresees to consider individual interests, abilities, and needs, however, it provides a highly competitive approach and eliminates the individual from real implementation (Ertürk,1971; Yedikardeşler,1984; Akkoyunlu,1985).

According to Kongar schooling process in Turkey created people who generally fit the following profile:

- They have an ideology which is outmoded and not respecting new ideas and new perspectives.
 - Since they do not have our own national values, they become alienated to the society.
 - They feel themselves economically insecure because of high rates of unemployed qualified people.
 - We train generations who are angry since they live in conflicts and in chaos.
 - They are taught to be silent obeiders of the authority.
 - Since the program is far from the contemporary knowledge end technology, young generations we educate are less informed.
- (Kongar, 1994, p.79)

Sociological theories of education explain the "school" institution with a perspective of understanding the relationship between school and society. There are various and competing explanations in this respect. For example, the two paradigm, functionalist and conflict, have different ways of looking at schools and their role in modern society. Functional paradigm sees schools as more or less rational instruments for sorting and selecting talented people, the conflict paradigm often explains them as institutions that continue and persuade lower class groups of their inferiority. While functional theorists stress the usefulness of the cognitive or intellectual skills that schools teach for the demands of a complex economy, conflict theorists often argue that it is the class-related values and attitudes that schools

transport rather than the skills they teach that are most important. Conflict theorists debate that schools are instruments of class domination, a way in which elites render the mass of the population docile and obedient (Feinberg & Soltis, 1992 Hurn, 1993, Blackledge, 1991).

Functionalism and conflict theory are two very different ways of looking at the same world and the relation of school and society. One sees the school as an organ of the society, like a heart or a lung, functioning properly to keep the body politic going. The other sees the school as an instrument of class domination serving to reproduce the workforce and maintain class relationships.

As a third way, the Interpretivists have somehow a local and micro perspective in analyzing both society and the schooling process. They attribute the social actors the role of giving meaning to their behaviors. These social actors, when they interact with each other, produce and then share some norms and meanings. The job of the educational researcher should be to search for these meanings. They also state that since in different social context, there are different social actors, we may face different meanings. That's why they do not look for generalizations in social relations in classrooms, in schools and in society in general.

Critical thought is a response to mass-education that emerged in the 19th and expanded in the 20th centuries. The main purpose of mass school education is to train the citizens and labor power for the modern industrial society. Education, which takes place as a school system under the order of a national government, will produce citizens who will obey blindly the commands of the government even when these commands go against their interests and become irrational. These citizens will support the authority of the state. Without questioning whether it is right or wrong, they will identify themselves with a kind of nationalism. Second criticism is related to the training of labor power. Critical approach proponents believe that school processes produce workers who will accept to work in monotonous, boring, and unsatisfying jobs. Third criticism is about the myth of social mobility which caused the expansion of mass school education. Lastly they criticize schools in the way that schools make individuals alienated to their own existence because schooling process delivers the individual to the control and authority of institutions. Critical theorists try to find out an educational system and child training process which will develop

non-authoritarian individuals who will not accept obediently the commands of the political and social system. As an alternative, they aim that people should have their own schools. This is possible through increasing their critical thinking and conscious levels. As a result, people become free from ideological control of schools and the state (Spring,1997).

According to Schlechty (1986), the purpose of school is to provide youth with those experiences that adults believe will foster the ability to master, articulate, and use the dominant symbol systems of the culture. The existence of some of these cultural systems are apparent to all such as language systems and number systems. There are other symbols as well, which convey the dominant values and the ideological structure of the society. If we accept that social reality and cultural symbolic systems are socially constructed, schools like other institutions in society become places where this reality and cultural systems are produced and reproduced.

According to Inbar, schooling is much more than it appears. School is more than the sum of structure, process and participants. The process of teaching and learning is more than a process of transmitting information (Inbar, 1996).

Compared to earlier centuries, schools started to gather children at their very early ages and leave them late. Especially with the emergence of life-long education and similar trends in education, it has been expected from the individuals to start their lives as child-students and to continue it as adult-students. It seems that studentship has been changed from a compulsion to pass citizenship to a life-long status. As it is in schools, in other institutions such as hospital, factory, and bureaucracy, citizens are expected to behave student-like because they are subjected to rules and regulations and the knowledge these institutions superimpose on them. Therefore it becomes a fact that garden of the school is getting larger and larger to include all society.

A realistic approach to education must start from the premiss that schooling can be many things at one and at the same time (Inbar, 1996). Therefore, to have a multiple view of schooling in Turkey, it seems a necessity to explore perceptions of students, teachers, and parents about school.

In modern social sciences, there is a tendency to investigate and understand the society by developing different methodologies. Social scientists do not want to imitate the methodology of the natural sciences any more. Interpretivist theory is the new paradigm in which social scientists feel more comfortable. This current movement in educational research is called qualitative, Interpretivist or sometimes Constructivist research.

Qualitative research is an attempt to understand the social context through the eyes and words of participants. It is also "a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting with them in their own language, on their own terms" (Kirk and Miller, 1986, p.9). Since the present study aimed at understanding the school conceptions of students, teachers, and parents in Turkey, by enabling the participants to explain themselves with their own language, the researcher preferred to follow a qualitative methodology. Within this framework, as Lakoff and Johnson (1982) argued, metaphorical images are part of our everyday speech, and they pervade not only language but also thought and action, and essential to human understanding. In this sense, metaphors seemed to be sensible analytic and descriptive tools to reach people's conceptions about the school.

In the field of education, researchers have started to see metaphor as a powerful tool that can be used to understand and to explore the current state of educational practices. A brief search in the international educational literature reveals the following research interests which employed metaphorical analysis: educational change, school improvement and educational reform (Zachariah, 1985; Cole, 1990; Schlechty and Joslin: in Lieberman, 1986; Deal: in Lieberman, 1986), teacher thinking and teacher education (Hanson, 1984; Berliner, 1990; Bullough, 1991; Marchant, 1992; Dana and Pitts, 1993;), school quality, staff development and organizational culture (Steinhoff and Owens, 1989), and classroom management (Weinstein, et all. 1994).

A review of the literature in Turkey, however, shows that both qualitative research and using metaphorical images as data collection tools are new approaches. A study which investigates the metaphorical images students, teachers, and parents hold about school and themselves seemed to be a vacant research area. The purpose

of the present study is to fill this gap and enlighten empirically basic perceptions that may enhance our understanding of the real school picture in Turkey and try to show how metaphorical images can be used as data collection tools.

1.2 Purpose of the Study

The purpose of this study is to understand what school is in Turkey from the most important stakeholders of education: students, teachers, parents. For this purpose it is aimed to explore how students, teachers and parents conceptualize "the school" in the current conditions of Turkey, through the help of metaphorical images they use in their everyday lives. To enhance this understanding, the participants were also asked to state their metaphorical images for "the teacher", "the student", "the school principal", and "the parent". The general research questions include the following:

- How do students, parents and teachers conceptualize the school through the use of metaphorical images?
- What are the metaphorical images students, teachers and parents use to describe the school, teacher, student, school principal, and parent?

1.3 Significance of the Study

Theoretical, philosophical and political description of school concept within its general meaning seemed to be away from the representation of real subjects such as students, educators, and parents. In addition, the schooling system is institutionalized and implemented as independent from the subjects of the process in Turkey. In this context, this study attempts to have an understanding of what school is in Turkey from the perspectives of the real actors that participate in educational practice in Turkey.

With this understanding, this study will present data about the problems and difficulties with which schooling in Turkish educational system faced and whether it functions as expected or not. The results can be valuable source for educational policy makers, teacher and school principal training programs, and in planning and developing policies for future of the Turkish schooling system.

This study also aims at providing the research conditions which enable participants to talk with their own language. Metaphorical images which we use in our everyday language seemed to be sensible analytic and descriptive tools to reach individuals' perceptions of school. Basic design of the study is chosen to a qualitative one, since qualitative research is concerned with participant perspectives, takes the natural setting as the direct source of data, suggests just how the expectations are translated into daily activities, procedures, and interactions.

Similarly, since qualitative research and using metaphorical images as data collection tools are new approaches, this study becomes important in laying foundations for a new line of research in education in Turkey.

1.4 Limitations of the study

1- This study is limited to 3 public and one private primary schools selected from three different districts in Ankara. In this sense, by just focusing on 4 different cases and this comparisons, the results of this study should not be generalized to entire school system in Turkey. The purpose here is to explore the concept of various component of the school system by using four different institutional cases, rather than to find out generalizable descriptions or to test some predetermined hypotheses.

2- This study limited to the students, teachers and parents participated and accepted to answer the questions of this study voluntarily.

3- Students from the first three grades (1,2, and 3) were not included in the study, because of their age-level characteristics which are not ready yet for formal thinking.

4- Although school principals were included in the preliminary design, they did not want to participate in the present study. That is why they were excluded from the sample of the study.

1.5. Definitions of Terms

Metaphorical image: "On the surface the metaphor it appears to convey analogy between two relatively independent subjects or events (Marchant,1992,p.33).

Metaphors are not simple comparisons, they are also interpretations, analyses and evaluations. They are the part of the internalized knowledge that an individual uses to understand his/her world" (Marchant, 1992, p.34).

"Metaphor is the imagination of one thing in the form of another; it is the mode in which the nature, the being, the imagined extra-sensual essence of a thing is represented by the identification of one thing with the apparently different"(James, 1990). For example, the metaphor of "education is really like a stairway" (Ortony, 1979, p.175) attempts to explain education by making analogies to the characteristics of a stairway.

In this study, all images, analogies or similes written by the participants in questionnaires to describe the school, the teacher, the student, the school principal, and the parent were considered as metaphorical images.

School, student, teacher, school principal and parent: These terms used in this study are treated as the images produced by the participants.

Grade level: Specific grade levels were used in this study. These grades are 4th, 5th, 6th, 7th, and 8th grades of primary education.

Status of the teachers: The status of the teachers in the sample considered whether teachers are branch or classroom teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Review of the literature includes a theoretical analysis in terms of the concept of school in sociological theories, in educational philosophies, a review of school concept and policies in Turkey, an analysis of metaphors in general, the use of metaphors in educational studies and a summary of the review of the literature.

2.1 School Thought in Sociological Theories

Although there are a number of competing kinds of explanations analyzing the relationship between school and society, these explanations may mainly be grouped under three headings as Functionalism, Conflict Theory, and the Interpretivist theory. In addition the Critical Pedagogy seemed to present another significant perspective.

2.1.1 Functionalist Perspective on School

Functionalism is a general theoretical orientation about how social events and institutions are to be analyzed. Its basic insight is drawn from the field of biology. Functionalists use the analogy of biological organism to describe the society in which different parts of this organism serve the needs of survival. Moving from this biological base, Functionalists argue that in order to understand a certain social practice or institution, we must consider the way in which it serves to maintain the survival of the social system as a whole. Then social institutions and practices contribute the adaptation and adjustment of the total social system. In this sense, schooling system is perceived by Functionalists as an institution serving for survival of society.

"For the Functionalists, role differentiation and social solidarity are two primary requirements of social life. They must be present in primitive and modern societies alike. In primitive societies these requirements can be met through the informal education that occurs within the family and the community. In highly complex, modern societies, however, where roles change from one generation to the next, a more formal structure is required to assure that the education of the young takes place and that role differentiation and group solidarity are achieved. A system of universal, compulsory, public education is established to accomplish this... Universal compulsory education is closely related to the requirements of modern industrial society." (Feinberg and Soltis, 1992, pp.16,17)

At the center of the Functional paradigm there is an analysis of the modern Western World and crucial functions that schooling plays in that world. The paradigm, sees modern Western societies differing from previous societies mainly in three respects: Firstly, the Functional Paradigm sees modern society as meritocratic, a society where ability and effort count for more than inherited status. Second characteristic of the modern society is being an expert society which depends on rational knowledge for economic growth. This expert society needs highly trained individuals to fill the majority of occupational positions. Third, contemporary society is a democratic society including social justice, acceptance of diversity, and a more fulfilling life for all citizens. Educated citizens means opening channels to democratic society in which citizens are well informed, less likely to be influenced by demagogues and actively involved in the political process. Within this framework schooling performs crucial functions for the modern and industrial society.

Firstly, schooling, represents an efficient and rational way of sorting and selecting talented people so that the most able and motivated attain the highest status positions. According to Functionalists, school with this function helps to create a society of equal opportunity where effort and ability rather than family background determine a person's status. (Hurn, 1993)

Secondly, the Functional Paradigm sees schools as teaching the kind of cognitive skills and norms essential for the performance of the later adult roles in a society. According to Functionalists, prime function of school is not to develop the individual's abilities and potentialities for their own sake. Rather it is to develop those

abilities and capacities that society needs (Blackledge, 1991). What school teach is also a Functional adaptation to the needs of the social order.

Functionalists note that, in contemporary industrial society, schools replace parental status as the principal selection mechanism. Moreover, they provide the training appropriate for participation in the social order. Modern schools perform these tasks in a much more efficient, fair, and humane way than they have been performed in societies without a system of compulsory education.

Functional Paradigm states that schools are the essential transformation mechanism between life in the family and life as an adult in a modern, urban, industrial society. Each society needs some basic similarity of thought, values and norms among its members if it is to continue. It also requires some specialization for the division of labor which is necessary to maintain society. Schools mainly serve to socialize students to adapt the economic, political, and social institutions of that society. Schools preserve society and socialize, and humanize men by providing the normative and cognitive frameworks he/she lacks.

2.1.2 Conflict Theory

Conflict theorists generally view schooling as a social practice supported and utilized by those in power to maintain their dominance in the social order. Many conflict theorists such as Marxists see social institutions functioning to preserve inequitable class relations in society.

Conflict theorists believe that driving force in complex societies is the unending struggle between different groups to hold power and status. In modern society, they see schools as an important instrument in this struggle. They believe that school serves the dominant privileged class by providing for the social reproduction of the economic and political status quo. Schools provide this by the illusion of objectivity, neutrality, and opportunity. They believe that the schools reproduce the attitudes and dispositions that are required for the continuation of the present system of domination by the dominant class. (Feinberg and Soltis, 1992).

According to orthodox Marxism, all of these relations are determined by the mode of production in the society. However neo-Marxists offer a challenge to this

deterministic view concerning with issues related not only to economic oppression but also non-economic social forms. They argue that the media and the schools are as important for a Marxist critique of society as the economic institutions and the means of production.

According to neo-Marxists, public schools are state-run educational agencies. They must be understood in terms of the role that the state plays, as the arm of the ruling class. Marxists believe that in a Capitalist society, schools will serve to reproduce the relations of production that are essential to maintaining the dominance of the capitalist class. This means schools will produce workers who are able to work at different levels of the capitalist work places (Blackledge and Hunt, 1991).

According to neo-Marxists schools reproduce the capitalist ideology and the existing production relations in the modern world. They say that state may use repressive force to do this but it is costly. Thus states prefer another mechanism to maintain the interests of the ruling class what is called by Louis Althusser (1982) the Ideological State Apparatuses. The Ideological State Apparatuses include the communication institutions, such as newspapers, radio, and television; the cultural institutions, such as art, literature, and sports; the religious institutions; the family; political parties; and trade unions. And above all, the Ideological State Apparatuses include the schools. "The function of all of these institutions is to provide people with compelling reasons for doing that which they otherwise might not be inclined to do and which is essential for maintaining the current system of production relations and power" (Feinberg and Soltis, 1992, p.57).

Against functional paradigm's belief in the school's role in social mobility, Bowles and Gintis (1977) suggest that ascribed characteristics still play a prominent role in the distribution of economic rewards and social benefits. According to Bowles and Gintis and other Marxists, since people believe that they are given an equal chance to attend schools and to get succeed, schools provide an important element of political stability by legitimizing existing inequalities. Schools both reproduce the relations of production which cause reproduce the hierarchical, autocratic system of labor. In addition, Bourdieu and Passeron (1990), in their study called "Reproduction in Education, Society and Culture", argue that schooling produces an understanding and perception which reproduce subordinate groups and maintain dominant class's

status. They call this process "symbolic violence" which substitutes for physical violence. Symbolic violence is the imposition of the meaning system of one group on another. This understanding and perception which is transformed one generation to the next through institutions including schools, separate cultural groups in the society. Schools as primary agencies in this process make people from subordinate culture to believe dominant culture is distant and superior to that of theirs.

2.1.3 Interpretivist Theory

A third way to look at the social world and the school is the Interpretivist approach. Both Functionalists and orthodox Marxists believe that, like the physical universe, social behavior is governed by general laws. They tended to examine the society and the relations within society to discover certain universal generalizations. In modern social sciences, there is a tendency to investigate and understand the society by developing different methodologies. They do not want to imitate the methodology of the natural sciences. They generally follow the Interpretivist point of view. This current movement in educational research is called qualitative, Interpretivist or sometimes Constructivist research. The Interpretivists have somehow a local and micro perspective in analyzing both society and the schooling process. This approach sees the social world as a world made up of purposeful actors who acquire, share, and interpret a set of meanings, rules, and norms that make social interaction possible. The social forces at work are shared meanings and interpreting individuals who interact in particular social contexts. In the school, students learn how to do things in that social setting. Interpretivists state that in order to understand why a student or a teacher did a particular thing in such a school, we need to understand the way of life in that society and the ways of doing things in that school, and the purposes of the individual actors and the social meanings that they share with others. How individuals interpret and understand their social situations is a central concern of the Interpretivists (Feinberg and Soltis, 1992).

Unlike the Functionalists or Marxist, the Interpretivists do not have a global political argument about the role schools in society. They believe that there are many different roles that schools play in different societies and social contexts. They have

local and micro orientation. Interpretivists deal with the cultural frameworks of particular schools. They try to understand the ways individuals understand and act in specific social contexts than finding general laws. " Interpretivists view schools as places where groups and individuals interact through local, mutually understood 'rules of the game'" (Feinberg and Soltis, 1992, p.75). They try to describe what is going on in particular examples in schooling; and say that it is necessary to interpret the ways people act and think in schools. The Interpretivist studies on education generally looks at the intentions and reasons of individuals in classroom contexts and the shared system of meanings found within a school. For example McDermott (cited in Feinberg and Soltis, 1992, p.88) views the classroom as a place where status and meaning are constantly negotiated in the process of everyday interaction. "Success and failure are the results of what he calls the politics of everyday classroom life... In this interaction the rules of the game are established and each of the students comes to take on different roles within the game" (Feinberg and Soltis, 1992, p.88).

2.1.4 Critical Theory about Schooling

According to Critical theory, about school is known as a response to mass-education that emerged in the 19th and expanded in the 20th centuries. The main theme critical approach turns around is the discussion of school's political, social and economic power.

A careful analysis of the relationship between teacher and student, Freire (1991) states, at any level or within school or out of the school brings up the base of this relationship which is narrative. This relation consists of a subject who is the teller (teacher) and objects (students) who are patient listeners. And the issue talked about whether it is on empirical reality or values, the process of this narration is in a tendency of lifelessness and turning to stone. Education suffers from this narration illness.

Teacher talks about the reality which is something lifeless, stable and consisting of separated parts and which can be foreseen. Or they are unfamiliar to the existential experience of the students. The worst in this process is to perceive students as empty containers and metal barrels which need to get filled by teachers.

Teachers who fill up these containers well become good teachers, and how much these containers are fainthearted and allow others to fill them out, they are good students.

Freire calls this educational system as "banking model of education" in which teachers are investors and students are investment objects. He proposes an educational system promoting freedom, in which both sides, teachers and students work in consensus and they are not two opposing polar. They change their roles during education process. Teachers sometimes become students and students become teachers.

In banking model, he lists some teacher behaviors and activities exercised in schools which also reproduce the oppression relations in the larger society:

- a) Teacher teaches, students learn
- b) Teacher knows everything, students know nothing
- c) Teacher thinks, students are thought
- d) Teacher talks, students listen quietly
- e) Teacher disciplines, students are disciplined
- f) Teacher chooses and applies his/her choice, students follow other's choices
- g) Teacher does, students are in illusion of their teacher's action
- h) Teacher selects the curriculum, students follow this curriculum
- i) Teacher mixes his/her professional authority with his/her knowledge authority and he/she exercises this authority against students' freedom
- j) Teacher is the subject, students are objects.(Freire,1991,p.48)

In their book named "Literacy: Reading the Word and the World," Freire and Macedo (1998) follow the Freire's previous studies on literacy and they develop a theoretical background on a critical pedagogy. They both describe the literacy and illiteracy concepts together. As a social structure, literacy means to name experiences of a specific society. Illiteracy is a cover to reduce poor, minorities, women, and people with different colors to silence.

Instead of existing pedagogical approaches, they try to develop a critical literacy approach which help individual to make his/her life meaningful, by using their own words and voices allowing both teachers and students to describe their own history themselves and have critical consciousness. This is not a movement for empowering students only but a part of a larger project which aims to make teachers powerful in social and political restructuring of their societies. According to this

approach, the concept and the role of "the teachers" need to be re-described as "intellectual transformers" who will enter a critical dialog with others.

In Freire's pedagogy, to conceptualize the world is a model to change the world. Against the existing "banking model of education", he offers a different teaching and learning process for teachers and students. Teachers need to know that they exercise their job in different "cultural circles". The world consists of different cultural circles. Even in the same society and in one classroom there are various cultural circles. Teaching process should not be to transmit existing core of knowledge and values to learners but it should be a process allowing learning individuals to think about their own realities and interpretations of the world. Teachers should believe that pedagogy is not a process to shape individuals but it is a dialectical process to help them to shape themselves by interpreting their worlds with their own words.

According to Gramsci (cited in Spring, 1997) literacy is a sharp sword. It can be used both for individual and social development, and for the continuity of oppression and sovereignty relations. Like Freire, Gramsci also believes that literacy can be used as an ideological structure for social freedom movements. He implies that education has a significant role in creating an intellectuals society. However it is not possible with the mechanisms of the existing educational systems. It is necessary to develop new educational models. According to Gramsci, to make people literate means shaping society and giving people power and voice to struggle against oppression and provide modern and democratic life conditions. Education in his terms is not only to make people literate but to teach them that they live in oppressive and exploitative social relations. He attributes education an ideological meaning.

According to Giroux (reported in Spring, 1997) to develop a new cultural literacy and pedagogy politics is to allow people who are reduced to silence and people who are excluded by existing school structure, mass media means, and cultural industry to become authors of their own lives. In this new pedagogy, teachers should give students the chance of learning different ideologies. Teachers, too, have to be continuously in relation with words and the external world. They had to believe that they are still students. Teachers should be in a critical dialog with other people in the society.

Like the other critical thinkers, Illich (1985) describes the school as a new world religion or a new church. Society supports the schooling like a religious belief. School takes its power from being a child-care and rearing institutions in modern industrial societies. In his study, called "Deschooling Society," he provides reasons to answer why to deschool the society. Illich perceives the school as a centralized socialization institution which is used by the state to make their social organization powerful and to solve the social class problem. According to him in American educational system, ability groupings, vocational education and concentration on the individual interests showed that schooling system cause the problem of social class differences. Illich states that social stratification system is reproduced by the school education.

"Not only the education but all social reality has become schooled in the contemporary world" (Illich, 1985, p.7). He said, in all social institutions people whether they are rich or poor become subjects to schooling during whole of their lives when they engage in bureaucratic relations, when they work, when they go to hospitals.

He further stated that state establishes a vocational, political and financial monopoly over the society by deciding criteria and standards of poverty, success, etc. This monopoly makes people dependent and helpless to govern their lives and experiences. Similarly, schools were established to give equal opportunities to get jobs. However this project has failed and ended in class polarization.

Another illusion provided by the schooling system, Illich argues, is the belief that learning occurs as a result of school teaching. It is true to a degree. However, people learn more in their relations out of the school. Because of this illusion, people have to spend an important period of their lives as prisoners in schools. "School is a compulsory residence with the accompaniment of teachers" (Illich, 1985, p.27). Furthermore, according to Illich, students engage in a client relation with school organization. That is, we need to understand that whatever taught in schools and the compulsory education as a whole produce people for a consumption society.

Illich continues that school is a creator and maintainer of a social myth. In any place in the world, children know that they are given a chance although it is not an equal chance but it is a compulsory lottery. This imaginary equality may end with

school leave certificates for many people. These are the certificates of their poverty. Those who have to leave school believe that they become deprived from the school's benevolence. They feel a disappointment of being driven away from the heaven. In schools, individuals believe that their personal abilities and characteristics will develop. They only develop the belief of being intelligent or stupid or valuable or unsuccessful. They believe that what is a good personal identity is to cope with what is valuable in social context.

2.2 School Concept in Philosophical Theories of Education

Perennialism perceive the school as an agency to cultivate rationality. Perennialists oppose the political, social and economic movements that seek to use the school as a multipurpose institution. They regard the most important educational aims as the search for and dissemination of the truth. Since they believe that truth is universal and unchanging, a genuine education is also universal and permanent which should emphasize the recurrent themes of human life (Ornstein, and Levine, 1993). Its major principles are the following:

- 1- truth is universal and does not depend on the circumstances of place, time, or person;
- 2- a good education involves a search for and an understanding of the truth;
- 3- truth can be found in the great works of civilization;
- 4- education is a liberal exercise that develops the intellect (Ornstein and Levine, 1993, p.12).

Perennialists advocate the same curriculum for all students. They prefer a subject-matter curriculum which includes history, language, mathematics, logic, literature, the humanities, and science. The content of these subjects should come from the classical works of literature and art. Mastering the subject matter of these learned disciplines is regarded as essential for training the intellect. (Ornstein and Levine, 1993, p.12).

Perennialism sees the classroom as a center for the intellectual growth and development of students. The Perennialist classroom is a part of a school in which administrators, teachers, and students hold high academic standards. The teacher is a mental disciplinarian with highly developed logical skills. S/he is capable of teaching

of logical thinking and the use of reason to his/her students. The student is seen as a rational being with tendencies toward Truth and knowledge. But the learner also has a spiritual side. It is the responsibility of school to help him/her develop both (Ornstein and Levine, 1993; Phenix, 1967).

Essentialism is a conservative educational theory that aroused as opposition to progressive education. It emphasizes the academic subject-matter curriculum and encourages teachers to stress order, discipline and effort. For the Essentialists, education involves learning the basic skills, arts, and sciences that have been developed in the past. Mastering these skills and subjects prepares the students to function as members of a civilized society. (Brameld, 1977; Ornstein and Levine, 1993) For Essentialists, the important aims of education are:

- 1- to transmit the basic skills and knowledge found in the cultural heritage;
- 2- to emphasize the learning of those skills and subjects that can lead learners to still higher skills and knowledge; and
- 3- to use education as a civilizing agency that emphasizes continuity between the knowledge and values of the past and the requirements of the present (Ornstein and Levine, 1993, p.464).

To Essentialists, education is first and foremost the transmission of indispensable or cardinal subject matter, skills, and values to oncoming generation. It is the teacher who must organize the child's activities of learning; the teacher is, in effect, the truly efficient cause in the educational process. The teacher transmits the cultural heritage to students by means of basic skills and subjects that are organized carefully into units. The mind of student is empty. The school must provide the student with as much organized information about the world. Students devote their energy to learning academic skills and subjects. Discipline is regarded in this view as a matter of effective training (Phenix, 1967; Brameld, 1977; Ornstein and Levine, 1993).

In Essentialism, schools are judged to be effective when principals and teachers stress high expectation of academic achievement and see the function of the school to be the cultivation of academic competencies and cultural heritage (Ornstein and Levine, 1993).

Educational Philosophy of Progressivism is often associated with John Dewey's Pragmatism or Experimentalism. Progressivism is an educational theory which opposed to the traditional school practices that stress mindless routine, rote memorization, and the authoritarian classroom management. Anti-traditional, anti-authoritarian teachers began to develop practices that emphasize students' own interests. They generally condemned the following: the authoritarian teacher, exclusive reliance on bookish methods of instruction or on the textbook, passive learning by memorization of factual data, the four-walls philosophy of education that attempted to isolate education from social reality, and the use of fear or physical punishment as a form of discipline (Ornstein and Levine; 1993; Kliebard, 1971).

Opposing the conventional subject-curricular organization - utilizing activities, experiences, problem-solving and the project method. Progressive education focused on the child as the learner rather than on the subject; emphasized activities and experiences rather than verbal and literary skills; and encouraged cooperative group learning activities rather than competitive individualized lesson learning. The use of democratic school procedures was seen as a prelude to community and school reform (Ornstein and Levine; 1993; McNeill, 1996).

Progressivists agree on the following principles:

- 1- the child should be free to develop naturally,
- 2- interest, stimulated by direct experience, is the best stimulus for learning,
- 3- the teacher should be a resource person and a guide to learning activities,
- 4- there should be close cooperation between school and home,
- 5- the progressive school should be a laboratory for pedagogical reform and experimentation (Ornstein and Levine, 1993, p.472).

According to Progressivists, schools should be chief agencies by means of which children and youth learn to live intelligently, to approach life critically as scientific thinkers. In addition, they argue that schools, as a means of changing and generating the society, should be micro-centers of democratic living and learning (Brameld, 1971; Kliebard, 1971).

Social Reconstructionism supposes that there is an urgent need for clarity and certainty today because our civilization is extremely confused and bewildered. Based

on the idea that, man is capable of creating intelligent ends and modifying these ends for guiding shifts in direction as conditions change, Social Reconstructionists wish to attempt to completely reconstruct modern Western civilization by means of novel schooling. (Brameld, 1977; Kliebard, 1971).

Teacher must relate national, world, and local purposes to the student's goals. Students thus use their interests to help find solutions to the social problems emphasized in their classes. The teacher stresses cooperation with the community and its resources. In the primary school, the emphasis is upon group experiences. Projects demand interdependence and social consensus. Children of different ages join in community surveys and other cooperative activities. The curriculum of an upper elementary school keeps the utopian faith by providing generous experiences in social imagination. It might allow children to create rough models of future and more just institutions, such as imaginary hospitals, television, or schools and thus stimulate the children's awareness of grave contemporary problems and how special structures might be modified to address these problems. The learning experiences must be real, require action, and teach values.

In Social Reconstructionist philosophy, school is the place through where we adjust the individual to reflective thinking as a method of constructing for a better society and individual. School as an institution has the dominant role to play in social reform. Education is not defined, in this approach, in exclusively academic terms, as Perennialists and Essentialists claim, but should be used as an instrument of deliberate social change (Brameld, 1971; Ornstein and Levine, 1993).

Existentialism, on the other hand, originated from a strong rejection of the traditional Essentialist approach to education. Existentialism rejects any source of objective, authoritative truth about metaphysics, epistemology, ethics, and aesthetics. Instead, individuals are responsible for determining for themselves what is true or false, right or wrong, beautiful and ugly. For the Existentialists there exist no universal form of human nature; each of us has the free will to develop as we see it (Sadker and Sadker, 1997; Ornstein, 1993).

According to Existentialists, the function of school is to provide variety of opportunities for students in order to help them to examine their values and the meaning of their existence. Therefore, every student should be free to select the

activity and subject that he/she wants to study. Teachers should foster student self-discipline and allow students to freely select topics for study. The basic role of the teacher is to act as a resource person and friend to the student when called upon for help. The Existentialist teacher does not direct learning or behave as an authority figure representing adult community. If a curriculum is necessary, the Existentialists would root it in humanities, which supposedly stress and encourage individualism and courage. They argue that philosophy, art, literature, and music should hold the dominant place in formal education programs (Brameld, 1971).

According to Existentialists, the main purpose of education and schooling should be to help to develop self-actualizing potentialities, each capable of creating his/her authentic destiny.

2.3 School Thought in Turkey

Ergun (1987) evaluates that Gökalp's and Prince Sabahattin's (two influential Turkish sociologists at the turn of the 20th century) approaches as being under the influence of the French Sociological thought of their time. He states that from Tanzimat to Mevriutiyet II, our educational system was also under the influence of French educational system. Between the foundation years through the World War II. (1923 - 1945), Turkey had politically close relations with Germany, as a result, the Turkish educational system was organized after the German educational model. However, after the World War II., the source of influence over Turkish educational system has changed to the American educational system.

Since 1923, Turkish educators on the one hand, and foreign educational experts on the other hand have tried to produce ideas for the new Turkish educational system. The first movement for this was known as İzmir Economic Congress held in 1923. Although the congress mainly concentrated on economy politics of the country, educational problems were also taken into consideration. Basic educational decisions made in this congress were related to expansion of basic education throughout the country and strengthening agricultural training, which constituted the early thought about the later Village Institutes. According to Başgöz (1995), 1922-1928 period's educational thought were under the influence of Ziya Gökalp.

As a follower of Durkheimian Functionalist theory, Ziya Gökalp (1876-1924) approached education and schooling in new Turkey with the basic function of training citizens with the culture of the society and national characteristics. He also mentions the role of education in economic production, however, he gives the first priority to the development of national characteristics. He argued that the family is the primary institution to educate young generations. Since education means socialization of the individual, the family is the best mechanism to carry out this function. Family is a whole of members who have mutual love and kindness to each other. Before everything, family helps individuals to have a democratic character which is already a characteristic of the Turkish family. In addition, the Turkish family inculcates the equality of man and woman and lofty feelings such as idealism, happiness, and love to its members. Those who have such feelings will contribute to their occupational and political groups with performing their roles with high performance.

Secondly, Gökalp talks about the school. He perceived the school as a model of the society like family. School is a community which inculcates feelings of solidarity and unity to young generations. This function is carried out not only in social science courses but in science courses as well.

According to Gökalp, societies evolve from tribes to communities, religious communities and lastly to nations. He stated that the transition periods are chaotic, and the stable periods are organic in this societal progress. During organic periods, commonly accepted widespread laws gain strength, but they lose their power during transition periods in which there occurs some reformers, heroes, and genius persons who become figures of the society's conscious. They produce new ideals based on these widespread laws. This situation typically exists in school, too. In other words, static and chaotic periods are also reflected in schools of the social systems. In schools, there are two kinds of struggles between organized and widespread conditions. According to Gökalp, this is because of the age periods of school children. They represent widespread life since they are not yet socialized. When they enter in a socialization process in schools, they experience the organized side of the life. For example, reward and punishment are two inevitable forces in schools as signs of organized life. The child is under the pressure of both. Other principles as

signs of this organic situation are the program, regulations and evaluation system in each school.

Gökalp adds that some new teaching strategies such as game-playing and role playing may increase the success of student learning and creativity. It seems that Gökalp's ideas about teaching strategies are important to consider for the contemporary educational issues in Turkey.

Function of educating young people is carried out by some social groups. The most important groups are teachers and educators in schools. They are the representors of the national culture. They are responsible to fill out empty minds of children. Since education takes place everywhere, teachers in schools should behave in parallel to child's social environment. The basic assumption behind this parallelism is to have a national education system as a sign of modern society. In Gökalp's idea, new school education in new Turkish society should have two bases; being national and being modern. The child should be adorned with the community soul, social solidarity and national consciousness.

Unlike Gökalp, Prince Sabahattin's (1877-1948) views implies an individual-centered educational system for the new Turkish society. He perceives the primary function of the new educational system as training entrepreneur individuals. He argues that there are two sources of problems in our social structure. The first is the educational system which does not give importance to the personality of individuals, and the second is the centralized educational system.

According to Sabahattin, since our family values are not suitable to prepare children to the future as independent members, school education should help individuals to develop their personality. Instead of training consumer officers, we need to train citizens who have self-confidence, entrepreneur conscious and skills for productivity.

Prince Sabahattin criticizes both the family and the school because, he says, they do not perform their functions efficiently. These institutions do not train young generations who have healthy bodies, ideas, and moralities. Schools deconstruct the psychological structure of children. Schools do not contribute to the development of thinking abilities of the children. Another point in Sabahattin's criticisms to the

school of his time is the theoretical education which he perceives as far from the real life (Kongar,1996).

According to Prince Sabahattin, centralized education means costly education. It also prevents to understand local problems. He is against the centralization. He offers a decentralized ruling system both for the political and the educational system.

Another important source is Atatürk's views to understand the philosophy behind the Turkish educational system. In an educational congress held on 16th July,1921, in his opening speech, he listed primary principles of Turkish educational system as national, secular, based on contemporary scientific knowledge, universal and egalitarian, and functional. Atatürk insisted on power of education in struggling with underdevelopment and anachronism. He stated several times that education should be national which enables to meet deeds of the new society. The national education had to leave the old ideology which was not suitable to our existence. This new educational system would not be a mixed system of Eastern and Western values but would be based on our own national, historical and cultural characteristics. National education would change the destiny of masses of people to economically, politically, and socially functional, and ready to cope with great changes for the country (Kaya,1993).

Baltacıoğlu's (1886-1978) educational views were stated in his book titled "Societal School" which is considered an important work in the history of Turkish educational thought. Before the establishment of the Turkish Republic and during the early years of the Republic, his views constructed a third-way for educational discussions in Turkey. He offers a conciliatory synthesis of early thoughts of Gökalp and Sabahattin. Baltacıoğlu tried to develop a model of educational system giving importance both to individual and society (Ülken,1994).

Baltacıoğlu criticized the existing educational system. He argued that Turkish educational system is not national and the school programs are only imitators of the Western world. However, he said, we need to have a new type of citizen what he called the "new man". This is possible through having an educational system encouraging creativity and productivity. He describes the aim of education as "a formation of individuals who adapt the life of a specific society. These individuals in

future will have different statuses depending on the society's needs such as heads of the families, soldiers, scientists, farmers, gardeners, or professional men and women..... School's job should be to construct a real environment for vocational training and to develop personalities of professional men/women (Başgöz, 1995, pp.131-132). In his school model he proposes an instruction based on production, democracy and close relations with social environment. He also adds that school experiences should be away from memorization, punishment, and pressure. Baltacıoğlu proposes the followings as the principles of his school model; personality development, education in the real environment, production oriented education, initiation to working life.

With the words "the real guide in life is the science", Atatürk often mentioned often his strong belief in science and necessity of a national education based on contemporary scientific knowledge. He argued that this fundamental principle in new school system would help the country to achieve contemporary world standards.

Atatürk described the school's functions as;

- developing generations who will cope with the necessities of economic life,
- training people who believe in the high ideals and love of the country,
- adopting the society to the needs of the contemporary industrial world (Kaya, 1993).

In 1924 John Dewey, a famous American pedagogue; in 1925 Kühne, a German educational specialist; in 1927 Omar Buyse, and in 1933 Kemerrer, another American educator, were invited to Turkey to make investigations and to propose solutions to the educational problems of the young Republic. According to Başgöz, "only the benefit these foreign experts provided was the idea of thinking education and schooling as multidimensional institutions which need to be continuously researched to define needs and problems" (Başgöz, 1995, p.145). John Dewey's pragmatist educational thought later became influential on Turkish educational system especially during 1925-1930 with the Village Institutes movement.

On Village Institutes, the first name comes to our minds is İsmail Hakkı Tonguç (1897-1960), the ideological father of these institutions. His ideas and implementations related to schooling system of Turkey continued to be effective

between 1927 and 1960. During this period, state politics was focused on the direction of development of rural areas. Tonguç's ideas had two sources; Pestalozzi and Dewey. Pestalozzi as a typical follower of Rousseau, describes the child as a seed which firstly turns green, and has a body, then has branches, leaves, buds, and then these buds turn to flowers, and lastly they become mature fruits. Education should be based on the individual and his/her desires. Schooling, if it is about training for a vocation, should provide conditions to invention of individual abilities.

Tonguç emphasized that primary education should have been started 120 years ago in Turkey, however the system could not get successful. He offered a new model based on socio-economic and historical conditions of Turkish villages and vocational education. He argued that traditional education carried out in households and in guild system in Anatolia became insufficient. New school organizations were needed to be established to train children with the principle of "work-based training". He insisted on that school education should be parallel with outside working life. Since, a large amount of the population consisted of people living in villages, his model aimed to train village children who would later contribute to the development of their villages. "Student should be both trained with general culture and practical needs of the daily life," he wrote in one of his books (cited in Kafadar, 1997, p.314).

Between 1950-1960, the Democratic Party period, Village Institutes were eventually closed and religious schools (Imam Hatip) were opened instead. During this decade, the most important problems of the educational system were stated as pre-school education, health and sanitation problems in schools and primary education.

In addition to the review of educational thought in Turkey it may be helpful to understand the general aims of Turkish National Education to have an insight in schooling system in Turkey. As it is declared in "Basic Law of National Education" which was amended in 1973,

The general aim of the Turkish National Education is to train all members of the Turkish Nation

- 1- as citizens devoted to Atatürk's revolution and principles, as well as Atatürk's nationalism as expressed in the constitution; as citizens who have assimilated the national, moral, human, spiritual, and cultural values of the Turkish Nation, and who defend and develop these values; as citizens who know their duties and

responsibilities to the Turkish Republic; which is a democratic, secular, social state governed by the rule of law, based on human rights and the fundamental principles set forth in the Preamble of the Constitution.

2- as individuals possessing sound characters and balanced personalities developed in the body, mind, morals, soul, and emotions; possessing the ability of free and scientific thinking and a broad world-views; respectful of human rights, attaching due importance of personality and enterprises, feeling themselves responsible to society; as instructive, creative and productive individuals (Article 2 of the National Education Law as amended in 1983).

According to Akarsu (1990) the general aims of the Turkish educational System are to train "good people", "good citizens" and "qualified manpower". The philosophies that are emphasized in goals seem to be based on Essentialism and Perennialism. In addition Sönmez (1996), argued that the implementations in our schools are based on these two conservative philosophies which stress the following realities;

- Student memorizes what books and teachers say.
- Teacher is the authoritarian person in the classroom knowing the truth.
- Teacher is far from the social reality because he/she is not included in decision making processes which in turn make he/she alienated to his/her job.
- Although the system foresee to consider individual interests, abilities, and needs, it provides a highly competitive approach which eliminates the individual from real implementation (Ertürk,1971; Yedikardeşler,1984; Akkoyunlu,1985).

According to Kaya (1993), although the number of schools, teachers and students increased all over the country, the quality did not increase as expected. He argues that "our educational system has not even achieved the goals stated by the third Science Council (Heyet-i İlmiye) (15th August 1923). The relation between school and social life have not been established. Programs have not been developed by considering the country's fundamental needs. Enrollment rates of female population to education is still very far from that of males. Equality of educational opportunity continued to be a significant problem. Productive school education has not been achieved" (Kaya, 1993, p.26).

In another criticism directed by Bümin (1998), the current school in Turkey is described as "dull machine". " It is possible to teach primary school children a new language, or to teach to play a music instrument effectively, identify colors or inventing their bodies through dancing in 6 months. However current schools are not the places where children learn, think and enjoy. They are the agencies that make our children become dull. School is a place where history stops. The time spent by children in schools becomes a waste time since this process enforces memorization and competition. Our schools which have approximately 100 years of history, have become ineffective structures" (Bümin, 1998, p.18).

In an evaluation of the history of Turkish education starting from the establishment of the Turkish Republic, Kongar (1994) describes the society as a social structure whose primary function is maintaining its survival. The basic mechanism to make this function possible is education. It is the process of socialization of the individual. A child enters in an educational process primarily in his/her family. This process continues in a second institution what we call the school. He argues that the peer group interaction, mass media such as radio, TV, newspapers, cinema, theater and art and literature works are other socializing agencies in the society. In other words, education or schooling in its general meaning is to develop intended behaviors in individuals. He also attributes another function to schooling what he describes the transmission of technological accumulation to new generations.

Kongar stated that at the very beginning of the Turkish Republic, education was attributed great expectations. Those who established the Republic thought that the formal education is a means to struggle with ideologies of Caliphate and Islam. This new formal educational system transmitted the new ideology to the Turkish society such as nationalism and secularism which were Western originated ideologies. With the help of the formal educational system, religious emperorship started to leave its place to the Republic which was based on the people's sovereignty.

Kongar argued that the Village Institutes period was an important educational advancement to realize the significant function of the formal education. According to Kongar, the Turkish educational system has entered in a chaotic situation after 1950, after the close of the Village Institutes. He argues that this chaos was a result of setting the clock backwards during the Democrat Party era through introducing

religious courses to the educational system and politicians' attitudes to use education as a channel to maintain their power. He perceives the current schooling system as a process which alienates individuals both to themselves and to the social environment.

Kongar determines the following points to describe current picture of schools in Turkey:

1- The Turkish educational system is ideological which was based on enmity to Ottomans and admiration to the West. However this ideology has lost its functionalism and become outmoded. Although there is no base in reality, some people introduced and strengthened this ideology as to Atatürk's political doctrine.

2- The Turkish educational system is monistic which prevents the development of free thought in the society. What the textbooks and teachers say become the only truth. Students are oriented to memorization which constitutes the serious handicap for the development of critical thinking abilities in students.

3- The Turkish educational system is not powerful in transmission of technological knowledge. Since the schooling system including the universities is not encouraging creative potentials of individual learners, the advancement of technology in the country is seriously weakened.

4- The program followed in schools does not originate from our social, cultural, national, and historical background. What is taught at schools is generally Western originated. As a result, graduates become alienated to the social reality they live in.

5- It is a contradiction that we both teach in schools how we are a powerful nation and how we are underdeveloped. Existence of these kind of conflicts in the formal educational system makes the society far from the contemporary world.

Şimşek (1997) argues that there is a the paradigmatic shift in world educational systems. He states that "learning is no more a work of teaching" as it is utilized in industrial factory model, but it will be a process of discovering, searching and finding"(Şimşek, 1997, p.75). He stresses the urgency of grand changes in Turkish National Education System. This is also a necessity for the country to cope with the revolution of globalization.

Şimşek criticizes the current educational system in Turkey for the following issues: highly centralized and authoritarian structure, lack of long-term educational

policy, high competition and inequality of educational opportunity. Instead of a strict, centralized, bureaucratic and hierarchical, a machine-like or an gigantic organism like educational system, which had lost its thinking and acting abilities, he offers a decentralized, flexible, democratic, participative, and open school system. He insists on the urgency of leaving "military school" mentality behind. He offers a new school model which will help individual learners to develop their knowledge and abilities, and to get richness in their personal lives. In this model, students and other people in the school will express themselves, criticize and experience the human relations based on tolerance. In addition, students will get the ability to "learn how". Şimşek describes this new school model as a field of experiment and learning institution where students, teachers, principals and parents learn together.

2.4 What is Metaphor?

Metaphor has traditionally been the concern of the arts and humanities. Recently however, metaphor seems to have caught up the interest of scholars of diverse traditions and backgrounds including educational studies.

"The concept of metaphor itself, as well as the distinction between literal and figurative language, have become a multidisciplinary concern. Literal language has been the language of science with its empirical and rational modes of inquiry, and figurative language that of the arts and humanities. The interdisciplinary nature and its unprecedented importance in modern thought has moved metaphor from a place on the ornamental fringes of discourse to the core of educational questions: the mind's endless attempt to make sense of reality" (Leino and Drankenberg, 1993, p.7).

There occurred many ways to categorize and characterize metaphors. Black (1962; reported in Leino and Drankenberg, 1993) presented two different theories or views of metaphor: the substitution view and the interaction view. Before sketching his own theory of understanding metaphor, Searle (in Ortony, 1990) divided the existing theories into two main groups: the comparison theories and the interaction theories. Comparison theories assert that metaphorical utterances involve a comparison or similarity between two or more objects, while interaction theories

claim that metaphor involves a verbal opposition or interaction between two semantic contents."

The famous book entitled "Metaphors We Live By" written by George Lakoff and Mark Johnson (1980) have contributed to the general interest in metaphor. The authors show how metaphors are part of our everyday speech, how they pervade not only language but also thought and action, and how essential they are to human understanding. In fact, metaphor is a process by which we view the world and the heart of how we think and learn.

A review of the related literature reveals that what is a metaphor and what is not is an acute problem within professional and academic language (Munby, 1986, p.201). If we go back to the early roots of the term we find that metaphor is derived from Greek 'metaphora' meaning transfer or carry over (Hawkins and Allen, 1991: reported in Leino and Drakenberg, 1993, p.10). Aristotle was interested in metaphor as a figurative device and he was especially appreciative of the illuminative function of metaphor, revering Homer as the first great revealer of the world of truth, nature and reality. For Aristotle, to be "a master of metaphor" was to be a revealer. It was, Aristotle said, "the greatest thing of all by far... to be a master of metaphor... the one thing that can not be learned from others... a sign of original genius, since a good metaphor implies the intuitive perception of the similarity in dissimilars" (Murry, 1968, p.3: cited in Wilkes, 1989, p.70).

Metaphor is often, at least implicitly, considered to consist of two parts, originally called the 'tenor' and the 'vehicle' (Richards, 1936: reported in Leino and Drakenberg, 1993, p.10). Tenor is nowadays often called 'topic' (subject term and principal subject are also used) and it refers to that of which something is being stated. Vehicle is the term or terms used metaphorically (metaphoric term and referent are also used) (Leino and Drakenberg, 1993, p.10)

example:

Education is like a stairway. (Ortony, 1993).

tenor

vehicle

Metaphors are fundamental vehicles that human beings have evolved to understand, express, construct, and organize their world (Kliebard, 1982; Lakoff and Johnson, 1980; Munby, 1987; Deant-Reed and Szokolsky, 1993). That is why they may help us to understand how people construct their realities and perceive the world (Munby, 1987). Since metaphors help us to explain unknown by known experiences (Lakoff and Johnson, 1980), they present an economical way to communicate a complex idea (Crider and Crillo, 1991), help us to describe important features of a complex array variables in a simple form (Morgan, 1980) and transmit a complete story using only one image (Dickmeyer, 1989).

Metaphors are powerful forces in conditioning the way we come to think of ourselves and others, of events and nations. For example, when a tribe uses a single word to signify "woman, fire, and dangerous things" (Lakoff and Johnson, 1987: reported in Berliner, 1990), the imagery evoked by the metaphor used in the everyday language of these people provides us some understanding of gender relations in that tribe.

In addition, metaphors provide bold, rich, and distinctive windows on the world. They offer dynamic and dramatic views beyond the surface of things into their deeper significance (Fox, 1989, reported in Marchant, 1992).

2.4.1 Use of Metaphors as Research Tool

As Lakoff and Johnson (1980) mentioned, metaphorical expressions in everyday language can give us insight into the nature of the concepts that structure our everyday activities. Since they are as linguistic expressions they are containers for meanings.

The very choice of a certain metaphor might represent some of the deep structure of language. It may thus serve as a link between tacit knowledge, which is not readily accessible, and explicit. Similarly it may serve as a link between the expressions about education and the impression from it (Schön, 1996: cited in Inbar, p.254)

There are two traditions as Schön (in Ortony, 1993) stated, in the first one metaphor is treated as central to the task of accounting for our perspectives on the world; how we think about things, make sense of reality, and in the second, it refers

to set problems we later try to solve, and a process by which new perspectives on the world come into existence.

In educational studies, because of their rich characteristics, metaphors are perceived as a way of seeing and as a way of thinking, which in turn reflect how situations and processes are perceived (Taylor,1984, reported in Inbar, 1996).

If metaphors and perceived images mirror what people believe the reality is (Bouldings, 1956: reported in Inbar,1996); if we believe that the reality is constructed by people (Morgan,1986); if metaphors become vehicles for expressing one's environment; and if "they are useful linguistic structures that helped theorists and practitioners generate ideas, concepts, and theories for describing, examining, and understanding phenomena in education" (Bredeson, 1985, p.29), it becomes possible to employ them in collecting information about people's views on educational issues.

A number of recent studies have suggested that the construction of metaphors can be useful way of capturing individuals' understandings about teaching, teachers' conceptions of themselves, roles of school principals and school in general (Bullough, 1990; Bredeson, 1985; Munby, 1986; Marshall, 1990). Researchers using metaphorical analysis have taken two different ways: some have derived metaphors from individuals' behavior or descriptive language, while others have asked to generate a metaphor to describe their beliefs and images of teaching and teacher. This study aims at following this latter approach. Munby states that "treating metaphor as a research device may strike some as unusual" (Munby,1985, p.379). Since metaphors are in some way a process by which we encounter the world, and that offer us a way of perceiving, appears to have opened up a different approach. In this approach, it is possible to ask how our use of metaphors tells something of how we look at the world, or how we construct reality.

2.4.2 Use of Metaphors in Educational Studies

A review of the literature reveals that metaphors and metaphorical analysis as analytic and descriptive tools have been used since the last decade both in educational practice and in educational research. Teacher education, classroom management, educational administration, counseling, and school improvement were

the basic areas where metaphors and images have been used to collect data about how individuals see and think about different issues, to find out problems and create new perspectives to solve these problems in educational practice.

In the field of education, researchers have started to see metaphor as a powerful tool that can be used to understand and to explore the current state of educational practices. A brief search in the international educational literature reveals the following research interests which employed metaphorical analysis: educational change, school improvement and educational reform (Zachariah, 1985; Cole, 1990; Schlechty and Joslin (1986): reported in Lieberman, 1986), teacher thinking and teacher education (Hanson, 1984; Berliner, 1990; Bullough, 1991; Marchant, 1992; Dana and Pitts, 1993), school quality, staff development and organizational culture (Steinhoff and Owens, 1989), and classroom management (Weinstein, et.al. 1994). A review of the literature in Turkey indicated that researchers are not yet aware of metaphors and their importance for our thinking and searching about educational issues.

2.4.2.1 Teacher Education

Starting from the 1980s, many theorists and researchers in teacher education shifted their research agendas from the study of effective teaching behaviors to teacher reflection, teacher thinking, and teacher cognition. Most of the studies which focused on the use of metaphors in educational practice of teacher training programs engaged in the investigation of pre-service students' conceptions of teaching, classroom management, and describing themselves as teachers. These studies aimed at helping student teachers to develop their own perspectives as teachers, and to know the realities of classroom teaching.

Bullough (1991) examined teacher metaphors with a group of 15 secondary, pre-service, graduate certification students in his student teaching seminar course. The researcher stated that, as an instructor, he intended to help students to become aware of what metaphors they used to interpret teaching and teacher education and to explore the origins of these meanings. Before engaging in field work, during the field work, and after field work, students were expected to identify their perception of

teaching, identify metaphors to describe how they thought of themselves as teachers during field practice, and discuss any changes they attained about their perceptions during teaching practice. The researcher believed that this study illustrated the value of this metaphor analysis in helping student teachers to develop their teacher perspectives and to maintain their idealism as they confront the realities of classroom teaching.

By considering the significance of understanding how teachers see their worlds, Munby (1986) engaged in a study to explore teachers' metaphors as an alternative to conventional and formalistic approaches to the study of teacher cognitions. Munby stated that the reason behind the use of metaphors in this study was "to capture the thinking of teachers in their own language, rather than in the language of the researcher" (Munby, 1986, p.198). Data of this study, Munby said, were consisted of transcribed interviews with 5 junior high-school teachers from a NIE study of teachers, and videotape recordings. After a computer analysis of the data, the researcher found that the study on teachers' use of metaphors in the language they employ when talking about their work provided sufficient evidence to show that the metaphorical figures can be studied to comprehend teachers' construction of their professional reality.

Munby (1987) in another study, examined the metaphors used by two teachers in an extensive set of interviews when they spoke about their professional work, and concluded that metaphorical figures in speech at this sort provide information about how the teachers construct their professional worlds. In addition, Munby argued that "the concept of metaphor has power for representing something about a teacher's construction of professional reality" (Munby, 1987, p.396)

In a study with undergraduate and graduate education students, Marchant (1992) asked students to respond to open-ended statements and a list of similes describing what teachers, students, and classrooms were like. The researcher's aim was to prove that teachers' beliefs could be understood through the reflections of subjects' personal metaphors. By factor analyzing the responses, Marchant tested the hypothesis that metaphors, in the form of responses to similes on a list were reflective of personal beliefs regarding teaching. He found that teachers used metaphors like counselor, parent, coach, friend, advocate, entertainer, boss, judge, student, orchestra

conductor, police officer, movie director, doctor, politician, brother/sister, party host, animal trainer, minister, prisoner, enemy and victim to describe what teacher is like; metaphors such as audience, sponge, ball of clay, worker, friend, question, teacher, daughter/son, patient, jury, mountain, sheep, obstacle, brother/sister, wild animal, pawn, and enemy to describe what student is like; and metaphors like community, home, sunny day, stage, business, test, game-board, concert, courtroom, factory, playground, carnival, zoo, jungle, fishbowl, battlefield, farm, party, hospital, church, cage, and prison to describe what classroom is like.

Metaphors were also used in educational thought in discussions of current teaching profession, its mission, and its problems. For example, in her study Zumwalt (1984) discussed the similarities between teachers and mothers specifically for the new teachers. She focused on the similarities faced by beginning mothers and teachers as they cope with new experiences and feelings. She based her views on the use of motherhood metaphor in discussing the situation of beginning teachers.

Cohen and Lotan (1990) discussed the teacher as a boss and classroom as a workplace where student-workers laboring over routine tasks, they offered the image of student as scientist and engineers in the research and development of high-tech corporation, teachers as supervisors of complex technology.

Similarly, Berliner (1990) suggested a new metaphor, the teacher as executive, and added that teacher education might be different when we change the information-giver and mother-earth metaphors which dominate our current thinking about the work of teachers.

2.4.2.2 Classroom Management

In addition to teacher cognition studies, metaphors were also used to help the beginning teachers to explore their thinking about classroom management. Weinstein et.al.(1994) conducted a study to explore beginning teachers' thinking about classroom management and discipline. They used concept maps, analysis of a videotaped teaching episode, a management strategies questionnaire, and a metaphor analysis to collect data. Their results suggested that beginning teachers committed to establish a learning environment characterized by warmth, caring, mutual respect,

and self-discipline. However, when misbehavior threatened to disrupt their classrooms, they moved to a more controlling, custodial orientation.

There is a body of literature on the use of metaphors in classroom management. In the 16th volume of "Action in Teacher Education" (1994), the issue was constituted by the studies about classroom management. Among these studies presented, Bullough (1994) explored the metaphors that have shaped teaching and teacher education in this century, and tried to generate alternative metaphors and thus alternative ways of thinking about the teacher-student relationship. He described and criticized the influence of industrial metaphors similar to McLaughlin (1994) who argued the necessity of moving away from the management metaphor. Bullough (1994) argued that education renewal requires the creation of new metaphors that represent teacher-student relationships quite different from those typically associated with discipline and management.

Lasley (1994), on the same topic, suggested that pre-service teachers developed routines and technical skills as a precursor to becoming effective managers in the classroom. He tried to challenge the efficacy of the manager metaphor for new teachers and proposed an alternative metaphor for beginning teachers, teacher as a competent technician.

By using observation, interviews, and videotapes of lessons, Dershimer and Reevel (1994) tried to get prospective teachers' images of lesson management in relation to pupil engagement in lessons taught. They found that in more engaging lessons, teachers' images of management emphasized pupil contributions to lesson progress. In less engaging lessons, teachers' images of management emphasized teacher control of lesson progress combined with teacher uncertainty about lesson direction.

All of these studies about metaphors or images of classroom management are to look for new approaches for teacher training programs. Carter (1990) argues that in teacher education, metaphor is utilized in revealing and communicating knowledge of teaching. It is also believed in these studies that, "if teachers can conceptualize their teaching roles in terms of metaphors, the process of teacher change could possibly be initiated by introducing a variety of metaphors and reflecting on the efficacy of basing teaching and learning strategies on them"(Tobin, 1990, p.123)

2.4.2.3 Metaphors as Instructional Tools

In addition, metaphor have been used as a pedagogical tool "to assist students to extend their understanding with alternative approaches of conceptualizing problems as well as possible solutions to these problems. To think metaphorically develops creative thought. By thinking metaphorically students are likely to develop greater appreciation for diverse beliefs and attitudes" (McAllister and McLaughlin, 1996, p.83) Metaphoric language was hypothesized by several authors and researchers as playing a productive role in fostering students' understanding of issues. Mayer (1993: reported in Ortony, 1993) argued that the metaphor helped the learner build an analogy between a cause-and-effect system.

Metaphors as instructional tools are both discussed as a teaching strategy for students at primary and secondary schools and university students who are trained in teacher education programs. The general tendency in the related literature, however, was more aligned with the direction of using metaphors as instructional tools in teacher education programs at universities.

The studies about metaphors as instructional tools generally aim at "helping student teachers to become aware of their belief systems and how their perceptual frameworks affect their belief systems and the roles their students play in response" (Marshall, 1990, p.128). It is believed that one path toward heightening teachers' awareness of their belief systems involves focusing on the metaphors and images they use as they describe their teaching.

Related studies also try to show how teachers may discover new perspectives and new solutions to the problems, improving the learning environment by generating alternative metaphors. Metaphors are believed in these studies as tools to uncover unproductive patterns and create possibilities for new modes of interacting. For example, Marshall (1990) describes how both metaphors and metaphorical language can be used with student teachers as a heuristic device to increase reflection as well as to encourage re-conceptualization of problem situations. In this study, students were instructed to think about and list their different roles as teacher and metaphors of their roles. They were allowed to discuss these roles and metaphors in small groups. They were asked to generate alternative metaphors for problematic

roles. Marshall used metaphor both as deliberate instructional method and as a source to get student teachers' metaphors of teacher roles.

Weade and Ernst (1990) stated that metaphors enable us to create graphic and figurative illusions that convey meaning and contribute to our sense-making abilities. They argue that by constructing meanings through metaphors, we can get more visible and understandable, and thereby more amenable information about the nature of everyday life in classrooms. They used illustrations drawn from a study of pre-service teachers' images of classroom life. Based on these illustrations, they suggested that "beginning field experience students represent their lives in classroom in terms of involvement with children, participation, and display of activity according to step by step procedures" (Weade and Ernst, 1990, p.139).

2.4.2.4 Use of Metaphors in Educational Administration

In educational administration literature, metaphors and images, whether they are verbalized, expressed symbolically, hidden in the organizational structures of school and in administrators' behaviors have been accepted as useful linguistic structures to examine school principals' interpretation of their roles, their conceptualizations of schooling, and to understand and analyze schools' organizational structures.

By expressing that metaphors are vehicles for expressing one's understanding of one's environment, Bredeson (1985) tried to identify images that exist in the statements, beliefs, values, and daily routines of five school principals. He mainly concentrated on metaphors of maintenance, survival, and vision. The maintenance metaphor was represented by an image of caretaker or overseer who keeps the school doors open and process going. The metaphor of survival was depicted by an image of a constant flow of day to day and immediate activities. The metaphor of vision reflected their broad understanding of the future on certain educational issues concerning their schools, surrounding community and the state at large. Bredeson stated that these metaphors appeared to have significant implications for schools, for school administrators, and for administrator preparation programs.

In another study, Bredeson (1988) presented a variety of images, similes, metaphors, and analogies used to describe the purposes of and the organization,

operation, and administration of public schools. He examined six of these metaphors; school as an assembly line, a ticking clock, a garden, a candy machine, a mirror of society, and a museum; to understand various characteristics and dimensions of schools and their administration. The assembly line metaphor characterized the organization, operation, and administration of school primarily as the one which attempts to match efficient practices and procedures with desired product goals of the organization. The ticking clock metaphor was also an extension of the efficiency model exposing principles of scientific management. The garden metaphor for schools evoked images which portray the organization and the participants in it as biological organisms with the potential for growth. The candy machine metaphor suggested that school was seemingly limitless source of saccharin selections. School also presented their resources brighter, bolder, and wondrous colorful wrappers in order to attract consumer interests and attention. Mirror of society metaphor was a reflective image of the larger society presenting complex social, economic, political, and cultural characteristics of the larger society. Schools as museums presented an educational collage of various philosophies, methodologies, pedagogical fads, and periods of professional and personal socialization.

Bredeson offers that "since it is helpful instrument to see the school environment, its enigmas, its problems, and its possibilities in new ways, to analyze the potential of metaphor in terms of its implications for the practice of administrators in schools, for training educational leaders, for construction of theory, and for the development of a philosophy of educational administration" (Bredeson, 1988, p.305).

In addition to studies carried out to examine school principals' perceptions of their roles and schools, metaphors were also used in educational administration researches to find new definitions and new roles of schools and school principals for adoption of changing purposes of schools in society. According to Dana and Pitts (1993), when reform and change efforts are implemented in schools nationwide, traditional role of the principal will also need to change. In this process, the principal needs support and assistance. Researchers can be one of a number of groups of people who can provide needed assistance. Dana and Pitts argue that "metaphors can be a powerful reflective tool to help principals conceptualize their roles and make

desired changes toward meaningful school improvement" (Dana and Pitts, 1993, p.335). They then generated a case study with an elementary school principal based on his conceptions of his roles. They concluded that metaphors the school principal used to conceptualize his practices provided insights into and understanding of how the school principal in one elementary school made sense of his roles and the changes he wished to make to achieve his vision for school change. They reported that reform would not come top down or bottom up but would occur when university researchers and practicing principals join with one another.

In educational administration, metaphorical thinking has started to contribute both to the theory and practice of organizational analysis. According to Şimşek "with the emergence of the symbolic or cultural perspective on organizations, anthropological concepts such as myths, sagas, symbols, ceremonies, beliefs, and values as well as some linguistic concepts such as metaphors have received great deal of attention. Using these concepts, organizations are analyzed as enacted cultural realities that bind and hold an entire community and its membership" (Şimşek, 1997, p.1). Organizational analysis treating organization as meaning systems (Brown,1994) adapted the approach that organizations are socially constructed phenomena (Berger and Luckmann, 1966) and may be regarded as systems of shared meaning which are sustained through social, political, and symbolic processes (Smircich, 1983).

By moving from this fact, in a case study, Özar (1999) investigated the perceptions of teachers on the present organizational structure and processes of a private school. Some of the metaphors that teachers used to describe the current structure of the school were train, machines, factory, clock, horse, gears, furniture store. In this study the researcher also investigated the desired state of the school and found that metaphors changed significantly. The researcher concluded that the present structure of the school is mechanistic in some respects and teachers in this school would like to attain a more human centered management style.

Metaphor, Morgan (1986) claims, is basic to our ways of thinking. In his book "Images of Organization" is a work about metaphor set within a metaphor, that of "reading organization". Morgan contends that all theories of organization are metaphorical, and he argues that an awareness of metaphor and its uses can assist the administrator to develop the art of reading and understanding organizations. Since

organizations are increasingly characterized by complexity, ambiguity, and paradox, Morgan suggests that metaphor is an especially appropriate tool for assisting us to interpret and understand that complexity.

A number of writers have emphasized the importance of metaphor in theories about organizations. Finlayson (1987) presents some examples of how various writers portrayed organizations, such as anarchies, see-saws, space stations, garbage cans, savage tribes, octopoids, marketplaces, data processing stations, football matches, while other writers have seen them as theaters for the performances of dramas, roles and scripts and as political arenas for the pursuit and display of power. He states that each of these metaphors conjures up a different image of an organization in which certain features are emphasized and others are suppressed. However Morgan (1980) claimed that no one metaphor can capture the total nature of organizational life. The greater part of his work analyzes eight metaphors for organization, those of the machine, organism, brain, culture, political system, psychic prison, flux and transformation, and instrument of domination (Morgan, 1986).

Sergiovanni (1993) called on educators to change the metaphor used to describe schooling. He called on administrators to stop regarding the school as an organization and start regarding it as a community. Community emphasizes naturalistic over mechanistic relationships among the people involved in schooling. Under the terms of this metaphor, learning is nurtured or cultivated. It is not a product or an output.

2.4.2.5 Summary of Review of the Literature

The review of the literature revealed that there are various and competing explanations of school. For example, Functionalist Paradigm stresses the functions of teaching of cognitive or intellectual skills which the economic structure demands and maintaining the existing political order. However, Conflict theorists argue that school functions as an instrument of class domination and transmission of class-related values and attitudes. Interpretivists, on the other hand, have a local and micro perspective in analyzing school process. They consider how social actors produce and then share some norms and meanings related to school practices when they interact with each other. As a fourth way, Critical thought criticizes the mass-

education and states that the main purpose of mass-school education is to train the citizens and labor power for the modern industrial society.

As one of the traditional educational philosophies Perennialism perceives the school as an agency to cultivate rationality and search and dissemination of the truth. Essentialism, as another traditional educational philosophy, advocates the use of education as a civilizing agency which emphasizes the continuity between the knowledge and values of the past and the requirements of the present. The individual emphasis starts with Progressivism which constitutes a base for Social Reconstructionism as well. Progressivists argue that the goals of education should be based on the learner. Higher value should be given to the learners' freedom to explore and inquire, to their developing self-awareness and self-identity, to their questioning, challenging and self-learning habits and to enhancing sensitivity. In comparison to other philosophical orientations, it is the Existentialism that gives the highest priority to individual and development of individual's self-actualizing potentialities.

The review of school thought in Turkey revealed that our school system is based on Functionalism, Essentialism and Perennialism. It appears that the current educational system in Turkey is highly competitive, authoritarian, hierarchical, and oriented to memorization. It is also found that this approach eliminates the individual from the real implementation, provides a handicap for the development of critical thinking abilities, and development of free thought in Turkey. Therefore, there appears an urgency of grand changes in Turkish National Educational System that is also a necessity for the country to cope with the contemporary world.

Theoretical, philosophical and political descriptions of school concept seemed to be away from representation of real actors such as students, educators and parents. In addition, the school system in Turkey is institutionalized and implemented as independent from the subjects.

Review of the international literature indicated that, in the field of education, researchers use metaphor as a powerful tool to understand and to explore the current state of educational issues such as teaching, teacher education, staff development, school improvement, organizational culture, and classroom management. However, a review of the Turkish literature indicated that use of metaphors in educational researches is a very new attempt.

CHAPTER III

METHOD

In this chapter methodological procedures are presented. The major topics are the methodological background, problems, the sampling, data collection instrument, data collection procedures utilized, and analysis of the data.

3.1 Methodological Background

The purpose of this study is to understand how students, teachers and parents conceptualize "the school" in the current conditions of Turkey, through the help of metaphorical images they use in their everyday lives.

This study follows both survey and qualitative methods. It starts with a qualitative strategy, continues with a survey, and ends with a qualitative analysis of the data. The research was designed to collect data by allowing participants to use their everyday language. The purpose was to understand and interpret perspectives of actors involved in schooling process. Since qualitative approach concerns with the ways different people make sense out of their lives and understanding behavior from the subject's own frame of reference (Bogdan and Biklen, 1992), this study started with a preliminary qualitative design of collecting data through interview technique.

In modern social sciences, there is a tendency to investigate and understand the society by developing different methodologies rather than to examine the society and the relations within society to discover certain universal generalizations. People following this tendency do not want to follow the methodology of the natural sciences which is called positivism. Positivism, according to Sutton follows the principals:

- the assumption that factuality is a property of the empirical world and not of the observer,
- the separation of facts from meanings,
- the formal testing of hypotheses across multiple cases,

- the maintenance of objective distance in research,
- the use of value-free descriptive languages usually involving quantification,
- the generation of law-like statements (Sutton, 1993,p.411)

Schrag summarizes the critics to positivism on four grounds:

- a) It conceptualizes "treatments" as causes in much the same way that physicians construe pharmaceutical products as causes. The positivist paradigm reduces people to mechanistic systems.
- b) The paradigm tries to account for the rich and unpredictable complexity of human interaction by means of a few isolable variables. This reduces complex human dynamics to simplistic patterns.
- c) The paradigm employs "instrumental reasoning", by which is meant that the "treatment" is considered valuable not in its own right but only for its consequences. This alleged to preclude rational evaluation of the ends themselves.
- d) The paradigm considers the question of causation to be independent of the question of value (Schrag,1992,p.5).

The current movement in educational research is called qualitative, interpretivist or sometimes constructivist research. These methods generally imply interpretive procedures, relativistic assumptions, and verbally rather than numerically based representations of data.

Jacob (1987) argues that qualitative traditions may offer a richer and fuller understanding of education. In a review, he illustrates how these qualitative traditions could be used in educational research and classifies them into six historical traditions. These traditions:

- 1) Human Ethology: seeking to understand the range of behaviors in which people naturally engage.
- 2) Ecological Psychology: stressing the interaction of the person and environment in shaping behavior.
- 3) Holistic Ethnography: uncovering and documenting participants' perspectives.
- 4) Cognitive Anthropology: assuming that participants' perspectives are organized into cognitive or semantic schemata-categories of meaning that are systematically related to one another.
- 5) Ethnography of Communication: gathering data about verbal and nonverbal interactions, relying on participant observation and audio -or videotape of these interactions.

6) Symbolic Interactionism: understanding how individuals take and make meaning in interaction with others.

Gleshne and Peskin (1992) construct a similarity between the qualitative and quantitative method in terms of research design. They state that the qualitative method just like the quantitative method consists of statement of a purpose, posing a problem or raising questions, defining a research population, developing a time frame, collecting and analyzing data, representing outcomes and relying on a theoretical framework. "The assumption in qualitative analysis is that reality is socially constructed, subject matter is primacy, variables are complex, interwoven and difficult to measure. The purpose is to contextualize, interpret and understand actors' perspectives. The method ends with hypothesis and grounded theory, the researcher is an instrument, it is naturalistic or inductive, searches for patterns, seeks pluralism, complexity and makes minor use of numerical indices and descriptive writing. The researcher is personally involved with empathic understanding" (Gleshne and Peskin, 1992, p.6)

Bogdan and Biklen describe the qualitative research by stressing its characteristics. They inform us that all studies do not exhibit all the traits with equal potency.

1- Qualitative research has the natural setting as the direct source of data. Qualitative researchers are concerned with the context. They feel that action can best be understood when it is observed in the setting in which it occurs.

2- Qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers.

3- Qualitative researchers are concerned with process rather than simply with outcomes or products. Quantitative techniques have been able to show by means of pre- and - post testing that changes occur. Qualitative strategies have suggested just how the expectations are translated into daily activities, procedures, and interactions.

4- Qualitative researchers tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the abstractions are built as the particulars that have been gathered are grouped together.

5- Meaning is of essential concern to the qualitative approach. Researchers

who use this approach are interested in the ways different people make sense out of their lives. In other words, qualitative researchers are concerned with what are called participant perspectives. Qualitative researchers are concerned with making sure they capture perspectives accurately (Bogdan and Biklen, 1992, pp. 29-32).

The data collected through the qualitative method are soft, rich in description of people, places, and conversations, and not easily handled by statistical procedures. Research questions in this research are not framed by operationalizing variables; rather they are formulated to investigate topics in all their complexity, in context. Qualitative researchers do not approach the research with specific questions to answer or hypotheses to test. They also are concerned with understanding behavior from the subject's own frame of reference. External causes are secondary importance. They tend to collect their data through sustained contact with people in settings where subjects normally spend their time.

In educational literature related to this new movement of research, "Social anthropologists and ethnographers have stressed the importance of understanding the perspective of students, teachers, and others who are engaged in the educational enterprise. The ethnographers who study classroom behavior have especially insisted that educational researchers should avoid imposing their own theories on those who are the subjects of the study. The point of educational research, as the interpretivists see it, is rather "to understand the various meanings and 'rules of the game' that constitute and govern the culture of the classroom and not to try to prove one general theory or another" (Feinberg and Soltis, 1992, p.87).

Although results revealed that interview technique was suitable to gather data on images of students, teachers and parents, the idea that the number of participants in the sample might not cover the variety of images about the concept gave the way to the idea of enlarging the sample. For this reason, this study continued with a second attempt to collect metaphorical images from a larger group of people by following the survey strategy.

Survey research is one of the most common forms of research engaged in social sciences. It involves researchers asking a large group of people questions about a particular topic or issue. At the heart of this research, there lies obtaining answers from a large group of people to set of carefully designed and administrated

questions. They provide much of the data that monitor trends in a society, test our theoretical understanding of social and psychological processes, provide intelligence to market researchers, guide the campaign strategies, and in general give us much of current knowledge about the society (Rossi, et.al. 1983; Akers and Gillams, 1993; Babbie, 1971).

The major purpose of surveys is to describe the characteristics of a population. Researchers, following survey strategy, want to find out how members of a population distribute themselves on one or more variables such as age, ethnicity, religious preference, and attitudes toward school.

Akers and Gillams define three major characteristics that all surveys possess:

- 1- Information is collected from a group of people in order to *describe* some aspects or characteristics (such as abilities, opinions, attitudes, beliefs, and/or knowledge) of the population of which that group is a part.

- 2- The main way in which the information is collected is through *asking questions*; the answers to these questions by the members of the group constitute the data of the study.

- 3- Information is collected from a *sample* rather than from every member of the population (Akers and Gillams, 1993, p. 343).

There are two types of surveys that can be conducted; cross-sectional survey and longitudinal survey. A cross-sectional survey, as it is followed in the present study, collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time, although the time it takes to collect all of the data desired may take anywhere from a day to a few weeks or more. On the other hand, a longitudinal survey collects information at different points in time in order to study changes over time.

There are four basic ways to collect data in a survey - by administering the survey instrument live to a group; by mail; by telephone or through face-to-face interviews. Since it has advantages such as high rate of response and having the opportunity to explain the study and answer any questions of respondents, this study used direct administration to the group.

Most surveys rely on multiple-choice or other forms of what are called closed-ended questions. Multiple-choice questions allow a respondent to select his/her answer to from a number of options. They may be used to measure opinions,

attitudes, or knowledge. Another type to questioning is open-ended questions (Akers and Gillams, 1993). This study preferred to use open-ended questions, since they allow for more individualized responses and allow more freedom of response.

3.2. Statement of the Problem

The purpose of this study is to understand how students, teachers and parents conceptualize "the school" in the current conditions of Turkey, through the help of metaphorical images they use in their everyday lives. To enhance this understanding, the participants were also asked to state their metaphorical images for "the teacher", "the student", "the school principal", and "the parent". This study tries to answer the question: "What are the metaphorical images students, teachers and parents use to describe the school, the teacher, the student, the school principal, and the parent?"

3.2.1 Sub-problems:

- 1) What are the metaphorical images students use to describe "the school"?
 - a) What are the metaphorical images students use to describe "the school" by school?
 - b) What are the metaphorical images students use to describe "the school" by grade?

- 2) What are the metaphorical images students use to describe "the teacher"?
 - a) What are the metaphorical images students use to describe "the teacher" by school?
 - b) What are the metaphorical images students use to describe "the teacher" by grade?

- 3) What are the metaphorical images students use to describe "the student"(themselves)?
 - a) What are the metaphorical images students use to describe "the student" (themselves) by school?
 - b) What are the metaphorical images students use to describe "the student" (themselves) by grade?

4) What are the metaphorical images students use to describe "the school principal"?

a) What are the metaphorical images students use to describe "the school principal" by school?

b) What are the metaphorical images students use to describe "the school principal" by grade?

5) What are the metaphorical images students use to describe "the parent"?

a) What are the metaphorical images students use to describe "the parent" by school?

b) What are the metaphorical images students use to describe "the parent" by grade?

6) What are the metaphorical images teachers use to describe "the school"?

a) What are the metaphorical images teachers use to describe "the school" by school?

b) What are the metaphorical images teachers use to describe "the school" by status?

7) What are the metaphorical images teachers use to describe "the teacher" (themselves)?

a) What are the metaphorical images teachers use to describe "the teacher" (themselves) by school?

b) What are the metaphorical images teachers use to describe "the teacher" (themselves) by status?

8) What are the metaphorical images teachers use to describe "the student"?

a) What are the metaphorical images teachers use to describe "the student" by school?

b) What are the metaphorical images teachers use to describe "the student" by status?

9) What are the metaphorical images teachers use to describe "the school principal"?

a) What are the metaphorical images teachers use to describe "the school principal" by school?

b) What are the metaphorical images teachers use to describe "the school principal" by status?

10) What are the metaphorical images teachers use to describe "the parent"?

a) What are the metaphorical images teachers use to describe "the parent" by school?

b) What are the metaphorical images teachers use to describe "the parent" by status?

11) What are the metaphorical images parents use to describe "the school"?

a) What are the metaphorical images parents use to describe "the school" by school?

b) What are the metaphorical images parents use to describe "the school" by level?

12) What are the metaphorical images parents use to describe "the teacher"?

a) What are the metaphorical images parents use to describe "the teacher" by school?

b) What are the metaphorical images parents use to describe "the teacher" by level?

13) What are the metaphorical images parents use to describe "the student"?

a) What are the metaphorical images parents use to describe "the student" by school?

b) What are the metaphorical images parents use to describe "the student" by level?

14) What are the metaphorical images parents use to describe "the school principal"?

a) What are the metaphorical images parents use to describe "the school principal" by school?

b) What are the metaphorical images parents use to describe "the school" by level?

15) What are the metaphorical images parents use to describe "the parent" (themselves)?

a) What are the metaphorical images parents use to describe "the parent" (themselves) by school?

b) What are the metaphorical images parents use to describe "the parent" (themselves) by level?

16) What are the metaphorical images students use to describe school, student, teacher, school principal, and parent for future?

3.3. Sampling

Sample of the study consists of 517 4-8 grade students, 47 classroom and branch teachers and 101 parents from 3 public primary schools and 1 private school located in different districts of Ankara.

To decide these schools, the researcher used Ministry of National Education records about the distribution of the primary education schools according to the metropolitan districts of Ankara. These districts then categorized into three socioeconomic areas as: high, middle, and low. State Statistics Institute's records were used as the reference for this categorization. To have a representative sample, one school was derived randomly from each socioeconomic group. Additionally one private school was chosen to compare the data gathered from the public schools and the private school. School names were not stated anywhere in this study to ensure confidentiality. Distribution of students to schools included in the study are presented in Table 3.1.

Table 3.1 Distribution of students by schools and grades

Grades	Schools				total
	I. Public Primary School	II. Public Primary School	III. Public Primary School	IV. Private School	
4	12	-	37	-	49
5	-	-	44	26	70
6	26	44	40	-	110
7	19	36	59	29	143
8	31	57	57	-	145
total	88	137	237	55	517

When designing the sampling about parents, the researcher considered to take parents both from primary and secondary levels of basic education (4 through 8). Distribution of parents is presented in Table 3.2.

Table 3.2 Distribution of parents by school and level

Grade Level	Schools				total
	I. Public Primary School	II. Public Primary School	III. Public Primary School	IV. Private School	
4th and 5th grades	6	2	3	10	21
6th, 7th and 8th grades	9	37	11	23	80
total	16	39	12	34	101

No specific procedure was followed to select teachers. Only criteria used was to include both branch and classroom teachers in the sample. The researcher visited teachers' room in each school and asked present teachers whether or not they would like to participate in the study. Volunteers were administered the questionnaires. Distribution of teachers in the study is presented in Table 3.3.

Table 3.3 Distribution of teachers by school and status

Status	Schools				total
	I. Public Primary School	II. Public Primary School	III. Public Primary School	IV. Private School	
classroom teacher	5	1	2	5	13
branch teacher	10	12	10	2	34
total	15	13	12	7	47

3.4. Data Collection Instrument

In order to answer the question "What are the metaphorical images students, teachers and parents use to describe the school, the teacher, the student, the school principal, and the parent," 3 forms of questionnaires were prepared for students, teachers and parents.

At the preliminary design, the research was decided to be carried out with interviewing technique only. With the help of an interview schedule, 35 students, 13 teachers, 10 parents from 4 different schools in Ankara were interviewed. An interview schedule was prepared including the questions to elicit the participants' images of school, student, teacher, school principal and parent(see Appendix P and Q for interview schedules). Interviews were tape recorded, then were transcribed and content analyzed. Although results revealed that interview technique was suitable to gather data on images of students, teachers and parents, the idea that the number of the participants in the sample might not cover the variety of the images about the concepts gave way to the idea of enlarging the sample. Then, it was decided to collect metaphorical images from a larger group of people that would enrich the data set on images. Questionnaires were administered to achieve this purpose.

Three forms of questionnaires were developed for students, teachers and parents (see Appendix R, S, T, U, W, X for complete questionnaire forms for all groups). In order to develop the forms of questionnaires, the questions and results of the preliminary interviews were taken as the base. In addition, the literature related to the use of metaphor as a tool for investigating individuals' thinking and conceptualization were reviewed. During this review it was observed that there was a number of recent studies suggesting that the use of metaphors could be a useful way of capturing individuals' understandings and conceptions about the school, the teaching, the teacher, the student, and the school principal (Munby, 1986; Bullough, 1990; Marchant, 1992; Weinstein, Woolfolk and Shanker, 1994; Inbar, 1996). Some of these studies have derived metaphors from individuals' behavior or descriptive language, while others asked individuals to generate a metaphor to describe their beliefs and images of the teacher, teaching, the school, etc. This study utilized the latter approach.

In literature, it was recognized that some researchers presented a list of

metaphorical images, similes or analogies to participants and wanted them to choose the best one to show their thinking or to check images on a Likert-type scale. Some others used both open ended statements asking participants to complete each of statements by generating a metaphorical image and Likert-type scale together in the same questionnaire.

Since there is no completed research using metaphorical images as a way of data collection in the Turkish literature and the idea that metaphors represent social and cultural characteristics of the society and life facilities of the respondents from different social classes, it was preferred to use open- ended statements in this study asking participants to complete each of statements by generating a metaphorical image.

Open-ended statements in the questionnaires were designed to get metaphorical images about school, teacher, student, school principal, and parents and the reason for generating such images.

example:

My school is like a

Because;

For practical reasons, participants were first asked in the questionnaire forms to think about "their school". It was thought that if someone is asked to talk about "the school" which is somehow an abstract concept, it becomes difficult to think and talk about the concept and produce images. However, when the question asked about a real place and people, it helps individuals to think concretely. This practice also helped the researcher to make comparisons between the schools included in the study.

All questionnaires were similar in context. Additionally, students were asked to write their grade level. Teacher were asked to write their branches. Parents were asked to write their children's grade levels.

3.5. Data Collection Procedures

Data were collected through questionnaires. Questionnaires were administered starting from the beginning of the March 1997 and ended at the end of

the May 1997. After taking official permissions from the Ministry of Education and local authorities in Ankara, the first point of contact in schools was the school principals or assistant principals.

For the administration of questionnaires, each of the selected schools were visited and school principals or assistant principals were asked for help to select classes for application. By checking course schedules, classes were selected starting from 4th graders. Since the second school in the sample had just started to follow primary education program during the application of the questionnaire, the student sample in this school consisted of 6th, 7th and 8th graders. In the private school, however, assistant principals allowed to administer questionnaires to only 5th and 8th graders because of the intensity of curriculum in May. In the first school, the 5th grade students could not be included in the sample because they were on a trip at two visits of the researcher..

For teacher questionnaires, 47 teachers accepted to volunteer participants. They were administered questionnaires in their resting times in teachers' rooms in each school.

Parent questionnaires were sent with students, who have already answered the questionnaires at school time. In the second visit, the researcher collected returned parent questionnaires. Return rate of these questionnaires was 17 %.

3.6. Analysis of Data

Data collected through student, teacher and parent questionnaires were analyzed by following a qualitative method which began by reading all the data that include metaphorical images produced by the participants. Then, major labels were identified and metaphorical images were classified according to their contextual similarity and each classified image groups were given a name that showed main theme of the group (Patton, 1987; Glesne and Peshkin, 1992).

Further details on data analysis are presented as follows:

1) All questionnaires were grouped according to sample groups involved in the study as student questionnaires, teacher questionnaires, and parent questionnaires by schools.

2) Total number of questionnaires were calculated and sample distribution tables were prepared.

3) Answers in the questionnaires were read one by one carefully to have a general idea about the variety of metaphorical images stated by respondents.

4) Metaphorical images, similes, analogies, descriptions and adjectives were selected and written on different files by using a word-processing program on computer. Although the primary purpose of the questionnaires was to get metaphorical images from respondents, similes, analogies, descriptions and some times adjectives were also incorporated in the results in order not to miss richness of information.

5) These files were printed and made ready for labeling.

6) Metaphorical images were grouped according to their contextual similarity and the reasoning stated by respondents for each item. After the grouping process, different groups of metaphors were labeled using headings, which implied their content. Some of them were chosen from often repeated images and others were developed by the researcher.

Example:

metaphorical group: "school as a world of growth and development"

images grouped : a garden full of flowers

a tree that gives fruits

a forest

a nursery

These metaphorical groups constructed for "the school", "the teacher", "the student", "the school principal", and "the parent" were employed similarly in analyzing the data gathered from students , teachers and parents.

7) Before carrying out a descriptive analysis based on percentages, metaphorical images clustered under each metaphorical group, were checked by two colleagues, one from the Department of Guidance and Counseling and one from the Department of Political Science and Public Administration at the Middle East Technical University to increase the reliability of the categories..

8) Then a descriptive data analysis was employed to get frequencies and percentages of metaphorical groups. Since, the number of the metaphorical images generated by the respondents was taken as the basis of the frequencies and percentages rather than the number of the respondents in calculating these frequencies, total frequencies in the results calculated for each table vary from table to table, and the number of participants in the sample.

9) Data analyses were repeated to see the differences between students' perceptions according to schools and grade levels, teachers' perceptions according to schools and status, and parents' perceptions according to their children's schools and grade levels.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the findings of the study concerning each sub-problem statement in the previous chapter.

4.1. Results concerning metaphorical images which students used to describe their school:

The following metaphorical groups (Table 4.1) were drawn from the analysis of 408 metaphorical images (see appendix A) stated by 517 students who were attending 4 different primary schools in Ankara.

Table 4.1 Students' Metaphorical Images of Their School

Metaphorical Groups <i>School as</i>	All Students	
	f	%
a care-giving place	119	29.17
a place of discipline and authority	88	21.57
a place of knowledge and enlightenment	66	16.18
a place of chaos	36	8.82
a world of growth and development	34	8.33
a place of fun and entertainment	25	6.13
a nice and beautiful place	18	4.41
an instrument of change and advancement	9	2.21
a nasty and low quality place	7	1.72
a work-place	6	1.47
TOTAL	408	100

The results in Table 4.1 indicate that the most frequently stated metaphorical images by students were the images grouped under the theme named "school as a care-giving place" (29.17 %). This metaphorical group included the images like; family, big house, home, kindergarten, my home, second home, bird nest, day-care center, warm home, family atmosphere, children's park, love, home of love. Students

conceptualized the school as "care-giving place" by using images based on a connotation to their homes. They mentioned the similarities between, for example, their parents and teachers, their brothers and sisters and students in their classroom, and atmosphere in home and in school. For example, a 5th grade student said "everybody behaves me friendly like my mother, father, brother, and sister." A 7th grade student said, "school is like my home, because I spend half of a day in my school. I see my friends more than my mother and father." Another student wrote, "school is like a family atmosphere. Friends are my brothers and sisters, and teachers are like my mother and father."

Following metaphorical images like school as a prison, a nut-house, a cage, a closed room, match box, gendarme, hell, a modern prison, machine that hold tightly, electric cooker, inside of four walls, and zoo were grouped under the theme of "school as a place of discipline and authority" (21.57 %). They considered school as "a place of discipline and authority " because, for example, a 7th grade student said, "In school, my soul gets depressed. Like in a nut house, my soul does not feel free." Another student wrote, " I feel myself tightened by a frame. I want to get out of this frame, but it is impossible."

Under the metaphorical group named "school as a place of knowledge and enlightenment", following images were brought together: science house, library, book, computer, knowledge bank, science area, knowledge box, education house, knowledge machine, source of knowledge, source of light. This metaphorical group had 16.18 %. Students mainly emphasized in their images the school's function of the transmission of knowledge. They stated school as an institution where teaching and education processes are carried out. For example, a 5th grade student wrote, "school where young children come and take knowledge." A 4th grade student said, "school is like a knowledge box, because our teacher explains and teaches us everything."

This is followed by the metaphorical group named "school as a place of chaos" with 8.82%. School as a circus, a repairing shop, a bad hospital, a building under construction, cacik (cold mixture made of yogurt, garlic and chopped cucumber), an untidy house were the images grouped under this general theme. Students stated that they did not understand what was happening in their schools. Some people come and spend half of their days but nobody knows what they do. An

8th grade student said, "our schools do not have any goal or any direction." Another student said, "our school is like a disorganized repairing shop where all instruments stay in wrong places."

Students also used the images like school as a garden, a tree, a farm, a flower garden, a forest, a fruitful tree, a nursery which were grouped under "school as a world of growth and development" (8.33 %). If the school is like a garden, flowers and fruits are the children being raised by the teachers. A 8th grade student said that "every time new students come to this school and go. They are like fruits of a tree. Each year new fruits are cultivated from this tree."

The metaphorical group named "school as a place of fun and entertainment" (6.83%) includes the following images; school as a twittering place, school as Youth Park, a colorful house, a toy house, disco, entertainment place, colored drawing book, patisserie, a place with too many facilities to spend the spare times. Some of the students perceived their schools as a playing garden, a Youth Park, a toy house where they meet with their friends and enjoy their time together. A 6th grade student stated that "my school is like a disco, because everyday I enjoy my time here."

Students also used images like school as a palace, a paradise, a dream, a flower, heaven to describe their schools. These images were grouped under the theme "school as nice and beautiful place" (4.41%). Students referred generally the physical characteristics. They generated images like a big-large villa, a new model car, dream, flower, heaven, palace.

Images like school as a car, an elevator, bridge, bus, kağrı (ox cart with two solid wooden wheels), and stairs were grouped under "school as an instrument of change and advancement" (2.21 %). Students perceived the school where they changed. Different than the metaphorical group "school as a world of growth and development", students under this metaphorical group mentioned the change takes place during the schooling process. Students stated that "like climbing stairs, we get advanced each year." However this is not happening in each school at equal speed. For example, a student said that "our school is like a kağrı. Everything flows very slow. I expect our school will get similar to other good schools."

The metaphorical group, "school as a nasty and low quality place" (1.72 %), includes images like gecekondu (house built without acquiring the land rights,

especially squatter's house), a garbage dump, garbage mountain, toilet, a barn with large windows. Students seemed to be uncomfortable because of the physical facilities their schools have and dirtiness in their schools. A 6th grade student said that "our school is like a garbage, it is very dirty. In toilets, there is no water. Our desks are very old."

The least frequently stated images were the images grouped under "school as a work-place" (1.47 %). Images like a big company, a building under construction, a beehive, an office were grouped under "school as a work-place". When students defined the school as "a work-place", they mentioned how they worked hardly like bees in a beehive.

Overall results expose that students have positive attributes to their schools. "School as a care-giving place" appears to be the basic function of basic education. Although this shelters the meaning in school as a community, the images grouped under this category indicate that school is perceived by students as a place serving for taking care of children and soothing them. Images of "teacher as a mother/father" also supports this finding. Schools are seen as the continuity of the family. This proves that our schools follow the primary principles of the functionalist approach to education. The images emphasizing the schools' function of the transmission of knowledge sounds the influence of both functionalist and essentialist approaches to education.

This becomes clearer in the images of "school as a world of growth and development" and "school as an instrument of change and advancement". These images indicate that schools function to shape young generations. If school is a garden where plants are both raised and pruned, and if necessary the couch grass are cleaned by gardeners, students become passive participants to the school process. Although this image seems to be a positive attribute to our schools, it conflicts with the principles of contemporary education which insist on active participation of individual learners to the process of teaching and learning.

The image of "school as a place of discipline and authority" indicates that our school organizations are highly authoritarian and disciplined, in which students feel themselves as being subject to strict rules, pressure, and control.

Students' image of "school as a place of chaos" indicate that goals in our schools are not clearly defined and supervised. Students feel themselves as living in a disorganized repair shop. They state that "some people, teachers, students, and administrators, come everyday a place called school and spend about eight hours together without knowing actually why they are there and what are their goals."

Bad physical conditions such as toilets without water and laboratories without equipment and other low facilities that schools provide for their students seem to be another crucial problem of our schooling system.

4.2 Results concerning the metaphorical images students used to describe the school which they attend, by school:

The analyses were repeated to compare four schools with each other. Results revealed that general picture showed slight differences from school to school.

Table 4.2 Students' Images of School, by Schools

Metaphorical Groups <i>School as</i>	Schools							
	School I		School II		School III		School IV	
	f	%	f	%	f	%	f	%
a care-giving place	31	43.66	26	23.21	46	25.14	13	38.10
a place of discipline and authority	8	11.27	32	28.57	37	20.22	11	26.19
a place of knowledge and enlightenment	6	8.45	23	20.54	33	18.03	4	9.52
a place of chaos	7	9.86	16	14.29	13	7.10	-	-
a world of growth and development	12	16.90	5	4.46	17	9.29	-	-
a place of fun and entertainment	2	2.82	7	6.25	11	6.01	5	11.91
a nice and beautiful place	1	1.41	-	-	12	6.56	5	11.91
an instrument of change and advancement	-	-	-	-	9	4.92	-	-
a nasty place & low quality place	3	4.23	3	2.68	1	0.56	-	-
a work-place	1	1.41	-	-	4	2.19	1	2.38
TOTAL	71	100	112	100	183	100	42	100

a) Students in the first school, which was selected to represent the low socioeconomic primary schools in Ankara, firstly described their school as a care-giving place (43.66 %). This is followed by images grouped under "school as a world of growth and development" (16.90 %)., "school as a place of discipline and

authority" (11.27 %), "school as a place of chaos" (9.86 %), "school as a place of knowledge and enlightenment" (8.45 %), "school as a nasty and low quality place" (4.23 %), and "school as a pace of fun and entertainment" (2.82%). Least frequently used metaphorical images in this school were belonging to "school as a work-place" (1.41 %), and "school as a nice and beautiful place" (1.41 %).

b) Although the general trend was followed in the second school which was selected to represent middle socioeconomic status public primary schools in Ankara, the results indicated that there were some minor difference. In this school, the most frequently used metaphorical images were the images grouped under "school as a place of discipline and authority" (28.57 %). This is followed by "school as a care-giving place" (23.21 %), "school as a place of knowledge and enlightenment" (20.54 %), and "school as a place of chaos" (14.29%), respectively. As another difference from the whole sample, the metaphorical group named "school as a place of fun and entertainment" (6.25 %) preceded "school as a world of growth and development" (4.46 %) and "school as a nasty and low quality place" (2.68%). Students in this school did not state any image for the metaphorical groups of "school as a place of change and advancement", "school as a work-place" and "school as a nice and beautiful place".

c) Analyses of the images from the third school which was selected to represent the high socioeconomic status public primary schools in Ankara revealed that the first three metaphorical groups had the same frequency ordering with the general findings. Percentages for the first three groups are as follows: "school as a care-giving place" (25.14 %), "school as a place of discipline and authority" (20.22 %), and "school as a place of knowledge and enlightenment" (18.03 %). These are followed by "school as a world of growth and development" (9.29 %), "school as a place of chaos" (7.10 %), "school as a nice and beautiful place" (6.56%), and "school as a place of fun and entertainment" (6.01 %). Metaphorical group called "school as a place of change and advancement" (4.29 %) was only stated in this school. Images grouped under "school as a work-place" (2.19 %) and "school as a nasty and low

quality place" (0.56 %) were the least frequently stated metaphorical images in this school.

d) The fourth school, a private college, was selected to compare public and private schools. The most frequently used metaphorical images in this school were the images grouped under "school as a care giving place" (38.10%) and "school as a place of discipline and authority" (26.19 %). These were followed by metaphorical groups named "school as a place of fun and entertainment" (11.91%), "school as a nice and beautiful place (11.91 %), "school as a place of knowledge and enlightenment" (9.52 %). The least frequently used images by students were the images grouped under "school as a work place" (2.38 %).

It is generally observed that students in the first, the third and the fourth schools defined their schools firstly as "a care-giving place". Although in all schools students produced the images characterizing the school as "a place of discipline and authority", students in the second school used these kind of images more than the students in other schools. Students in the first school which was selected to represent low socio-economic public primary schools in Ankara, referred prison like images relatively less than the students in other schools.

While students attending public primary schools in the sample used the images describing their schools as "a place of chaos", this result was not observed for the students attending the private college in the sample. Likely, students from the private school did not produce any image referring the metaphorical groups named "school as a world of growth and development" and "school as a place of knowledge and enlightenment". Students attending the first school in the sample produced more images referring "school as a world of growth and development" than the students attend other schools.

Although the images describing the school's nasty and low physical facilities were most used by public primary school students, students attending the private college did not use any image referring to this metaphorical group. Students attending the private college used the images referring the metaphorical group of "school as a nice and beautiful place" more than the students attending public

primary schools in the sample. This may show that the private school has better facilities than the public schools.

Images grouped as "school as place of change and advancement" were only produced by the students attending the third school in the sample.

Analysis concerning school differences reveal that students attending the low SES public school have more positive attitudes toward their school. Their positive attitudes show that they have high expectations from education. This may be originated from the belief that education provides a channel for social mobility. This proves the aim to Functionalist approach attributed to schools. According to Functionalists, schooling create a society of equal opportunity. They argue that effort and ability rather than family background determine a person's status. However, both conflict and critical approaches to education suppose that schools provide only an illusion of objectivity, neutrality, and opportunity. When we consider researches carried out in Turkey, it appears that it is the schools' social class composition which determines students' academic achievement (Köse, 1990). This study indicate that students' educational expectations are determined by their social class background.

While students attending public schools used the images of "school as a world of growth and development" and "school as an instrument for change and advancement", students attending the private school did not refer to these images. It seems that public schools are identified with these two basic and traditional functions. As it is stated in the general findings related to students' images of school, these images imply passivity, obedience, and dependency. That means students attending public schools are subjected to these situations more than the students attending private schools.

In addition, students attending public schools described their schools with the images of "school as a nasty and low quality place". This may show that the public schools have lower facilities than the private schools.

4.3 Results concerning the students' metaphorical images about school which they attend, by grade

Table 4.3 Students' Images of School According to Grade Levels

Metaphorical Groups	4th grade		5th grade		4&5		6th grade		7th grade		8th grade		6,7&8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
<i>school as</i>														
a care-giving place	31	55.36	23	46.00	54	50.94	24	28.92	16	15.09	25	22.12	65	21.52
a place of discipline and authority	2	3.57	6	12.00	8	7.55	12	14.46	42	39.62	26	23.01	80	26.49
a place of knowledge and enlightenment	10	17.86	5	10.00	15	14.15	15	18.07	23	21.70	13	11.50	51	16.89
a place of chaos	–	–	3	6.00	3	2.83	5	6.02	5	4.72	23	20.35	33	10.93
a world of growth and development	5	8.93	2	4.00	7	6.60	13	15.66	1	0.94	13	11.50	27	8.94
a place of fun and entertainment	3	5.36	3	6.00	6	5.66	5	6.02	9	8.49	5	4.42	19	6.29
a nice and beautiful place	5	8.93	4	8.00	9	8.49	5	6.02	3	2.83	1	0.88	9	2.98
an instrument of change and advancement	–	–	2	4.00	2	1.88	–	–	5	4.72	2	1.77	7	2.32
a nasty & low quality place	–	–	–	–	2	1.88	4	4.82	1	0.94	2	1.77	7	2.32
a work-place	–	–	2	4.00	–	–	–	–	1	0.94	3	2.65	4	1.32
TOTAL	56	100	50	100	106	100	83	100	106	100	113	100	302	100

a) As can be seen in Table 4.3, results of 4th and 5th graders indicate that the most frequently stated metaphorical images were the images which were grouped under "school as a care-giving place" (50.94 %). This is followed by "school as a place of knowledge and enlightenment" (14.15 %) and "school as a place of discipline and authority" (7.55 %). Metaphorical group named "school as a nice and beautiful place" (8.49 %) had the fourth sequence among the other metaphorical group for the students of 4th and 5th grades.

The percentages for the other metaphorical groups were as follows: "school as a world of growth and development" (6.60 %), "school as place of fun and entertainment" (5.66 %), "school as a place of chaos" (2.82 %), "school as a place of

change and advancement" (1.88 %), and "school as a work-place (1.88 %) students from 4th and 5th grades did not state any image for the metaphorical group called "school as a nasty and low quality place".

b) Analyses of the images by the students from 6th, 7th and 8th grades show that the most frequently stated metaphorical images were the images grouped as "school as a place of discipline and authority" (26.49 %). This is followed by "school as a care-giving-place" with (21.52 %), "school as a place of knowledge and enlightenment" (16.89 %) "school as place of chaos" (10.93 %), "school as a world of growth and development" (8.94 %), "school as a place of fun and entertainment" (6.29 %), a school as a nice and beautiful place " (2.98 %), "school as a nasty and low quality place" (2.32 %) and "school and a place of change and advancement" (2.32 %).

The least frequently stated images were the images grouped as "school as a work-place" (1.32 %).

Although there were some differences, general tendency holds true here in terms of sequences and percentages of the metaphorical groups in 4th and 5th grade and 6th, 7th and 8th grade students' perceptions. On the other hand, results concerning students' metaphorical images about their schools by grade revealed that 4th and 5th graders perceived their schools firstly and mainly as "a care-giving place". However 6th, 7th and 8th graders perceived their schools firstly as "a place of discipline and authority". This finding is the most important difference between 4th and 5th grade and 6th, 7th and 8th grade students' description of their schools. By the way 4th and 5th grade students also produced images describing the school as a place of discipline and authority.

6th, 7th and 8th grade students used more images defining the school as "a place of chaos". While 6th, 7th and 8th grade students used images grouped under "school as a nasty and low quality place", 4th and 5th grade students did not produce any image referring this metaphorical group. In addition, images grouped as "school as a nice and beautiful place" took relatively higher priority among 4th and 5th grade students than 6th, 7th and 8th grade students.

It seems that 4th and 5th grade students hold more positive attitudes toward their schools than 6th, 7th and 8th grade students. 6th, 7th and 8th grade students

tend to mainly describe their schools with the images of "school as a place of discipline and authority". 4th and 5th grade students use the images of "school as a care-giving place" and "school as a nice and beautiful place" more than the 6th, 7th and 8th grade students. It seems that when students get older, their positive attitudes toward school decline decrease. One of the possible reason for this tendency may originate from students' age-level characteristics. It is a well known fact that adolescence period children tend to show more negative attitudes toward their parents, other adults around and authority and rules. The adolescents become very focused on their own ideas rather than others' (Woolfolk, 1993). Another possible reason may be related to the different behaviors of teachers, administrators, and parents toward 4th and 5th grade and 6th, 7th and 8th grade students. For example, results concerning teachers' images of school and themselves indicate that classroom teachers tend to have relatively positive attitudes toward school and students than the branch teachers.

According to students, as the grade level increases school atmosphere turns from a family-like atmosphere to a prison.

4.4 Results concerning student' metaphorical images about their teachers:

Following metaphorical groups (Table 4.4) were drawn from the analysis of 406 metaphorical images (see Appendix B) stated by 517 students to describe their teachers.

Table 4.4 Students' Images of Teacher

Metaphorical Groups Teacher as	All Students	
	f	%
an angel	98	24.14
a care-giver	90	22.17
an destructive and harmful person	55	13.55
a source and transmitter of knowledge	46	11.33
an authoritative person	40	9.85
a beacon spreading light around	20	4.93
a mechanical and alienated person	18	4.43
a person who mold and shape	18	4.43
a vital element	13	3.20
a survivor	8	1.97
TOTAL	406	100

The result in the Table 4.4 reveals that the most frequently stated images were the images grouped under "teacher as an angel " (24.14 %), and "teacher as a care-giver" (22.17 %). Such images were grouped under the first metaphorical theme as: teacher as an angel friend, a diamond, a flower, a prophet, human being, and, in the second group, teacher as a mother, a member of the family, my father, my family, my second mother.

Concerning the image of "angel" students perceived their teachers as very kind people who are always helpful, good hearted, sympathetic, and sensitive to their problems. With these characteristics teachers are like holy people in the eyes of their students. Students stated that teachers show them which way is right and which way is wrong. A 5th grade student said that "Teachers are like angels, because they show us the right way. They teach us to respect rights of others. So they are great people." Another 6th grade student compared teachers with flowers and said, "teachers are like flowers, because they are very kind and good hearted people and they are full of love."

Students compared their teachers with their mothers and fathers by referring their care-giving attitudes and their teaching roles as adults like the other adults in their families. For example, a 4th grade student said, "teachers are like mothers and fathers, because they teach us something like our mothers and fathers do. They behave us with love." An 8th grade student stated that "our teachers are friendly and warm people like our mothers."

Metaphorical images like teacher as a witch, a killer, Azrael (death angel), a bogeyman, a dracula, a beating machine, a butcher were grouped as "teacher as a destructive and harmful person" with 13.55% had the third ordering among the other metaphorical groups. Students mainly mentioned teachers' violent behaviors toward themselves. For example, a 7th grade student said that "teachers are like cube of anger. They are always ready to shout. I think they wait us to say something bad to get angry. They are like a bomb ready to explode." An 8th grade student stated, "teachers are like executioners. They beat us unjustly. Sometimes I think they want to break off our skulls."

Then students characterized their teachers as "source and transmitters of knowledge". This metaphorical category included images like teacher as a computer,

a book, a knowledge source, walking library, scientist, a knowledge wardrobe, information source had a percentage of 11.33%. An 8th grader used the book image for teachers and said, "teachers are full of knowledge and they give us whatever they know." Another student stated that "our teachers are like encyclopedias. Each of them is specialized in certain branches and they give us their knowledge about their branches."

This was followed by "teacher as an authoritative person" (9.85 %) including the images such as an administrator, a boss, an emperor, a shepherd, a prison-guard, a king, a soldier. Teachers were perceived by some of the students as putting limits to the behaviors of the students. They want students to do whatever they say without questioning. A 7th grade student said, "our teachers are like prison guards. They always watch and control us." Another 7th grader said, "our teachers always command us. They say just 'do this, don't do this'. I think they get crazy, because they behave like crazy people."

Teachers were also perceived as struggling with darkness, sun lighting the world by mentioning teachers' directing and enlightening roles. Images teacher as a candle, Atatürk, a light, a light struggling with darkness, a projector lighting knowledge onto children were grouped together under the metaphorical group of "teacher as a beacon spreading light around" (4.93%). An 8th grade student said, "a teacher is like a candle enlightening his/her around with knowledge."

Students also mentioned teachers' alienation to their jobs. Metaphorical images like teacher as a useless machine, a cow (we are milking the knowledge), creatures whose vocal cords are out of tune, a foreigner, a machine, a robot, a living dead were grouped under "teacher as a mechanical and alienated person" with 4.23%. They referred teachers' mechanical behaviors like robots and their behaviors without emotions like a machine. A 7th grade student stated that "teachers are like foreigners in the street I see everyday. One difference is that I know their names. They come to classroom lecture and go like a machine."

Images like a gardener, a cook, an architecture, a master, a sculptor were grouped under "teacher as a person who mold and shape" (4.43%). Students said, teachers are like gardeners raising students like plants.

For some students, teachers like bread and water which are vital in our lives. This metaphorical group named "teacher as a vital element" (3.20%) included metaphorical images like teacher as a soil, a bread, water, a holy person, everything, my hearth. An 8th grader said, "teachers are like water and bread feeding us with their knowledge. We can not do anything if there were no teachers."

Teachers were also perceived as hard-workers and self-sacrificing people. This metaphorical group, "teacher as a survivor" (1.97%), includes images like teacher as an ant, a bee, a fellow sufferer, long-suffering, magician (who tries to make the spectators happy), Rambo (they give lecture even in bad conditions).

Overall results indicate that students mainly describe their teachers with the images of "teacher as an angel" and "teacher as a care-giver". These images show that students have positive attitudes towards their teachers. However, at the same time, they produced the images of "teacher as a destructive and harmful person" and "teacher as an authoritative person". These findings presents a similarity between students' images of school and teacher.

According to students' images, care-giving, transmission of knowledge, enlightening the people, and shaping young generations, appear to be basic roles of teachers in our schools.

Students also mention teachers' problems. According to students, they carry out a routine and mechanical job; and they do not have power on educational system. In addition, teachers have to fight with their low living standards. It is also clear that students perceive their teachers absolutely necessary for their lives.

4.5 Results Concerning students' metaphorical images about their teachers, by school:

Table 4.5 Students' Images of Teacher According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Teacher as</i>	f	%	f	%	f	%	f	%
an angel	17	22.08	26	24.30	46	26.14	9	19.57
a care-giver	28	36.36	19	17.76	32	18.18	11	23.91
an unkind & harmful person	1	1.30	23	21.50	19	10.80	12	26.08
a source and transmitter of knowledge	9	11.69	18	16.82	13	7.39	6	13.04
an authoritative person	2	2.60	6	5.62	29	16.48	3	6.52
a beacon spreading light around	5	6.49	4	3.74	9	5.11	2	4.35
a mechanical and alienated person	3	3.90	7	6.54	7	3.98	1	2.17
a person who mold and shape	1	1.30	2	1.87	14	7.95	1	2.17
a vital element	9	11.69	1	0.93	2	1.14	1	2.17
a survivor	2	2.60	1	0.93	5	2.84	-	-
TOTAL	77	100	107	100	176	100	46	100

a) Students in the first school firstly described their teachers as mother (36.36%). This is followed by "teacher as an angel" (22.08%), "teacher as a source and transmitter of knowledge" (11.69%), "teacher as a vital element" (11.64 %), "teacher as a beacon spreading light around " (6.49%), and "teacher as a mechanical and alienated person" (3.90%). Images grouped under " teacher as a survivor " (2.60%), "teacher as an authoritative person" (2.60%), "teacher as a destructive and harmful person" (1.30%), and "teacher as a person who mold and shape " (1.30%) were the least frequently stated metaphorical images in this school.

b) Students in the second school mostly used the metaphorical images grouped as "teacher as an angel" (24.30%). Metaphorical group called "teacher as a destructive and harmful person " with 21.50% had the second ordering among the other groups. This is followed by "teacher as a care-giver" (17.76%), "teacher as a source and transmitter of knowledge" (16.82%), "teacher as a mechanical and alienated person" (6.54%), "teacher as an authoritative person" (5.61%), and "teacher as a beacon spreading light around" (3.74%), respectively. Least frequently used

images in this group were the images describing the teacher as "a person who mold and shape" (1.87%), "a vital element" (0.93%), and "a warrior or survivor" (0.93%).

c) Although the general holds the third school, the following differences need to be mentioned. The metaphorical group named "teacher as an angel" (26.14%) had the highest percentage. This is followed by "teacher as a care-giver" (18.18%), "teacher as an authoritative person" (16.48%) and "teacher as a destructive and harmful person" (10.80%), "teacher as a person who mold and shape" (7.95%), "teacher as a source and transmitter of knowledge" (7.39%), "teacher as a beacon spreading light around" (5.4%), and "teacher as a mechanical and alienated person" (3.98%), respectively. Least frequently used metaphorical images in this school were belonging to the metaphorical groups called "teacher as a survivor" (2.84%) and "teacher as a vital element" (1.14%).

d) The most frequently used metaphorical images in the fourth school were "teacher as a care-giver" (23.91%), "teacher as a destructive and harmful person" 26.08%, "teacher as an angel" (19.57%), and "teacher as a source and the transmitter of knowledge" (13.04%). These are followed by metaphorical groups named "teacher as an authoritative person " (6.52%), "teacher as a beacon like a light" (4.35%). Least frequently used images in this school were belonging to metaphorical groups called "teacher as a mechanical and alienated person" (2.17%), "teacher as a vital element" (2.17%), and "teacher as a person who mold and shape" (2.17%). Students in this school did not state any image for the metaphorical group called "teacher as a survivor".

Analyses to compare teacher conceptions of students attending different schools indicate that students attending the first school which was selected to represent low-socio-economic status public primary schools, are different than the other students attending the other schools in the sample in terms of their positive attitudes towards their teachers in their images. For example, "teacher as an authoritative person" and "teacher as a destructive and harmful person" had lower percentages in this school comparing to other schools. Students in this group mainly defined their teachers as care-givers, angels, source and transmitters of knowledge, a vital element, and a beacon spreading light around. Perceiving the teacher as "a beacon spreading light around " had the highest percentage in this school compared

to others. In addition, the images of teacher as a bread and water were only produced by the students attending the first school.

As it is observed in students' conception of school, students from low SES school have more positive attitudes towards their teachers. Since they have high expectations from education, they develop positive attitudes both toward school and teachers.

Interestingly, images grouped as "teacher as an authoritative person" and "teacher as a destructive and harmful person" were more frequently used by private college students than public school students. Results also indicate that students experience authoritative and destructive relations in our schools.

Although students attending to the second school which was selected to represent middle socio-economic public primary school in Ankara, students attending to the third school which was selected to represent high socio-economic status public primary school in Ankara, and students attending the fourth school which was a private college indicated similar tendencies in describing their teachers, there were some slight differences. Students in the second and the third schools defined their teachers firstly as angels, but students in the fourth school characterized their teachers as care-givers. Although in the third school, "teachers as "care-givers" received the second highest ordering, students attending to the second school and the fourth school described teachers as "destructive and harmful people" after the image "teacher as an angel".

Relatively more images were produced by public primary school students about teachers' alienation to their jobs than by private college students. In addition, students attending private college did not use any image referring the metaphorical group named "teachers as survivor".

4.6 Results concerning the students' metaphorical images about their teachers, by grade:

Table 4.6 Students' Images of Teacher According to Grade Levels

Metaphorical Groups	4th grade		5th grade		4&5		6th grade		7th grade		8th grade		6,7&8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
<i>Teacher as</i>														
an angel	14	31.11	27	48.21	41	40.59	28	35.44	11	10.38	18	15	57	18.69
a care-giver	21	46.67	14	25	35	34.65	14	17.72	18	16.98	23	19.17	55	18.03
an destructive & harmful person	-	-	2	3.57	2	1.98	10	12.66	23	21.70	20	16.67	53	17.38
a source and transmitter of knowledge	3	6.67	6	10.71	9	8.91	12	15.19	13	12.26	12	10	37	12.13
an authoritative person	-	-	2	3.57	2	1.98	3	3.79	22	20.75	13	10.83	38	12.46
a beacon spreading light around	1	2.22	1	1.79	2	1.98	7	8.86	8	7.55	3	2.5	18	5.90
a mechanical and alienated person	-	-	1	1.79	1	0.99	3	3.79	3	2.88	11	9.17	17	5.57
a person who mold and shape	5	11.11	2	3.57	7	6.93	2	2.53	4	3.77	5	4.17	11	3.61
a vital element	1	2.22	-	-	1	0.99	-	-	3	2.83	9	7.5	12	3.93
a warrior and survivor	-	-	1	1.79	1	0.99	-	-	1	0.94	6	5	7	2.30
TOTAL	45	100	56	100	101	100	79	100	106	100	120	100	305	100

a) Analysis of images by students at 4th and 5th grades show that the most frequently stated images are the ones grouped under "teacher as an angel" (40.59%) and "teacher as a care-giver" (34.65%). These are followed by "teacher as a source and transmitter of knowledge" (8.91%), and "teacher as a person who mold and shape" (6.93%). Least frequently produced images in this group were referring the following metaphorical groups: "teacher as an authoritative person" (1.98%), "teacher as a beacon spreading light around" (1.98%), "teacher as a destructive and harmful person" (1.98%) "teacher as a mechanical and alienated person" (0.99%), "teacher as a warrior and survivor" (0.99%), and "teacher as a vital element" (0.99%).

b) Analysis of images by the students from 6th , 7th and 8th grades show that most frequently mentioned metaphorical groups are "teacher as an angel" (18.69%), "teacher as a care-giver" (18.03%), and teacher as "a destructive and harmful person" (17.38%). These are followed by "teacher as an authoritative person" (12.46%), "teacher as a source and transmitter of knowledge" (12.13%). "teacher as a beacon spreading light" with (5.90%), "teacher as a mechanical and alienated person" (5.57%), " teacher as a vital element" (3.93%) "teacher as a person who mold and shape" (3.61%). Least frequently used images for this group were the images grouped under "teacher as a warrior and survivor" 2.30%.

Although both groups characterized their teachers primarily as angels and mothers, 4th and 5th grade students produced more images referring these metaphors than the 6th, 7th and 8th grade students. Another difference between the two groups was their descriptions referring the metaphorical groups named "teacher as an authoritative person" and "teacher as an destructive and harmful person". 6th, 7th and 8th grade students produced more images related with these metaphors than the 4th and 5th grade students. On the other hand 4th and 5th grade students produced more images about "teacher as a person who mold and shape" than the 6th, 7th and 8th grade students.

Although the sequences of the metaphorical groups were similar in both groups, there occurred another difference between 4th and 5th graders and 6th, 7th and 8th graders. 6th, 7th and 8th grade students' used more images describing teachers as "mechanical and alienated people" than 4th and 5th grade students.

Although both groups of students presents their positive views about their teachers, 6th, 7th and 8th grade students seem to hold negative attitudes toward their teachers. This finding does not contradict with their images of "school as a disciplinarian and authoritative place". This might be related to adolescents' opposition to authoritative figures in their lives. However, when we look at teachers' images of students, branch teachers describe their students as rebellious and monsters. Teachers' attitudes toward their students may also influence their perceptions of school and teachers. It also appears that as students get older, they develop a more negative attitude about the school.

4.7 Result concerning the students' metaphorical images about themselves:

Students stated 341 metaphorical images about themselves. Following metaphorical groups (Table 4.7) were drawn from the analysis of these metaphorical images (see Appendix C)

Table 4.7 Students' Images of Themselves

Metaphorical Groups	All Students	
<i>Student as</i>	f	%
a prisoner	71	20.82
a young plant to be raised	68	19.94
a little monster	59	17.30
a friend and brother/sister	51	14.96
a hard-worker	36	10.56
a nice and sweet person	23	6.74
a container	17	4.99
a thing needs to be molded and shaped	11	3.23
a small and vulnerable person	5	1.47
TOTAL	341	100

The results in Table 4.7 show that the most frequently used metaphorical images to describe "student" are the images grouped as "student as a prisoner" (20.82%). In this metaphorical group, following images take place: an animal in a farm, animals in a zoo, chained slaves, herd, guilty people in a prison, guilty, people under torture, prisoner, people under arrest. Students felt themselves under the rule of others, under press and they felt themselves in schools like prisoners in prison. A 5th grade student described students as prisoners and added that "we are closed inside walls about 9 hours in a day. Someone is watching all prisoners in their cells." A 7th grader stated that "I feel myself as a suspect prisoned unfairly." Another student (8th grader) said, "a student is the sun that others try to put out. Children at their productive, energetic and lively years have to go to school. They can not do what they want. They are prisoned people. They cancel their wishes after graduation. But when that time comes, it will be too late, because we will not be children anymore."

The following metaphorical group named "student as a young plant to be raised (19.94%) includes images like a rose ready to learn, a tree come to school to drink water, apprentice, baby, bud of an apple tree, corn in a field, flower, fruit, leaves ready to grow, seed, soil, young plant. By using natural images like flowers

waiting for water, little young plant, and seed, students implied their dependency on their teachers. If you water and nourish them they will yield good. One student wrote, "students are like little plants. Teachers shape us and in future we will give young shoots."

Students also described themselves as "little monsters" (17.30%). This metaphorical group includes images like as a monster, bandit, animal, cigarette/glue addicted, devil, football partisan, monster, robber, street children, troublesome band, wild bears. Students said they behaved like bandits in school. They mainly mentioned the images grouped under this metaphorical group about how they were irresponsible, aggressive, trouble-making people in schools. For example, an 8th grade student said, "students are like the students in Hababam Sınıfı (a Turkish cinema film). They are irresponsible and not sensitive to their duties." Another student wrote, "they behave like bandits. They are rude and trouble-making people."

To describe themselves some of the students in the sample thought about their class-mates and defined them as their friends, brothers and sisters. A 5th grader wrote that "students are my brothers and sisters. They are the people I love the most. Sometimes I have some problems, I share these problems only with my friends. We joke together." Another 7th grade student said, "they are my friends. We are all together in bad times and good times." Images like brother/sister, friend, a member of the family, very close relatives, very good friends to describe student were grouped as "student as a friend, brother/sister" (14.96%).

This is followed by "student as a hard-worker" (10.56%) including images like student as a race-horse, ant, bee, hungry wolf, cow, machine, porter, warrior, soldier. Students seemed to be bored and get tired in lectures and school works. They described themselves as hard-workers. A student wrote, "like ants we work very hard every winter. We carry our heavy bags. When the summer comes, we take our reward. It is the holiday."

Although students characterized themselves as rebellious people, they also defined themselves as "nice and sweet people" (6.74%). Under this metaphorical group, following images were brought together: flower, butterfly, diamond, angel, happiness, love, rain drop, love. When they wrote these kind of images, they

mentioned their sweetness and cheerfulness. A 5th grader said, "we are small hearts, we are sweet and cheerful people. We easily join together with love."

Images grouped under the metaphorical theme named "student as a container" (4.96%) includes images like an empty bottle, an empty notebook, an empty paper, library, memory store, small jar. That is, they are somehow a clay in the potter's hands. This metaphorical group also involves similar characteristics with "school as a world of growth and development", "student as a thing needs to be molded and shaped", and "student as a young plant to be raised". A 6th grade student described students as empty bottles and wrote that "teachers fill them with knowledge". Another student stated that "students are empty papers. Teachers write on these papers."

Images like student as a dough, a building to be constructed, pencil, sculpt ready to be shaped were grouped as "student a thing needs to be molded and shaped" (20.82%). A student said that "A student is a sculpt ready to be shaped. If they are raised good, they will become beneficial to the society."

The least frequently used images were student like a comma in a book, a crying child in a park, a lonely bird, a bird that is hurt, little hearts. These are grouped under the theme of "student as a small and vulnerable person" (1.47%). Images under this metaphorical group shows how students feel themselves as powerless and helpless in schooling process. An 8th grader said that "we are pitiful children. We just do what they want."

4.8 Results concerning the student' metaphorical images about themselves, by school:

Table 4.8 Students' Images of Themselves According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
	f	%	f	%	f	%	f	%
<i>Student as</i>								
a prisoner	3	4.76	21	23.33	28	19.05	19	46.34
a young plant to be raised	20	31.75	8	8.89	36	24.49	4	9.76
a friend and brother/sister	18	28.57	8	8.89	19	12.93	6	14.63
a little monster	5	7.94	32	35.56	18	12.24	4	9.76
a hard-worker	2	3.17	5	5.56	23	15.65	6	14.63
a nice and sweet person	1	1.59	9	10	11	7.48	2	4.88
a container	8	12.70	3	3.33	6	4.08	-	-
a thing needs to be molded and shaped	6	9.52	1	1.11	4	2.72	-	-
a small and vulnerable person	-	-	3	3.33	2	1.36	-	-
TOTAL	63	100	90	100	147	100	41	100

a) Most frequently used images in the first school were the images grouped under “student as a young plant to be raised” (31.75%) and the images grouped under “student as nice and sweet person” (28.57%). These are followed by “student as a container” (12.70), “student as a thing needs to be molded and shaped” (9.52%), “student as a little monster” (6.35%), “student as a prisoner” (4.76%), “student as a hard-worker” (3.17%).

Analysis indicated that students in this school used metaphorical images least grouped as “student as nice and sweet” (1.59%) to describe themselves. Students in this school did not use any metaphorical image referring "student as small and vulnerable person".

b) Students in the second school mostly used images grouped "student as a little monster" (35.56%). This is followed by "student as a prisoner" (23.33%). Then, students perceived themselves as "nice and sweet people" (10.00%). The metaphorical group called "student as a young plant to be raised" and "student as a friend and brother/sister" had the same percentage (8.89%). These were followed by the metaphorical groups named "student as a hard worker" (5.56%), "student as

small and vulnerable person" (3.33%), "student as a container" (3.33%) and "student as a thing needs to be molded and shaped" (1.11%). The least frequently used images were "student as a thing needs to be molded and shaped" (2.72%) and "student as small and vulnerable person" (1.36%).

c) In the third school, metaphorical group "student as a young plant to be raised" (24.49%) had the highest percentage followed by "student as a prisoner" (19.05%) had the second sequence. These are followed by metaphorical groups "student as a hard-worker" (15.65%), "student as a friend and brother/sister" (12.93%), "student as a little monster" (12.24%), "student as nice and sweet person" (7.48%) and "student as a container" (4.08%). The least frequently used images by students in this school were "student as a thing needs to be molded and shaped" (2.72%) and "student as small and vulnerable person" (1.36%).

d) In the fourth school, students perceived themselves firstly "as prisoners" (46.34%) followed by "as hard-workers" (14.63%) and "friend and brother/sister" (14.63%). Least frequently used images in this school "student as a young plant to be raised" (9.76%), "student as a little monster" (9.76%) and "student as nice and sweet person" (4.88%). Students in this school did not state any image for the following metaphorical groups "student as a thing needs to be molded and shaped", "student as small and vulnerable person", and "student as a container".

Like in the descriptions of school and teacher, students attending the first school representing low socio-economic status public primary schools in Ankara, showed a tendency implying relatively positive attitudes towards the school different from the other students in the sample. They firstly described students as young plants to be raised, secondly as their friends, brothers and sisters. Students in the second school representing middle socio-economic status public primary schools in Ankara, characterized themselves mainly as rebellious people and as prisoners. Students in the third school representing high socio-economic status public primary schools in Ankara, mainly defined themselves as young plants to be raised and as prisoners. And the students from the fourth school mainly characterized themselves as prisoners.

As a result, students in the second, the third and the fourth schools think that they are under strict control. However, the students in the first school described themselves with more positive attributes and saw their teachers as gardeners raising young plants. Interestingly, the students from the first school used the images referring the metaphorical group named "student as a container" more frequently than the students from other schools. This may show that students' belief in the first school again indicate more positive attributes about the school and more traditionalist, Perennialist/Essentialist, perspective about education.

Students from the second school used more frequently the images describing the students as rebellious people than the students attending the other schools in the sample. Students from the private college and the students from the third school representing high socio-economic status public primary schools, used images referring the metaphorical group named "students as hard-workers" more frequently than the students from the other schools. Students in the fourth school did not use images describing the students as containers and as small and lonely people. This may show that students attending public primary schools are more helpless and powerless in schooling process than students attending private schools.

Students images of themselves mainly create a passive and dependent student profile. Students feel themselves like prisoners in a jail, animals in a zoo, or herds. This indicate that they are put under pressure and authority in schools. In addition, they are passive actors of the schooling system. Although the images of "student as a young plant to be raised", "students as a thing needs to be molded ad shaped", and "student as a container", sound positive attributes to students, they also imply that students are patient listeners or lifeless stones. These are again indicators of the influence of Perennialist/Essentialist philosophies. As Illich argued this kind of relations in schools are unfamiliar to the existential experience of students. Students become objects of the teaching and learning process. However, when we consider the educational principles of the 21st century, schools should help students to develop their self-identity, increase their critical thinking and problem solving skills, and, as a result, the society will have open-minded, sensitive, questioning, researcher and creative individuals.

Our schools, as the Functionalist approach supposed, looked to follow the primary function of developing the individuals' abilities and potentialities not for their own sake but for the society. Interestingly, like their teachers, students also perceive themselves as rebellious and trouble-making people. The school is the prototype of the society. Since students face-with violence, irresponsible behaviors in their families, on TV, in newspapers, and in the street everyday, it becomes clear that they tend to behave like their adult models around.

4.9 Results concerning the students' metaphorical images about themselves, by grade:

Table 4.9 Students' Images of Themselves According to Grade Levels

Metaphorical Groups	4th grade		5th grade		4&5 grades		6th grade		7th grade		8th grade		6,7 & 8 grades	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
<i>Student as</i>														
a prisoner	-	-	3	7.14	3	3.95	6	9.23	35	33.33	27	28.42	68	25.66
a young plant to be raised	12	35.29	12	28.57	24	31.58	11	16.92	14	13.33	19	20.00	44	16.60
a friend and brother/sister	46	47.06	7	16.67	23	30.26	7	10.77	15	14.29	6	6.32	28	10.57
a little monster	-	-	7	16.67	7	9.21	19	29.26	14	13.33	19	20.00	52	19.62
a hard-worker	2	5.88	6	14.29	8	10.53	7	10.77	17	16.19	4	4.21	28	10.57
a nice and sweet person	2	5.88	5	11.90	7	9.21	7	10.77	4	3.81	5	5.26	16	6.04
a container	1	2.94	1	2.38	2	2.63	3	4.62	4	3.81	8	8.42	15	5.66
a thing needs to be molded and shaped	1	2.94	1	2.38	2	2.63	1	1.54	1	0.95	7	7.37	9	3.40
a small and vulnerable person	-	-	-	-	-	-	4	6.15	1	0.95	-	-	5	1.89
TOTAL	34	100	42	100	76	100	65	100	105	100	95	100	265	100

a) Most frequently used metaphorical images among the 4th and 5th grade students were the images grouped as "student as a young plant to be raised" (31.58%), and "student as a friend and brother/sister" (30.26%). These are followed by "student as a hard-worker" (10.53%), "student as a little monster" (9.21%), "student as nice and sweet person" (9.21%). Least frequently used metaphorical images in this group were "student as a prisoner" (3.95%), "student as a thing needs to be molded and shaped" (2.63%) and "student as a container" (2.63%). Metaphorical images grouped under "student as a small and vulnerable person" were not used by this group to describe themselves.

b) Students attending 6th, 7th and 8th grades firstly perceived themselves "as prisoners" (25.66%) followed by "students as little monsters" (19.62%), "students as young plants to be raised" (16.60%), "students as friend and brother/sister" (10.57%), "students as hard-worker" (10.57%), "student as nice and sweet person"(6.04%) and "student as a container" (5.66%). Least frequently used metaphorical images in this group were "student as a thing needs to be molded and shaped" (3.40%), and "student as a small and vulnerable person" (1.89%).

According to these results, 4th and 5th grade students' positive attitudes under previously discussed themes continued in their description of the student. 4th and 5th graders firstly perceived themselves as "young plants to be raised" and "a friend and brother and sister". However 6th, 7th and 8th grade students mainly defined themselves as "prisoners" and "rebellious people".

4.10 Results concerning students' metaphorical images about school principal:

Following metaphorical groups (Table 4.10) were drawn from the analysis of 266 metaphorical images (see Appendix D)

Table 4.10 Students' Images of School Principal

Metaphorical Groups	All Students	
	f	%
School Principal as		
an unkind & harmful person	92	34.59
an authority and disciplinarian	66	24.81
a mother-father	52	19.55
a kind person	35	13.16
an indifferent person	18	6.77
an old-fashioned person	3	1.13
TOTAL	266	100

Analysis of the results reveals that the most frequently used metaphorical images were the images grouped under "school principal as an unkind and harmful person" (34.59%). This metaphorical group consists of the following images: school principal as a monster, a killer, a fierce murderer, a nervous bull, always beats, a beating machine, bone breaker, a boxer, Hera, devil, onion, punisher, poisonous mushroom.

Metaphorical images like school principal as a commander, administrator, a disciplined soldier, Ottoman Emperor, a prison guard, traffic police, the manager of a

prison, shepherd, queen were grouped under “school principal as an authority and disciplinarian” This group with 24.81% had the second highest ordering among the other groups of metaphors.

The metaphorical group named “the school principal as a caregiver” includes images like mother, father, grandfather, uncle, owner of a nursery, an elderly member of the family which had a percentage of 19.55%. This is followed by “school principal as a kind person” (13.16%) including images like school principal as an angel, friend, a bunch of flowers, a good hearted man, daisy, a fellow.

“The school principal as an indifferent person” (6.77%) includes images like school principal as a sculptor, a castle with closed doors, PTT post (standing quite), sour-faced sultan, TV remote control, unnecessary furniture. On the other hand “the school principal as an old fashioned person” (1.13%) includes the images like an old pair of shoes, jalopy, an old man which overall were the least frequently used images by students to describe their school principals.

Students' conceptions about the school, the teacher and the student showed that they experienced a kind of violence and authoritative behavior in their schools. This tendency was observed once more in results concerning the students' images about the school principal. They mainly characterized the school principal as "unkind and harmful person" and "an authority and disciplinarian". For example, a student used the image "monster" to describe his school principal and wrote that "when we want something, he says 'it is impossible'. He is always an angry, pitiless, hard-man. He speaks sharply. I am afraid of his voice tone. You are even afraid of if you listen to him." Another student wrote that "our school principal is like a king. How a king command people, he controls everything in the school. What he says should be done by the teachers and the students."

School principals were not only characterized by their authoritarian power or their unkindness, they were also described as "mothers and fathers" and as "kind people". A 7th grade student stated that "he is like my grand-father. Like him, or school principal is a sweet person." Another student wrote that "our school principal is like an angel. He is very kind and good-hearted person."

Another important result related to the school principal in our school system is their seemingly indifferent position in schools. For example, a student said that "he

is like a castle with closed doors. We do not know his actual personality. He is always too far from us." Although images grouped under the theme "school principal as an old-fashioned person" were least stated images by students, it points out another problem related to the school principals. A 7th grader wrote that "he is like an old pair of shoes. School principals should be young. They should try to understand us." With this image, students mention a problem related to principal-student relations in our schools. Our school principal looks to be both authoritarian and indifferent to their students.

Students conceptualize their school principals as "an unkind and harmful person" and as "an authority and disciplinarian". It appears that our school organizations are highly authoritarian and strict. As Şimşek (1997) argues, this may be because of centralized, bureaucratic, and hierarchical structure of our educational system.

4.10 Results concerning student' metaphorical images about the school principal, by school:

Table 4.10 Students' Images of School Principal According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>School Principal as</i>	f	%	f	%	f	%	f	%
an unkind & harmful person	17	34.69	37	50.68	21	17.50	17	70.83
an authority and disciplinarian	15	30.61	13	17.81	33	27.50	5	20.83
a caregiver	15	30.61	10	13.69	26	21.67	1	4.17
a kind person	1	2.04	9	12.33	25	20.83	-	-
an indifferent person	1	2.04	4	5.48	12	10.00	1	4.17
an old-fashioned person	-	-	-	-	3	2.50	-	-
TOTAL	49	100	73	100	120	100	24	100

a)The trend in the overall results stays the same in the first school "school principal as an unkind and harmful person" (34.69%), "school principal as an authority and disciplinarian" (30.61%), "school principal as a mother-father" (30.61%), "school principal as a kind person" (2.04%), "school principal as an indifferent person" (2.04%). Students in this school did not state any image referring to the metaphorical group called "school principal as an old-fashioned person".

b) The general trend is also the same in the second school: “school principal as an unkind and harmful person” (50.68%), “school principal as an authority and disciplinarian” (17.81%), “school principal as a mother-father” (13.69%), “school principal as a kind person” (12.33%), “school principal as an indifferent person” (5.48%). Students in this school did not state any image referring to the metaphorical group called “school principal as an old-fashioned person”.

c) Student in the third school firstly perceived their school principal as “an authority and disciplinarian” (27.50). This is followed by “school principal as a mother-father” (21.67%), “school principal as a kind person” (20.83%), “school principal as an unkind and harmful person” (17.50%), “school principal as an indifferent person” (10.00%) and “school principal as an old-fashioned person” (2.50%).

d) The general trend holds true in the fourth school, as well. Students in this school firstly perceived their school principal as “an unkind and harmful person” (70.83%) followed by “school principal as an authority and disciplinarian” (20.83%), “school principal as a mother-father” (4.17%) and “school principal as an indifferent person” (4.17%). Students in this school did not use any of the images referring to the metaphorical groups called “ school principal as a kind person” and “school principal as an old-fashioned person”.

Although the general trend is observed in all schools in the sample, there are slight differences among the schools. Students in the third school representing high socio-economic status public primary schools in Ankara, presented relatively more positive images to describe their school principal. When we look at the fourth school representing private schools, this tendency was not observed. So this result may not have any relationship with the school's socio-economic status. It might be a special case with that school and that particular school principal. Students in the private college used the images describing the school principal as "an unkind and harmful person" more than the students in other schools.

4.12 Results concerning students metaphorical images about their school principal, by grade:

Table 4.12 Students' Images of School Principal According to Grade Levels

Metaphorical Groups	4th grade		5th grade		4&5 grades		6th grade		7th grade		8th grade		6,7&8 grades	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
<i>School Principal as</i>														
an unkind & bloody person	1	2.94	10	3.57	11	17.74	28	50.00	30	35.29	23	36.51	81	39.71
an authoritative power	3	8.82	8	28.57	11	17.74	11	19.64	30	35.29	14	22.22	55	26.96
a caregiver	17	50.00	2	7.14	19	30.65	7	17.86	10	11.76	16	25.40	33	16.18
a kind person	11	32.35	6	21.43	17	27.42	6	10.71	5	5.88	7	11.11	18	8.82
an indifferent person	2	5.88	2	7.14	4	6.45	4	7.14	7	8.24	3	4.76	14	6.86
an old-fashioned person	-	-	2	7.14	-	-	-	-	3	3.53	-	-	3	1.47
TOTAL	34	100	28	100	62	100	56	100	85	100	63	100	204	100

a) Students at 4th and 5th grades firstly described their school principal as “mother-father” (30.65%) followed by school principal as “unkind person” (27.42%), “school principal as an authority and disciplinarian” (17.74%) and as “an unkind and harmful person” (17.74%). Least frequently referred metaphorical group in this group was "school principal as an indifferent person" (6.45%). Student in this group did not use any images referring to “school principal as an old-fashioned person”.

b) The trend among the students at 6th, 7th and 8th grades was same with the whole group results: “school principal as an unkind and harmful person” (39.71%), “school principal as an authority and disciplinarian” (26.96%), "school principal as a mother-father" (16.18%), “school principal as a kind person” (8.82%), “school principal as an indifferent person” (6.86%), and “school principal as old-fashioned person” (1.47%).

4th and 5th grade students' positive attitudes continued in their conceptions of the school principal. They mainly defined the school principal as "mothers and fathers" and as "kind person". Although 6th, 7th and 8th grade students also used images referring to these metaphorical groups too, they mostly used the images

grouped as "school principal as unkind and harmful person" and "school principal as an authority and disciplinarian".

It appears that our school system causes a decline in students' positive attitudes toward school as they get older. As it is observed in their conception of school and teacher, 6th, 7th and 8th grade students' conception of school principal include negative orientation compared to 4th and 5th grade students.

4.13 Results concerning students' metaphorical images about their parents:

204 metaphorical images were produced by 517 students to describe their parents. After analysis of these images (Appendix E) metaphorical groups presented in Table 4.13 were drawn.

Table 4.13 Students' Images of Parents

<i>Parent as</i>	All Students	
	f	%
a kind person	50	24.51
an unkind & harmful person	40	19.61
an authority and disciplinarian	35	17.16
a care-giver	27	13.24
a hard-worker & slave	14	6.86
indifferent and distant to school	11	5.39
a continuously complaining person	9	4.41
a helpless/powerless person	8	3.92
a vital element	6	2.94
an ATM or money machine	4	1.96
TOTAL	204	100

Results presented in Table 4.13 reveal that students firstly described their parents as "kind person" (24.51%) by using images like parent as an angel, a friend, a flower, diamond, good fairy, a patient person, good angel, a rose, a protector angel. Students mentioned parents' good-heartedness, their patient and friendship. A 5th grade student wrote that "parents are like angels. They are very good to their children. They are good-hearted people."

However, they secondly described their parents as "unkind and harmful people" (19.61%) with descriptions including violence at home especially when students got low scores from examinations. In this metaphorical group such images

were stated like parent as a monster, a killer, a executioner, a butcher, mad people who escaped from nut house, nervous, onion, a Sumo wrestler, a bull, a police. A student used the image "Azrael" (the death angel) to describe the parent and added that "when my grades get low, they behave like an Azrael at home." Another 7th grader said that "they are like policemen, because they always beat us."

As in their description of the teacher and the school principal, students also used authoritative figures to describe their parents. For example, a student used the image "Ottoman Padishah" and said that "whatever they say is the law. They expect us to do whatever they want." This metaphorical group was named as "parent as an authority and disciplinarian" (17.16%) and included the following images: parent as a prison guard, a shepherd, an Ottoman Padishah, a sheep dog, a judge, a prime minister, a traffic police.

Comprising another category students mentioned how their parents take care of them and make sacrifices for their children. This metaphorical group named "a care-giver" (13.24%) included images like parent as a mother, a father, elderly brother, a mother bird, a mother dog. This is followed by "parent as a hard-worker and slave" (6.86%) including images like parent as a bee, an ant, servant, slave.

Students also complained about their parents because they said parents followed their children like a shadow and complained about their children. A student said that "Parents are like complaint machines. Whenever they meet with our teachers, they only complain about us." This metaphorical group called as "parent as a continuously complaining person" (4.41%) and included the images like; parent as a complaint machine, broken record, parrot, virus, and a frog (making too much noise).

Some of the students characterized their parents as "helpless and powerless people" (3.92%) by using images like; parent as a fluttering infant bird, fluttering birds for their children, a wilted flower, helpless birds, prisoners, a living dead. Although parents spend their all energy for their children's education, sometimes they become helpless and powerless in front of teachers. A 5th grade student used the image of "fluttering infant bird" and said that "parents struggle for their children all the time. When they come to the school, they can not say any word to teachers. They try to do what teachers say them to do."

Parents were also perceived as “vital element” (2.94%) by the students. Under this metaphorical group following images were included; parent as bread, water, soil, root, tree.

A few students described their parents as "money (cash) machine” (1.96%) by using the images like parent as an ATM, money-machine, bank, help foundation. An 8th grade student complained that school principals wanted too much money from their parents, and described his parents as a bank.

Students' images of their parents indicate that they have similar experiences in school and in their homes. Gökalp argues that school is a model of the society like family. He also suppose that school and family are communities which inculcates feelings of solidarity and unity to young generations. However, students images of school and their parents indicate that they experience punishment and pressure both in their schools and in their homes. As Baltacıoğlu supposed in 1950s and 1960s, Bumin, Kongar and Şimşek in the 1990s, our schools need to be removed from punishment and pressure; and they should be democratic and flexible institutions. However, this is a societal problem. As it is stated by Engin (1997), the most important problems of Turkish society are lack of peace and democracy, abuses of human rights and social injustice. The role of education in reconstructing a democratic society needs to be critically reconsidered by policy makers.

Parents are also perceived by their children as indifferent, distant and irresponsible to school affairs. This is a serious problem especially in public schools. In our public schooling system, parental involvement to school affairs is very low. As it will be observed in parents' perception of themselves, parents, especially from public schools, state that they feel themselves helpless and powerless to deal with their children's school related problems.

4.14 Results concerning students' metaphorical images about their parents, by school:

Table 4.14 Students' Images of Parents According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Parent as</i>	f	%	f	%	f	%	f	%
a kind person	9	26.47	16	39.02	23	21.90	2	8.33
an unkind & harmful person	8	23.53	6	14.63	24	22.86	2	8.33
a prison guard	6	17.65	1	2.44	16	15.24	12	50.00
a care-giver	9	26.47	4	9.76	12	11.43	2	8.33
a hard-worker & slave	1	2.94	3	7.32	9	8.57	1	4.17
indifferent and distant to school	-	-	2	4.88	7	6.67	2	8.33
a helpless/powerless person	-	-	3	7.32	4	3.81	1	4.17
a continuously complaining person	-	-	1	2.44	6	5.71	2	8.33
a vital element	1	2.94	1	2.44	4	3.81	-	-
a money machine	-	-	4	9.76	-	-	-	-
TOTAL	34	100	41	100	105	100	24	100

a) Images produced by students in the first school constituted only 6 metaphorical groups: "Parent as a kind person" (26.47%), "parent as a care-giver" (26.47%), "parents as unkind and harmful people" (23.53%), "parent as authoritative power" (17.65%), "parent as a hard-worker and slave" (2.94%) and "parent as vital element" (2.94%).

b) In the second school, students firstly perceived their parents as "a kind person" (39.02%). Followed by "parent as an unkind and harmful person" (14.63%), "parent as a care-giver" (9.76%), "parent as a money machine" (9.76%), "parent as a hard-worker and slave" (7.32%), "parent as a helpless and powerless person" (7.32%), and "parent as indifferent and distant to school" (4.88%). Least frequently used images in this school: "parent as a continuously complaining person" (2.94%), "parent as an authority and disciplinarian" (2.44%), and "parent as vital element" (2.44%).

c) Students in the third school mostly used images of “parent as an unkind and harmful person” (22.86%), followed by parent as “kind person” (21.90%), “parent as an authority and disciplinarian” (15.24%), "parent as a care-giver" (8.57%), "parent as a hard-worker and slave" (8.57%) "parent as indifferent to school" (6.67%), "parent as continuously complaining person" (5.71%), "parent as a helpless and powerless person" (3.81%) and "parent as a vital element"(3.81%). Student did not use any metaphorical image referring "parent as a money machine"

d) The most frequently used metaphorical images in the fourth school were the images grouped as "parent as an authority and disciplinarian" (50.00%) followed by "parent as an unkind and harmful person" (8.33%), "parent as a kind person" (8.33%), "parent as a care-giver" (8.33%), "parent as indifferent and distant to school" (8.33%), "parent as a continuously complaining person" (8.33%). The least frequently mentioned metaphorical groups in this school were "parent as a hard-worker and a slave" (4.17%), and "parent as a helpless and powerless person" (4.17%). Students in this school did not use any images referring to "parent as a money machine" and "parent as vital".

Analysis concerning students' images about parents by school revealed that students attending the first school (representing low socio-economic public primary schools) and the second school (representing middle socio-economic public primary schools) attributed relatively positive characteristics to their parents than the students attending the third school (representing high socio-economic public primary schools) and the fourth school (representing private schools in Ankara).

Although the authoritarian figures in students' conceptions of the school, the teacher, and the school principal continued in their descriptions of the parent, students attending the private college used images referring "parent as an authority and disciplinarian" more than the students attending the public primary students in the sample.

Only the students attending the second school used images grouped as "parent as a money machine". Students attending the first school did not use any image referring the following metaphorical groups; "parent as far from the school" and "parent as continuously complaining person". Students attending the private

college did not use images grouped as; "parent as a money machine" and "parent as a vital element".

4.15 Results concerning students' metaphorical images about their parents, by grade:

Table 4.15 Students' Images of Parents According to Grade Levels

Metaphorical Groups	4th grade		5th grade		4 & 5 grades		6th grade		7th grade		8th grade		6,7 & 8 grades	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
<i>Parent as</i>														
a kind person	13	56.52	5	16.67	18	33.96	18	45.00	10	16.95	4	7.69	32	21.19
a unkind & harmful person	-	-	2	6.67	2	3.77	6	15.00	14	23.73	18	34.62	38	25.16
an authoritative power	-	-	9	30.00	9	16.98	3	7.50	10	16.95	13	25	26	17.22
a care-giver	9	39.13	2	6.67	11	20.75	5	12.50	7	11.86	4	7.69	16	10.60
a hard-worker & a slave	-	-	3	10.00	3	5.66	2	5.00	5	8.47	4	7.69	11	7.28
indifferent and distant to school	1	4.53	2	6.67	3	5.66	2	5.00	5	8.47	1	1.92	8	5.30
a helpless/powerless person	-	-	2	6.67	2	3.77	1	2.50	2	3.39	3	5.77	6	3.97
a continuously complaining person	-	-	1	3.33	1	1.89	3	7.50	5	8.47	-	-	8	5.39
a vital element	-	-	4	13.33	4	7.55	-	-	1	1.69	1	1.92	2	1.32
an ATM or money machine	-	-	-	-	-	-	-	-	-	-	4	7.69	4	2.65
TOTAL	23	100	30	100	53	100	40	100	59	100	52	100	151	100

a) Students at 4th and 5th grades were mostly used images referring "parent as a kind person" (33.96%) and "parent as a care-giver" (20.75). Then they perceived their parents as "authoritative power" (16.98%) which is followed by "parent as vital element" (7.55%), "parent as indifferent and distant to school" (5.66), "parent as a hard-worker and slave" (5.66%), "parent as an unkind and harmful person" (3.77) and "parent as a helpless and powerless person" (3.77%). Least frequently used metaphorical images by 4th and 5th graders were about "parent as continuously complaining person" (1.89%). Students in this group did not use any images referring to "parent as a money-machine"

b) 6th, 7th and 8th graders firstly described their parents as "an unkind and harmful person" (25.16%) followed by parents as "kind person" (21.19), "parent as an authority and disciplinarian" (17.22%), "parent as a care-giver" (10.60%), "parent as hard-worker and a slave" (7.28%), "parent as indifferent and distant to school" (5.30%), "parent as continuously complaining person" (5.30%) and "parent as a helpless and powerless person (3.97%). Least frequently referred metaphorical groups among 6th, 7th and 8th graders were "parent as a money-machine" (2.65%) and "parent as vital element" (1.32%).

4th and 5th grade students presented relatively more positive images in defining their parents than 6th, 7th and 8th grade students. They mainly defined their parents as "kind people" and "care-givers". Although 6th, 7th and 8th grade students used images referring to these metaphorical groups, they mostly used the images implying "parent as unkind person".

Both groups of students used images referring "parent as an authority and disciplinarian" almost at equal rate. Images defining parents as "vital element" were mostly used by 4th and 5th grade students. Images defining parents as "hard-workers and slaves" were mostly used by 6th, 7th and 8th grade students. In addition, this second group of students produced more images implying "parent as a continuously complaining person" than 4th and 5th grade students. Lastly, the 4th and 5th grade students did not use any image referring to the metaphorical group named "parent as a money machine".

Results indicate that students' positive attitudes toward their parents start to decline starting from the 5th grade. Like students, their parents have high expectations from education. However, Turkey has a highly competitive and selective educational system. Because of competitive and very selective educational atmosphere, parents appear to motivate their children by exercising a pressure on them. This in turn may cause an authority-based parent-children relationship.

4.16 Result concerning teachers' metaphorical images about the school they work:

Total of 47 teachers in the sample generated 47 metaphorical images to describe the school they work, and the results are presented in Table 4.16.

Table 4.16 Teachers' Images of School

Metaphorical Groups	All Teachers	
<i>School as</i>	f	%
a care-giving place	21	44.68
a place of knowledge and enlightenment	10	21.27
a nice and beautiful place	4	8.52
a work-place	3	6.38
a nasty and low quality place	3	6.38
a world of growth and development	2	4.26
a place of chaos	2	4.26
a place of discipline and authority	2	4.26
TOTAL	47	100

Results concerning teachers' metaphorical images about the school revealed that, like students, teachers also conceptualized the school firstly as "a care-giving place" (44.68%). Metaphorical images like school as a family with many fathers and mothers, a family, a nursery, a second home, a place where children are soothed, continuity of the family were grouped under this theme. School with these images becomes a care-center for children where teachers are like mothers and fathers. A classroom teacher considered the school as "a second home" and said that "school is the second place where children spend a large amount of time, especially the children whose mothers are working. We spend a lot of our time together more than their mothers and fathers do."

Secondly, teachers described the school as "a place of knowledge and enlightenment" (21.27%) where students both got knowledge and were trained for their future lives. Under this category such images took place as nice educational facility, education, education house, knowledge house, school, and teaching. Teachers mentioned both how the school and family had similar functions and the school's difference as a place of knowledge transmission. A teacher used the image

of "knowledge house" to describe the school and said that "students' behaviors are shaped in schools. Teacher do more than what parents do. We both teach knowledge to students and train them."

Then they described the school as "a nice and beautiful place" (8.52%) by using the images like; a wave in the sea (colored and dynamic), a music box, auteness and the most beautiful school. "School is like a music box" a teacher said and added that "when you open it, you listen an amusing melody." Another teacher defined her school as a wave in the sea which characterized the school as a colored and dynamic world.

In describing the school as "a work-place" (6.38%), teachers used the images like school as a place and an atelier where we earn money. They used these images by referring school as a kind of place of hard-work, and a work-place where they make money. Like students, teachers also mentioned low physical facilities and dirtiness of the schools (6.38%) by using images like school as a village school, un-cared house and a distracted garden.

As "a world of growth and development" (4.26%), school was perceived by the teachers as a garden and a sea where they raise students who are the fruits of the garden and teach new born fishes how to swim.

Teachers used also images referring the metaphorical group named "school as a place of chaos" (4.26%). A branch teacher described the school as "kapalı çarşı" (covered market where you can find everything you want) because he said that "the school is disorganized. Teachers and the administrators are not qualified people. And students are from poor neighborhood although this is not their fault. The system is not working here."

Images grouped under "school as a place of discipline and authority"(4.26%) consists of images like school as a border station, and a place where children's creativity is killed. A teacher perceived her school as a border station, because she said that "it is on a hill and it looks very cold. There is no garden, a tree, even a flower around the school. It is only a bare building."

Teachers mainly conceptualize their schools as "a care-giving place". Secondly, they attribute the function of transmission of knowledge to their schools.

Although teachers mentioned low physical facilities and chaotic atmosphere in schools, they seem to have more positive attitudes than their students.

4.17 Results concerning teachers' metaphorical images about school which they work, by school:

Since the number of teachers and parent participated to the study is limited, only some noticeable differences and similarities are discussed to avoid misleading that maybe caused by percentages, but descriptive tables are still presented in Appendicesⁱ.

Results concerning teachers' metaphorical images about the school by school showed that teachers in all schools characterized their schools as "a care-giving places" (see Appendix F). While teachers in the first school (representing low SES public primary schools in Ankara) secondly described the school as a dirty and low quality place, in other schools teachers did not use any of the images referring to this metaphorical group.

While the metaphorical group named "school as a place of knowledge and enlightenment" had the highest percentage in the third school (representing high SES public primary schools in Ankara), this metaphorical group had relatively low percentages in the first school (representing low SES public primary schools in Ankara) and in the second school (representing middle SES public primary schools in Ankara) (see Appendix A2).

All teachers firstly described their schools as "a care-giving place". Teachers working in low SES school, more often mention low quality physical facilities in their school. Teachers working in high SES school referred to the function of knowledge more than the other teachers. Low SES school teachers seem to give their priorities to struggle with low facilities in their school.

Public primary school teachers described their schools as "a place of chaos", while the private college teachers did not use any of the images referring to this metaphorical group. Images grouped under "school as a world of growth and development" were only used by the teachers from the second school (see Appendix F).

Images grouped under "school as a nice and beautiful place" were used only by the teachers in the high SES school and by the teachers in the private college. When these two schools were compared, it was found that private college teachers used these images more frequently than the teachers in the third school (see Appendix F).

As it is observed in students' school images, teachers working in public schools mention the disorganization in their schools. That means, public schools included in this study, experience a problem of disorganization and supervision. Teachers feel themselves as working in a chaotic atmosphere. However, teachers working in the private school do not face with these kind of organizational problems. This is also proved by the result that they refer to the image of "school as a nice and beautiful place" more than their colleagues working in public schools.

4.18 Results concerning teachers' metaphorical images about school which they work, by status:

Both classroom and branch teachers used mostly the images describing the school as "a care-giving place". However, classroom teachers produced more images referring "school as a nice and beautiful place" than the branch teachers. On the other hand, branch teachers used images defining the school as "a place of knowledge and enlightenment" more than the classroom teachers. Classroom teachers did not state any image referring the following metaphorical groups; "school as a place of chaos", "school as a place of discipline and authority", and "school as a dirty and low quality place" (see Appendix F).

Classroom teachers relatively have more positive attitudes toward their schools than the branch teachers. This result is also observed among 4th and 5th grade and 6th, 7th and 8th grade students. These results may indicate that classroom teachers keep to continue their idealistic attitudes about school and education. However, branch teachers, especially working in 6th, 7th and 8th grades of basic education, seem to experience some difficulties more than the classroom teachers.

4.19 Results concerning teachers' metaphorical images about themselves:

Following metaphorical groups were drawn from the analysis 37 metaphorical images stated by branch and classroom teachers. (Table 4.19)

Table 4.19 Teachers' Images of Themselves

Metaphorical Groups <i>Teachers as</i>	All Teachers	
	f	%
a care-giver	12	32.43
a mechanical and alienated person	9	27.03
an angel	5	13.51
a beacon spreading light around	5	13.51
a source and transmitter of the knowledge	4	10.81
a person who mold and shape	2	5.41
TOTAL	37	100

An analysis in Table 4.19 shows that, the most frequently used metaphorical images are the images grouped under "teacher as a care-giver" (32.43%). In this metaphorical group teachers used following descriptions about themselves; the closest person to us, a modern nursemaid, a care-giver having many children, baby-sitter, elderly brother-sister, head of the family, mother, father, mother bird. While teachers were using images describing themselves as mothers, they mainly mentioned how they took care of their students, educated and trained them at schools. In addition, they stated that students spent most of their daily time with their teachers rather than their parents.

The metaphorical group named "teacher as an a mechanical and alienated person" (27.03%) includes images like people who carry the world on their shoulders, a superhuman, tired warriors, unarmed soldiers sent to war, a shepherd with tie, disciplinarian, authority, guard, watchman, and schizophrenic person. Teachers mentioned the difficulty of carrying out this job in such a disorganized educational system and under heavy living conditions, which make them alienated to their jobs. A branch teacher wrote that "we feel ourselves as unarmed soldiers sent to war. Educational policies are decided by the politicians without considering real conditions of the society and without asking teachers. They decide something and

leave us to fight with actual conditions to perform these decision. So we become tired and get mechanical for just doing what they want." Some teachers, like students, characterized themselves as prison-guards. They said that they were expected to look after and watch over students. Although this expression implies a kind of care-giving function, teachers used these images to mean how unwillingly they had to apply a kind of pressure on children. A teacher said that "teacher is like a shepherd with tie. In our educational system teacher's job is to look after and watch children. What we teach here is not important. This function has been left to preparatory courses."

Metaphorical images stated by teachers like teacher as a self-sacrificing person, confidant, friend, good hearted person, and individual were grouped under "teacher as an angel" (13.51%). With the images grouped under this metaphorical group, teachers implied their close and friendly relations with their students, and their good-heartedness. A teacher said that "teacher is a confident person, because students share their secrets and problems with their teachers. If a student does not have a close relationship with his/her mother, teacher is the only person he/she can talk about his/her problems."

The metaphorical group named "teacher as a beacon spreading light around" (13.51%) includes images like teacher as a candle, a light, a sun, an idealist missionary. Teachers perceived themselves as leaders of the society like a branch teacher wrote that "teachers are like idealist missionaries, spend most of their time for educating people. Sometimes unconsciously do this job out of school, too." On the other hand, some of the teachers in the sample perceived teachers just as educators, trainers and instructors. They emphasized classical definition of the job of teaching. Metaphorical images like teacher as an educator, an instructor, a teacher, a trainer were grouped as "teacher as a source and transmitter of knowledge" (10.81%). Lastly, teachers named themselves as "people who mold and shape" (5.41%) by saying that "Teachers are like gardeners, water their flowers, raise them and help them to grow up."

Teachers' images of themselves indicate that they primarily perceive their roles as care-giving, however, they seem to be very uncomfortable about their roles and status. They do not have power in decision making process in their schools. It

seems that there is a gap between what they are taught at universities and what they experience in their real practice. Teachers indicate their strong desire to participate in decision making process in their schools.

4.20 Results concerning teachers' metaphorical images about themselves, by school:

Manipulative, modifying, trainer, leader characteristics which were grouped under the metaphorical theme named "teacher as a source and transmitter of knowledge", "teacher as a beacon spreading light around", and "teacher as a person who mold and shape" were mostly used by teachers in the first school (representing low SES public primary schools in Ankara) than the teachers in other public primary schools. In private college, teachers did not use any image referring to these metaphorical groups (see appendix G).

Teachers in the third school (representing high SES public primary schools in Ankara) and in the fourth school (representing private schools) used images referring to "teacher as a care-giver", "teacher as an angel" more than low SES school teachers and middle SES school teachers. Although in each of the schools, teachers produced images grouped under "teacher as a mechanical and alienated person", teachers in the second school referred these images more than the teachers in other schools in the sample (see Appendix G).

It appears that there are significant differences between private and public school teachers' images of themselves. Like their students, low SES school teachers mainly mention teachers' roles of transmission of knowledge, enlightening people, and molding and shaping. The mission attributed to teachers working in low SES schools is different than the teachers working in other SES schools. This may originate from the belief among low SES people that school makes a difference in their lives. Low SES parents' contribution to their children's education is limited, which also represents their limited life conditions. They look to leave some of their responsibilities to schools and teachers, because they feel themselves less-informed and powerless in dealing with their children's educational problems. That may be why expectation from education is high among low SES people.

The second school appeared to have significant problems in terms of administration and human relations, because both students and teachers complained about authority, discipline and alienation they face in their school.

4.21 Results concerning teachers' metaphorical images about themselves, by status:

While classroom teachers described themselves firstly as mothers, branch teachers perceived firstly themselves as mechanical and alienated people. Classroom teachers used images referring to "teacher as a mother" and "teacher as an angel" more than the branch teachers. Classroom teachers did not use any images describing teacher as "a leader like light" and as "a person who mold and shape" (see Appendix G).

4.22 Results concerning teachers' metaphorical images about students:

47 teachers stated 36 metaphorical images to describe the student. Analyses of these images resulted in 9 metaphorical groups (Table 4.22).

Table 4.22 Teachers' Images of Students

Metaphorical Groups	All Teachers	
<i>Student as</i>	f	%
a young plant to be raised	10	27.78
a thing needs to be molded and shaped	9	25
a little monster	6	16.67
a container	4	11.11
a nice and sweet person	4	11.11
a small and vulnerable person	1	2.78
a prisoner	1	2.78
a hard-worker	1	2.78
TOTAL	36	100

The analysis of the results presented in Table 4.22 reveals that teachers mostly used images which were grouped under "student as a young plant to be raised" (27.78%). This metaphorical group includes images like young tree, flower,

bud, a young fish learning how to swim, my baby birds, a new born baby, young shoot, young tree.

Secondly, analysis also shows that teachers perceive their students as "untreated raw material" (25.00%) by stating images like a raw diamond, a raw material, a white page, dough, a patient used for experimentation, not embroidered, needlework.

This is followed by metaphorical group named "student as a rebellious person" (16.67%) including images like a musical instrument which is out of tune, carnivorous flowers, mud, rose with big thorns, those who comes to school to spend leisure time.

Images like one who must take medicine although one does not like it, sponge, photograph machine were grouped as " student as a container" (11.11%). Images like butterfly, flower, human were also grouped under "student as a nice and sweet person" (11.11%).

Finally, the metaphorical groups of "student as a prisoner", and "student as a hard-worker" (each 2.78%) which only one image was found for each: robot, a race horse.

Teachers in the sample mainly conceptualized the students as "young plants to be raised" and "untreated raw material". With these groups of images teachers implied that they shape, modify and mark students at schools. A classroom teacher said that "student is like a young shoot. If you put it in a good soil and atmosphere, it will grow up healthy." A branch teacher used the image of "student as a white page" and wrote that "child comes to us as a clean, white page. As we write on this page, it becomes a meaningful whole."

Teachers' images of students, indicate that teachers follow an Essentialist philosophy in defining their students. As a modifier, leader, and shaper, teachers put themselves to the center of teaching and learning process. However, students as white page and young plants to be raised become passive participators of this process. This finding does not contradict with their conception of school.

This finding reminds us Paulo Freir's (1991) image of "school as a bank" in which teacher teaches, students learn; teacher knows everything, students know nothing; teacher thinks, students are thought; teacher talks, students listen quietly;

teacher disciplines, students are disciplined; and teacher is the subject, students are objects.

Then, teachers both perceived students as "rebellious people" and "nice and sweet people". A teacher used the image of "carnivorous flowers" to describe students and said that "they are all our children, but they use up us and make us tired." Another teacher wrote that "student is like an elegant butterfly who alights on flowers." Teachers less frequently used the images grouped under "student as a container", "student as a small and vulnerable person", "student as a prisoner" and "student as a hard-worker".

4.23 Results concerning teachers' metaphorical images about student, by school:

Although in all schools teachers used images describing students as "young plants to be raised", "things need to be molded and shaped " and "containers", teachers in the private college used these images more than the teachers in other schools (see Appendix H).

Although it is generally thought in the public that private schools are very different from public schools especially in terms of their teachers, the results indicate that private school teachers also follow an Essentialist orientation. Teachers and administrators working in private schools are under a strict control by both owners of the schools and parents. This may be the reason for teachers to behave more disciplinarian. This finding indicates a similarity with private school students' images of teacher. They primarily described their teachers as highly authoritative, unkind and harmful people.

Teachers in the second school (representing middle SES public primary schools in Ankara) used the images describing students as "rebellious people" more than the teachers in other public primary schools in the sample. If you remember the students' images about themselves we found the same result related to the second school in the sample of the study (see appendix H). The anomalous situation of the second school appeared once more. Teachers and students have negative attitudes

towards each other and to the school. This indicates a necessity for a deeper analysis of this school as a special case.

4.24 Results concerning teachers' metaphorical images about student, by status:

Classroom teachers simply described their students as "raw materials", as "young plants to be raised" and as "containers". Branch teachers also used images referring to these metaphorical groups, but their description of students "as rebellious people" had a significant percentage among the other metaphorical groups. Classroom teachers did not produce any images referring three metaphorical groups; "student as a little monster", "student as a small and vulnerable person", and "student as a prisoner" (see Appendix H). In this sense, classroom teachers seem to be more Essentialist than the branch teachers.

4.25 Results concerning teachers' metaphorical images about school principal:

Total of 30 images were produced by 47 teachers from 4 schools to describe school principal. Results are presented in Table 4.25.

Table 4.25 Teachers' Images of School Principal

Metaphorical Groups	All Teachers	
	f	%
<i>School principal as</i>		
an authority and disciplinarian	16	53.34
an unkind & harmful person	5	16.67
a mother-father	4	13.33
a puppet	2	6.67
an indifferent person	2	6.67
a teacher	1	3.33
TOTAL	30	100

The first of these metaphorical groups includes images like school principal as a coordinator, a chief in an governmental office, a conductor, a director, a driver, a lion, a leader and these images were grouped under "school principal as an authority and disciplinarian" (53.34%).

Secondly, teachers used images like a hard rock, pressure chain, rules chain, seller, to describe their school principals. These images were grouped as "school principal as an unkind and harmful person " (16.67%).

Teachers also described school principal "as mother-father" (13.33%) which involves images like elderly brother, elderly member of the family, father, father in a family.

Teachers compared school principals with puppets (6.67%) by stating images like school principal as a robot lack of authorization and a puppet.

Teachers also described school principals as "an indifferent person" (6.67%) by stating images like; a man spending time in his room, a position where it is very difficult to reach. School principals were also perceived "as a teacher" (3.33%).

Results reveal that almost half of the images produced by the teachers were describing the school principal as "an authority and disciplinarian". By using these images teachers attributed such roles to the school principals as administrator, leader, manager and rule maker. A teacher, for example, said that "school principalship is a chain of rules. I mostly experience this dimension with my school principal." Another teacher wrote that "our school principal is like a conductor providing conditions to perform a good concert. If we play a wrong tune, he corrects it."

Secondly, teachers characterized their school principals as "unkind and harmful people" by mentioning the pressure they experienced in their relations with the school principals.

Teachers also defined the school principals as mothers and fathers. Some teachers used these images to refer school principal as the head of the family, while others used these images to refer how they considered the school principal as an elderly model for them.

Some of the teachers conceptualized school principals as puppets in the hands of the Ministry of Education and politicians implying the school principal's lack of authority. For example, a teacher defined school principals as "robots" and said "because their power is limited. They do not have any power to affect the educational system. They are the people who lack authority."

School principals were also described as "indifferent people" because teachers said that "they are far from the children and teachers in the school. Everybody is afraid of the school principal." Only one image was produced defining the school principal as "a teacher".

4.26 Results concerning teachers' metaphorical images about school principal, by school:

Results concerning teachers' images about the school principal by school revealed that teachers had similar tendencies in all schools in the sample of the study (see appendix I).

All teachers in the sample tend to describe their school principals as "authority and disciplinarian". This image indicate that our schools are structured according to an authoritarian Essentialist philosophy. School principals' unkind and harmful behaviors are often observed in the lower SES school. This remind as that there is a correlation between school social class composition and teacher and administrator behavior.

4.27 Results concerning teachers metaphorical images about school principal, by status:

Although both groups of teachers described school principal as "an authority and disciplinarian", authority-related images were mostly used by classroom teachers than the branch teachers. While classroom teachers characterized the school principal as "an indifferent person", branch teachers did not use any image referring to this metaphorical group. Likely, classroom teachers did not use any image describing the school principal as "an unkind and harmful person", "a caregiver", and "a teacher" (see Appendix I).

4.28 Results concerning teachers' metaphorical images about parent

Total of 20 images were produced by teachers when they were asked to describe parents. Analysis has revealed 6 metaphorical groups (Table 4.28).

Table 4.28 Teachers' Images of Parent

Metaphorical Groups	All Teachers	
<i>Parent as</i>	f	%
indifferent and distant to school	12	60.00
a helpless person	3	15.00
an inspector	2	10.00
a kind person	1	5.00
a hard-worker & slave	1	5.00
a caregiver	1	5.00
TOTAL	20	100

Teachers in the sample firstly described parents as "indifferent and distant to school" (60.00%) by stating images like chicken (leaves her children on their own when they grow up), one whose responsibility is carried out after enrollment of their children at school, an actor who has a minor role in a film, uninterested citizen, discordant tune, a victorious commander (everything seems all right after enrollment), irresponsible shepherd, spectator, irrelevant people, a person who do not deal with his/her child.

According to the results teachers secondly defined parents as "helpless people" (15.00%) involving such images like a young marriageable girl (naive), expecting to be directed, the shepherd who entrusts his herd to a wolf, helpless people were grouped under this metaphorical group. Another metaphorical group which emerged as a result was "parent as an inspector" (10.00%) including images of inspector and watcher .

Teachers also perceived parents as "kind person" (5.00%) by using the image of Polianne. Parents were also perceived by teachers as "hard-workers and slaves" (5.00%) with the image of slave and "as caregivers" with the image of protector.

Overall results indicate that more than half of the images produced by teachers described parents as "far from the school". Teachers complained about parents' irresponsible and insensitive attitudes toward school affairs. A branch teacher said that "parents are like irresponsible shepherds. They do not deal with their children. They only follow the grades of their children and come to the school only when we invite them to the school meetings. Some parents even do not come to school meetings. Some others come to the school only if their children have discipline problems."

They also described parents as "helpless people". A teacher said that "they are helpless people because they are under heavy living conditions. They live in poverty." Another teacher characterized the parent as "a young marriageable girl who is naive and needs and expects to be directed."

Some teachers complained about parents' behaviors like inspectors. A teacher said that "when parents come to the school like inspectors they try to find a mistake. Like inspectors without involving in school affairs they observe from the outside."

Images describing parents as "kind people", "hard-workers and slaves", and "caregivers" were the least frequently used images by teachers.

4.29 Results concerning teachers' metaphorical images about parent, by school:

While teachers in public primary schools mainly described parents as "indifferent and distant to school" and complained about their irresponsible attitudes towards school affairs, teachers in the private college described parents as "inspectors" and complained about their interference with school affairs (see Appendix J).

Results indicate that parents whose children attend public schools are less-informed about educational issues. They feel themselves as helpless and powerless to deal with school affairs. However, private school seem to be more involved in school affairs. This may originate from social class backgrounds of parents. In addition, private school parents spend more money for their children's education, they might feel themselves as having the right to participate and control in school affairs. One significant conclusion that needs to be considered is that parents, especially public school parents, need support mechanisms to allow them actively participate in their children's education.

4.30 Results concerning teachers' metaphorical images about parents, by status:

While classroom teachers defined parents only as "indifferent and distant to school" and "helpless people", branch teachers produced images additional to these metaphorical groups such as "parent as kind person", "parent as a hard-worker and slave", and "parent as a care-giver"(see Appendix J).

4.31 Results concerning parents' metaphorical images about school

101 parents participated in the present study and they produced 68 images to describe the school. Results of the analysis of these images are presented in Table 4.31.

Table 4.31 Parents' Images of School

Metaphorical Groups	All Parents	
	f	%
School as		
a care-giving place	21	30.88
a place of knowledge and enlightenment	18	26.47
a nasty & low quality place	8	11.76
a work-place	7	10.29
a world of growth and development	6	8.82
a place of discipline and authority	4	5.88
a place of fun and entertainment	4	5.88
TOTAL	68	100

Results indicated that the most frequently stated images by parents to describe school are the ones which are grouped under "school as a care-giving place" (30.00%). Images grouped in this category includes images like were a clean nursery school, a house, a family, home, home of love, kindergarten, the second home, family heart.

The second most frequently used images were school as an education and teaching institution, intellectual book, knowledge house, education house, educational center, house of education and teaching, nutritious egg. These images were grouped under "school as a place of knowledge and enlightenment" with a percentage of 26.7.

The metaphorical group named "the school as a dirty and low-quality place" included images like school as a collapsing building, a garbage damp in Mamak, mahalle mektebi, a refrigerator, a school in a large village, a less-developed urban area. Another group named "school as a work-place" included images like school as a factory, a trading establishment. Both of these groups had the same rating (11.79%).

Images like school as a productive field, a flower, construction, a place where children are prepared for future are grouped under "school as a world of growth and development". This metaphorical group had 8.82%. This was followed by "school as a place of discipline and authority" and "school as a center of fun" with an equal percentage. Following images stated by parents were grouped under "school as a place of discipline and authority": a great circus where teachers are animal trainers, prison, a little bit frightening place. Images like school as a painting book, vacation place, and picnic area were the images grouped under "school as a center of fun". Lastly parents perceived school as "a place of chaos" (1.47%) by saying school is like nothing.

Results concerning parents' images about the school show similarities to the results of images by students and teachers in that parents also described the school as "a care-giving place". A parent said that "school is like a home, because children spend all day there." They also mentioned that "school is a safe place like family to leave our children."

Secondly they conceptualized the school as "a place of knowledge and enlightenment" simply by calling the school as an educational center, a place of transmission of knowledge to the young generations. For example, a parent used the image of "educational institution" to name the school and wrote that "school is the first step to prepare our children for future. They are both taught knowledge and educated there. In future, with this background our children will pass the university entrance examinations and become beneficial people for the society."

Parents complained about schools' dirtiness and low quality of physical facilities. These complaints were especially raised by the parents whose children attend low SES public primary school. A parent compared the school as "an undeveloped urban area" which was where the parent lives, and she wrote "Although we live in the capital city of Turkey, our schools seems schools in the old times. We struggle to Westernize the country but still we have nothing. In our schools we do not have a sport facility, a central heating system, a laboratory, TV, video, a library, a canteen. Toilets are very dirty. In the garden there is no flower or any plant."

In describing the school as a "work-place", parents used the images to imply that schools are like a production unit and a trading establishment.

Parents also defined the school as "a world of growth and development". For example, a parent characterized the school in this way because she said that "students are the saplings and fruits of this tree. Roots are teachers. Roots feed the branches, saplings and fruits. Teachers do this with their knowledge." Interestingly, parents mentioned how school was a frightening place like a great circus where teachers are animal trainers. They also characterized the school as "a nice and beautiful place" for their children: a picnic area where children enjoy their time in the school.

4.32 Results concerning parents' metaphorical images about school, by school:

Parents whose children attend the first school (representing low SES public primary schools in Ankara) and parents whose children attend the private school used mostly the images describing the school as "a care-giving place" whereas parents whose children attend the second school (representing middle SES public primary schools in Ankara) and parents whose children attend the third school (representing high SES public primary schools in Ankara) described firstly the school as "a place of knowledge and enlightenment" (see appendix K).

While parents from public primary schools complained about their schools' dirtiness and low quality physical facilities, parents from the private school did not use any images referring to this problem (see Appendix K).

Images grouped under "school as a nice and beautiful place" and "school as a work-place" were produced by the parents from the private school and high SES public primary school in the sample. Parents from low and middle SES public primary schools did not use any image related to these dimensions (see Appendix K).

The image of "school as a place of discipline and authority" was produced by parents from the low and middle SES schools (see appendix K).

Parents may think that their children's school is a safe place to leave them while they are at work. Both parental groups', low SES parents and private school parents, description of "school as a care-giving place" may originate from different reasons. Although low SES parents have high expectations from education, they seem helpless in contributing to their children's education. That is why they entrust

their children to schools and teachers at least to make guarantee their children's future.

4.33 Results concerning parents' metaphorical images about school, by level:

Results revealed that while parents whose children attend the 4th and 5th grades described the school firstly as "a care-giving place", parents whose children attend the 6th, 7th and 8th grades described the school firstly as "a place of knowledge and enlightenment". Then parents whose children attend the 4th and 5th grades described the school as "a place of knowledge and enlightenment", as "a work place" whereas parents whose children attend 6th, 7th and 8th grades perceived the school as "a care-giving place" and as "a dirty and low quality place" (see Appendix K).

4th and 5th grade students' parents tended to use images describing the school "as a world of growth and development" more than the 6th, 7th and 8th grade students' parents. Parents of 4th and 5th grade students did not state any image referring the following metaphorical groups; "school as a dirty and low quality place", "school as a place of discipline and authority" and "school as a nice and beautiful place" (see Appendix K).

4.34 Results concerning parents' metaphorical images about teacher:

Analysis of 75 images stated by 101 parents led the results presented in Table 4.34.

Table 4.34 Parents' Images of Teacher

<i>Teacher as</i>	All Parents	
	f	%
a source and transmitter of knowledge	19	25.33
a care-giver	18	24.00
a mechanical & alienated person	9	12.00
a beacon spreading light around	8	10.67
an authority and disciplinarian	7	9.34
a person who mold and shape	6	8.00
an angel	5	6.67
a vital element	3	4.00
TOTAL	75	100

According to these results, parents mostly used images referring to teacher's as "source and transmitter of knowledge" (25.33%). Images which were grouped under this metaphorical group were book, computer, educating and instructing person, educator, flowers that bees take honey, library, non-eroded soil, rose (presenting its adore and knowledge). Secondly, they described teacher as "a care-giver" (24.00%) by stating images of mother, mother-father, second mother-father.

The images stated by parents to characterize "teacher as a mechanical and alienated person" were factory workers, a directed robot, a sales clerk, a tired adult, an officer applying the curriculum of the ministry, knowledge conveying officer, programmed Robocop, weary and tired. This metaphorical group had 12.00%. This is followed by the metaphorical group named "teacher as a beacon spreading light around" (10.67%) including images like a candle, a lighting candle, a shining star, an ever-lighting star, a hope for future, light, shining sun, and the newly risen sun.

Images stated by parents like soldier, military unit commander, were grouped under "teacher as an authority and disciplinarian". This metaphorical group had 9.34%.

Parents also described teachers also as "a person who mold and shape" (8.00%) by using images like a person who mold and shape flowers, a jewelry expert, a skilled gardener, a cook, a person who mold and shape, preparing for future. However, they also perceived teachers as "angels" (6.67%) by using images like an angel teaching the good and the bad, an angel, a friend, a friend with children, a human. Finally, teacher as "a vital element" (4.00%) was stated by using the image of water.

Results concerning parents' images about the teacher indicate that parents used mostly the images describing the teacher "a source and transmitter of knowledge" and as " a care-giver". A parent compared teachers with "computers" and said that "they are full of knowledge and transfer it to our children." In describing the teacher as a care-giver, parents mentioned both teaching and care-giving roles of the teacher. A parent described teacher as "mother and father" and wrote that "they teach our children good things and values like we do at home. Another parent said that "teachers are like mothers who love our children. They are tender-hearted people."

Teachers were also perceived by parents as under the rule of others, especially the Ministry. A parent, for example, used the image of "Robocop" to describe teachers, and added that "teachers are put in a narrow form. They have to follow only a specified curriculum. Since they are not allowed to do anything different than the defined regulations they become mechanical people."

Some parents conceptualized the teacher as "a beacon spreading light around". A parent said that "like a shining sun which lights the world, teachers enlighten the minds of people and prepare our happy futures."

Teachers were also perceived by parents as prison-guards and harmful people because of their angry, intolerant and despotic behaviors towards children. A parent named teachers as "dictators" and said that "they are intolerant people. They do not make even a joke in their classrooms." Some parents, however, defined the teacher as a vital element in our lives like water.

4.35 Results concerning parents' metaphorical images about teacher, by school:

Parents from the first school (Low SES) attributed teachers mainly the role of mother, source and transmitters of knowledge, and leadership. They used images referring to these roles more than the parents in other groups. They did not mention teachers' unkindness or harmful behaviors. They also did not use images describing teachers as mechanical and alienated people, teachers as angels and teachers as vital elements (see Appendix L). Like their children, low SES parents have positive attitudes toward teachers. It is once more supported that SES of people determine their expectations from education. Since low SES people have little chance to change their living standards, they give high values to education as a mechanism for changing their social class.

Interestingly, parents from the private college used images describing teachers as mechanical and alienated people more than the parents from public schools. Teachers' unkind behaviors and attitudes like prison-guards were mainly mentioned by the parents from the second school which represent the middle SES (see Appendix L).

4.36 Results concerning parents metaphorical images about teacher, by level:

Although both groups of parents characterized teachers mainly as source and transmitter of knowledge and as mothers, parents whose children attend to the 4th and 5th grades used the images referring to these metaphorical groups more than the parents whose children attend to the 6th, 7th and 8th grades (see Appendix L).

Parents of the 6th, 7th and 8th grade students used the images defining teachers as mechanical and alienated people more than the parents from 4th and 5th grades . In addition, parents of 4th and 5th grade students did not use any image implying teachers' unkind behaviors (see Appendix L).

4.37 Results concerning parents' metaphorical images about student

101 parents generated 63 images to describe students which are presented in Table 4.37.

Table 4.37 Parents' Images of Student

Metaphorical Groups	All Parents	
<i>Student as</i>	f	%
a young plant to be raised	16	25.40
a little monster	11	17.46
a thing needs to be molded and shaped	11	17.46
a hard-worker	9	14.29
a prisoner	8	12.70
a nice and sweet person	4	6.35
a container	4	6.35
TOTAL	63	100

Parents firstly described students as "young plants to be raised" (25.40%). Under this metaphorical group, following images were collected together: a sapling of a non-bloomed flower, an immature sapling bud, child, children in the kindergarten, fruit of a tree, fruit of future, plant, sapling leafing out, undirected living organism, un-watered flowers, young shoot, young tree.

Then, they considered students as "rebellious people" (17.46%) by stating images like a live bomb, bandit, clown, extravagant people of modern age, foul-

mouthed, little monsters, spoiled people, street urchin, walk-man (they play and listen whatever they want) and as "untreated raw material" (17.46%) which consisted of images like a field (you reap what you have sown), colorful game dough, guinea pig, raw iron, un-molded dough, untreated wood.

Students were also perceived as "hard-workers" (14.29%) by parents with the following images: an army of ants, bee, person trying to be informed, porter, race-horse. This is followed by the metaphorical group named "student as a prisoner" (12.70%) including the images of herd, prisoner, robot, sheep-herd, soldiers, sheep.

Among these, the least frequently stated images were the ones grouped under "student as a nice and sweet person" (6.35%), and "student as a container" (6.35%). For the metaphorical group named student as a nice and sweet person following images were brought together: butterfly, diamond, flower. For the metaphorical group named "student as a container" following images were brought together: canned meal, eating children (they eat knowledge), living store-house of knowledge, renter.

Parents' conceptions of the student were mainly concentrated on "student as a young plant to be raised" and "student as a thing needs to be molded and shaped". A parent, for example, described students as "a field" and said that "you reap what you have sown." Another parent, however, mentioned the school's dis-functioning and described the student as "un-watered flowers". Interestingly, this finding is almost similar to the conception of student by teachers. There is a strong Essentialist tone in parents' conception of students. That means, parents as consumers of educational services hold traditionalist views about their children. The overall conclusion might be the one that Essentialism is a widely-rooted paradigm in our educational system comprising parents, teachers and students.

Like teachers and students, parents also used images characterizing students as rebellious people. They complained about their children's rebellious behaviors. A parent used the image "street urchins" and wrote that "they do not have any positive attitude towards their teachers and parents. They do not have respect and love for their teachers."

Students as hard-workers imply how they are under a heavy load because of competition in our educational system. A parent used the image of "race horses" for

students and wrote that "in our educational system, our children have to run like a race horse. Among and within schools, they experience a strong competition. Preparatory courses and examinations push our children very hard."

Parents described students also as prisoners who were under pressure and high discipline in schools. A parent compared the students with soldiers and wrote that "they are always under discipline and command of teachers and principals."

By using the images describing the student as a nice and sweet person, parents both referred their sweetness and their importance for the future of the society.

A parent's image of "student as a canned meal" may be a good example of how students become "containers" in schools. This parent said that "like tins get filled with low quality ingredients, our children's minds are crammed with unnecessary knowledge. Because the curriculum is prepared by less-qualified people. In addition, they do not think about real goals of education."

4.38 Results concerning parents' metaphorical images about student, by school:

Although parents from all schools mainly conceptualized the students as "a thing needs to be molded and shaped" and "young plants to be raised", parents from the first school (low SES) used these images more than the others. Images describing the student as "a hard-worker " were mostly used by the parents whose children attend the private college. Parents from the second school used the images characterizing the students as "prisoners" more than the parents from the other schools (see Appendix M).

Parents whose children attend low SES school appear to be more authoritarian on their children than other parents. They expect their children to be shaped at school and become ready for life. As it was stated previously, it may originate from their limited life facilities they supply for their children.

Parents whose children attend the private school, expect their children to be hard-workers. Both school atmosphere and family atmosphere force private school students to be hard-workers.

The problematic situation in the second school is also perceived by parents, too. They, like their children, describe students as prisoners.

4.39 Results concerning parents' metaphorical images about student, by level:

According to parents whose children attend 4th and 5th grades simply defined students as "young plants to be raised" and "raw materials". While parents whose children attend the 6th, 7th and 8th grades described students firstly as "rebellious people", parents whose children attend 4th and 5th grades did not produce any image referring this metaphorical group. They also did not mention the following metaphorical groups: "student as a hard-worker" and "student as a prisoner" (see Appendix M)

It seems that all groups participated to this study come agree to describe 4th and 5th grade students as things need to be shaped and 6th, 7th and 8th grade students as rebellious people. The description for 4th and 5th grade students conforms to our traditional school mission in Turkey. Students are expected to be shaped by the school and become good citizens of the country. Interestingly, like 6th, 7th and 8th grade students and branch teachers, parents whose children attend 6th, 7th and 8th grades of basic education, refer to adolescents' aggressive and rebellious behaviors.

4.40 Results concerning parents' metaphorical images about the school principal:

Total of 101 parents generated 57 images to describe the school principal and these results are presented in Table 5.40.

Table 4.40 Parents' Images of School Principal

Metaphorical Groups	All Parents	
	f	%
<i>School principal as</i>		
an authority and disciplinarian	27	47.37
a caregiver	11	19.30
a kind person	5	8.77
a teacher	5	8.77
an unkind & harmful person	4	7.02
an indifferent person	3	5.26
a puppet	2	3.51
TOTAL	57	100

Parents participated in the study mostly used images referring to school principal's authoritative character (47.37%). Images like administration, chief in a governmental office, conductor, coordinator, director, driver (driving the school), guide, leader, lion, were grouped together under this category.

Images stated by parents to define school principal "as a mother-father" (19.30%) included such images like elderly member of the family, father, mother-father, parent, parent of the children, plane tree.

Parents also considered school principal as "a kind person" (8.77%) and "a teacher" (8.77%). Under the first group, images of friend, head of the solidarity, human, lovely ghost Casper took place. Only one image (teacher) teacher image was used to construct the second metaphorical group (school principal as a teacher).

Parents used images like brutal guy, and forger to describe school principal which were grouped under "school principal as an unkind and harmful person" (7.02%).

Three images were used by parents describing the school principal as "an indifferent person" (5.26%): a distant relative, a flower in a glass, an irresponsible mother. Lastly, parents used images of puppet, an officer who serve for the boss which were grouped under "school principal as a puppet" (3.51%).

In general, parents characterized the school principal as "an authority and disciplinarian". They mentioned the school principal's commanding, administrative and ruling roles. A parent used the image of "minister" and said that "the school principal is the hearth of a significant institution. He has heavy duties. But firstly he is a bureaucrat. Administrative role of the school principal goes ahead of his/her educator role."

Secondly, parents in the sample defined the school principal as "a father/mother". This description mainly implies that school principals were mainly selected among male teachers. They were perceived as the head of the family. A parent called the school principal as "elderly member of the family" and wrote that "if the school is a family, everybody, teachers, parents and students work in solidarity. The school principal is the head of this solidarity."

The school principal as "a kind person" was described by parents to imply principal's friendly behaviors. Parents also mentioned the school principal's teaching role.

Some parents defined their school principal as "unkind and harmful person". A parent compared the school principal with "Hitler" because he said that "he carry out his job by force. He is not trying to be close to the children or teachers."

Some parents said they have never seen their school principals and defined him as "an indifferent person". On the other hand, some other parents mentioned that school principals were under the rule of the Ministry, they became people without authorization like "puppets" or just "officers serving to the boss".

4.41 Results concerning parents' metaphorical images about school principal, by school:

Parents whose children attend the first school (representing low SES public primary schools) defined the school principal with relatively more positive images which were grouped under "school principal as a father/mother", "school principal as a teacher" and "school principal as a kind person" (see Appendix N).

Images describing the school principal "as an authority and disciplinarian" and "school principal as an unkind person" were used by the parents whose children attend the second school (representing middle SES public primary schools) more than the parents from the other schools (see Appendix N).

Images grouped under "school principal as a kind person" were mostly used by the parents whose children attend the third school (representing high SES public primary schools). "Teacher" description was used by parents of students attending to the first and the third schools (see Appendix N).

Results indicate that images describing the school principal "as an authority and disciplinarian" and "as a puppet" were only used by the parents from the private school (see Appendix N).

4.42 Results concerning parents' metaphorical images about the school principal, by level:

General tendency seemed to be followed by the parents from both levels. Parents whose children attend to 4th and 5th grades did not use any image describing the school principal as "an unkind person", "a puppet", and "an indifferent person" (see Appendix N).

4.43 Results concerning parents' metaphorical images about themselves:

101 parents participated in the study generated 42 metaphorical images and the grouping results are presented in Table 4.43.

Table 4.43 Parents' Images of Themselves

<i>Parent as</i>	All Parents	
	f	%
Indifferent and distant to school	10	23.81
a helpless/powerless person	7	16.67
a hard-worker & slave	5	11.90
a caregiver	5	11.90
a continuously complaining person	5	11.90
a kind person	4	9.52
an ATM or money machine	4	9.52
an authority and disciplinarian	2	4.76
TOTAL	42	100

From the results, it is evident that parents mostly defined themselves as "indifferent and distant to school" (23.81%) by using images like someone nourishing and dressing his/her child, people escaping from responsibility, an irresponsible family, people who do not attend even the school meeting, insensitive people, scarecrow (not involved), football fan, people indifferent and distant to school.

Analysis has also revealed that parents secondly used images referring to their "helplessness and powerlessness" (16.67%). Under this metaphorical group following images were included: a group of unconscious people, a group of helpless people, child, lamb, racing puppets, a fish in aquarium (wandering impatiently).

Parents also perceived themselves as "hard-workers and slaves" (11.90%) by stating images like embraced people, molded persons by self-sacrifice, race horses, cow producing milk (lactating cow), and servants of their children. They also perceived themselves as "care-givers" (11.90%) by stating images like mother-father, gardener, and a plane tree.

"Kind people" (9.5%), "money machine" (9.52%), and "continuously complaining people" (11.90%) are the following three groups of images. For the first metaphorical group, parents used the images of angel, flower, psychiatrist, human. For the second metaphorical group, the images were ATM, money machine, investor. For the last group, images of people unable to hold their tongues, persons poking their nose into everything, and public prosecutor were put together.

The least frequently used images among others were the ones grouped under the "parent as an authority and disciplinarian" (4.76%) including police and prison-guard.

Overall, like teachers, parents also described themselves firstly as "indifferent and distant to school". They criticized themselves with their irresponsible, unconcerned and insensitive attitudes towards their children and school affairs. For example, a parent said that "we are people escaping from responsibility. We think that when we send our children to school, we have six free hours. I know some parents who do not attend even the school meetings."

May be the reason behind their distance from the school is because of their helplessness and powerlessness about school affairs. A parent said that "parents are helpless and unconcerned people. They do not know how to behave toward, their children and how to share problems related to school."

Parents also perceived themselves as "hard-workers and slaves" working only for their children and carrying a heavy load on their shoulders. On the other hand, some parents defined themselves simply as mothers and fathers.

Some others complained about high cost of their children's education. A parent said that "although I send my child to a public school, I still pay too much money for all activities carried out in the school. They think, we are millionaires."

Like students, parents also used images describing themselves as "continuously complaining people". They used these images to mention how they are

perceived by teachers interfering with school affairs. Some parents also defined themselves as "prison-guard" people who put their children under strict control.

4.44 Results concerning parents' metaphorical images about themselves, by school:

Parents whose children attend public primary schools used images characterizing themselves as "indifferent and distant to school" more than the parents from the private school. On the other hand, parents who felt themselves as prison-guards were mostly from the second school. Some parents from the second and the third school defined themselves as "money machines" among the parents from public school schools (see Appendix O).

Images describing parents as "hard-workers and slaves" were mostly used by parents whose children attend to the private college. Again, this group of parents used most of the images grouped under "parents as continuously complaining people" more than the parents from the public schools (see Appendix O).

4.45 Results concerning parents' metaphorical images about themselves, by level:

Parents whose children attend to 4th and 5th grades used the images describing themselves as "care-givers" more than the parents whose children attend to 6th, 7th and 8th grades. Although both groups of parents produced images referring to the metaphorical group named "parent as indifferent and distant to school", and "parents as helpless and powerless people", 6th, 7th and 8th grade students' parents produced more images about these dimensions than 4th and 5th grade students' parents (see Appendix O).

Parents whose children attend to 4th and 5th grades did not use any image referring to the metaphorical groups of "parents as prison-guards" and "parents as hard-workers and slaves" (see Appendix O).

4.46 Students' Future Images about School, Teacher, Student, School Principal, and Parent:

Students, teachers, and parents participated to this study were also asked to state future images about school, teacher, student, school principal, and parent.

Overall, students' images were found to be more various and richer in comparison with that of teachers' and parents'.

It seems that students desire to engage in an educational process in which they want to feel themselves like playing in an amusement center. Most of the students used the images describing the future school they dream as an amusement center, very colorful place, enjoyment machine, game house, and child park. In this center, they also want to feel themselves free just as flying over clouds. They want to take education in places where they turn into flowers.

Students also mentioned that school should allow them to invent their abilities and do whatever they wish to do. They do not want to experience hard-working any more. They also said that they did not want to be evaluated by classical examinations. A student, for example, named the school she dreamed of as "the free school". Many students repeated that they want to come to school with free dresses. Students also indicated that they want to be educated in perfect conditions with perfect laboratories, libraries, sport areas, theaters and conference halls, in which all the equipment are complete. Students views about the school, they desire to attend, provide us information about the future policies and reforms that our educational system requires. As an alternative to our traditional, Functionalist, and Essentialist school system, students offer a Progressivist and existentialist perspective. Their views about the future education seem to contribute the restructuring our schools for the coming 21st century.

By using the images of school as a book, library, knowledge house, and computer, they implied that schools in the future will still have the function of transmission of knowledge.

Related to within-school relations, they stated that they want to engage in relations with their teachers and administrators like friends. They expect a highly tolerant, understanding, polite and warm school atmosphere. They want to have relations with students and other people in the school based on mutual respect. They dream that they will live in schools where they feel themselves away from struggles and competition. They also stated that they did not want to be subject to beating anymore.

Students' future images about teachers present significant suggestions for teacher education programs. Their images mainly focused on the following teacher characteristics: tolerant, tender, friend, merry, just, understanding, kind, warm, and pretty. They also said that they want to see their teachers as strong, intelligent, well informed, courageous, funny, not boring, and ready to help. Students stated that in the future school, teachers should know their subjects and the ways of teaching well. They also stated that they want to practice teaching and learning process with teachers who listen their problems and create conditions for informal conversations.

One student described teacher he dreamed of as "a key to open the doors of my heart". Another student constructed an analogy between the teacher and "watchman of a children's play-ground" which is a strong Existentialist/Progressivist teacher profile. Students present valuable information about teacher qualifications necessary for the new century. They draw the picture of future teacher.

When it comes to the description of themselves in future schools, their images showed similarities with their future school images. It is understood from the responses that they want to feel themselves free like a flying bird or a butterfly. A student said "If you want me to give a name to the student that I dream of I prefer to name him 'freedom'". Students stated that students in future schools will feel themselves just like the children enjoying their time in children's park.

In addition to images, they also used various adjectives to describe the student in future school such as curious, successful, friendly, funny, ready to lending, a helping hand, good-hearted, and honest. Some other images they used refer to that they want to see students who are disciplined, well-mannered, orderly and neat around themselves. They also mentioned that in future schools, students would be the individuals whose interests were considered.

The characteristics which were defined by students for future school principals included generally the non-authoritarian characteristics such as good-hearted, ready to help students, not pressuring, not beating, just, friendly, understanding, and intelligent. They described the future school principals as people who love children and share students' problems. Several students stated that future school principal should emphasize discipline, but less than today.

Three images students used may help us to understand what kind of a school principal they imagine in future school; sweet, ice-cream, and embrace of mother. Other images students used reveal that students attribute administrative roles to school principals but these images are rather away from representing authoritarian power, such as orchestra conductor, gardener, theater director.

Concerning parents, students want to have parents who are very tolerant, lovable, understanding, emotional, friendly, not boring, and not beating. They also used some other characteristics to define future parent as dealing with their children closely, responsible, open to share their children's problems and share everything.

One student said that "I want my parents to believe in me". Another student said that "parents should not behave people who leave their children in streets". It is understood that they expected more responsible parental behaviors.

Teachers, school principals, and parents as adult figures around the students, appear to be critical components of an educational system. When an educational reform is decided to be carried, it should not only include structural or program changes but also the human side of the school.

Students seem to think seriously about their educational experience and able to contribute to the production of a future project on Turkish educational system. It appears that it is very significant to ask the real actors to present their views about educational issues both for understanding the current problems and defining new strategies, programs and policies for the future.

ⁱ Table numbers follows the sub-problem statements.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The final chapter presents conclusions of the study, suggests implications for practice and outlines areas for future research.

5.1 Conclusions

The purpose of this study was to understand what school is in selected four cases. For this purpose it is aimed to explore how students, teachers and parents perceive "the school" in the current conditions of Turkey, through the help of metaphorical images. To enhance this understanding, the participants were also asked to state their metaphorical images for "the teacher", "the student", "the school principal", and "the parent".

Qualitative analyses of the images, produced by 517 students, 47 teachers and 101 parents from 3 public and 1 private primary schools located in Ankara, to describe school, teacher, student, school principal, and parent, revealed the following metaphorical groups.

Table 5.1 The Metaphorical Groups of School, Teacher, Student, School Principal and Parent

School as	<ul style="list-style-type: none">- a care-giving place- a place of knowledge and enlightenment- an instrument for change and advancement- a world of growth and development- a place of discipline and authority- a place of chaos- a nasty and low quality place- a place of fun and entertainment- a work place- a nice and beautiful place
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Teacher as	<ul style="list-style-type: none"> - an angel - an angel - a care-giver - a destructive and harmful person - an authoritative person - a source and transmitter of knowledge - a mechanical and alienated person - a beacon spreading light around - a vital element - a warrior and survivor - a person who molds and shape
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Student as	<ul style="list-style-type: none"> - a young plant to be raised - a hard-worker - a little monster - a thing needs to be molded and shaped - a prisoner - a friend, brother/sister - a nice and sweet person - a container - small and vulnerable creature
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School Principal as	<ul style="list-style-type: none"> - an authoritative and disciplinarian person - a kind person - unkind and harmful person - a care-giver - an indifferent person - an old fashioned person - a puppet - a teacher
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Parent as	<ul style="list-style-type: none"> - an unkind and harmful person - indifferent and distant to school - a hard worker and slave - a kind person - a care-giver - an ATM or money machine - a continuously complaining person - an authoritative and disciplinarian person - a helpless and powerless person - a vital element - an inspector
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5.1.1 Images of School, Teacher, Student, School Principal, and Parents; as Perceived by Students, Teachers, and Parents

An overall evaluation of the results indicate that, students, teachers and parents hold positive attitudes toward school. "School as a care-giving place" appears

to be the essential function of the basic education in Turkey. Although this image implies that school functions as a community, the images produced by participants, define a place serving for taking care of children and soothing them. Images of "teacher as a mother and father" also support this finding. Schools are perceived as the continuity of the family. However, this is a very traditional mission of schools, which has emerged in the 19th century, to substitute care-giving function of parents since they started to work outside of their homes.

Secondly, the images such as "school as a world of development", "school as an instrument for change and advancement", "school as a place of knowledge and enlightenment", "student as a young plant to be raised", "student as a thing needs to be shaped and molded", "teacher as a person who mold and shape", and "teacher as a beacon spreading light around"; emphasize the function of transmission of knowledge and cultivation of young people. This finding indicates a consistency with Functionalist paradigm. Since Functionalists perceive schools as teaching the kind of cognitive skills and norms essential for the performance of the later adult roles in a society; and since in this paradigm, schools preserve society, socialize and humanize the individual by normative and cognitive frameworks he/she lacks it becomes possible to say that there is an influence of Functionalist approach in our educational system. It becomes clear that there is still an influence of the school thought developed in early years of Turkish Republic by Ziya Gökalp. He emphasizes the basic function of national education as cultivation of young people and training citizens with the culture of the society. This finding is also consistent with the basic principles of Essentialist philosophy. To Essentialists, school education is first and foremost the transmission of basic skills and knowledge found in the cultural heritage. In addition, Essentialists emphasize the use of education as a civilizing agency. Akarsu's (1990) observation on the general aims of the Turkish Educational System also proves this fact. She states that the general aims of the Turkish National Education are to train good people, good citizens and qualified manpower.

Images of student and teacher imply a teacher and knowledge centered school system. Students become passive participants of the teaching and learning process. Findings also indicate that our school organizations are highly disciplined and

authoritarian. Although students produced the images of "school as a place of discipline and authority", "teacher as an authoritative person", "school principal as an authority and disciplinarian" and "parent as an authoritative person", more than the other groups; teachers and parents are also seemed to be agree with them. All groups appear to experience strict rules, pressure, authority and control in schools. These findings also reveal that schooling system in Turkey is under the influence of Essentialist philosophy. The description of student as empty-minded and discipline as a matter of effective training in Essentialist philosophy call out the disciplinarian school experience appeared in this study. Authoritarian character of Turkish Educational System is criticized by both Şimşek and Kongar. Şimşek (1997) uses the analogy of military schools. He criticizes the highly centralized, hierarchical and authoritarian structure of the educational system. Kongar (1994) perceives the Turkish Educational System as monistic which prevents the development of free thought in the society. Illich (1985) calls school as a compulsory residence with the accompaniment of teachers. His statement seems to be consistent with the images produced in this study describing school as a prison and teachers as prison-guards.

In addition, students' images of "teacher as an unkind and destructive person", "school principal as an unkind and harmful person" and "parent as an unkind and harmful person" indicate that they face violence and negative behaviors both in schools and in their homes.

Students' and teachers' images of "school as a place of chaos" imply that goals in our schools are not clearly defined and supervised. People in schools feel themselves in a place where everyday they come and spend a large amount of time together without knowing, actually, why they are there and what are their goals.

In spite of bad physical conditions, especially in public schools, such as toilets without water, laboratories without equipment, and other poor physical facilities, schools are also attributed the following characteristics; "nice and beautiful place", "place of fun and entertainment" and "an instrument for change and advancement". This indicate that students, teachers, and parents have positive attitudes toward school and they have high expectations from education.

Although all groups, students, teachers and parents seemed to have similar conceptions in describing their schools, students produced more images describing school as a place of discipline and authority and as a place of chaos than teachers and parents. In general, teachers and parents appeared to be agree about their school conceptions.

Results concerning the school differences indicate that both students attending the low SES school and their parents have relatively positive attitudes toward school, teachers and school principals. Their positive attitudes show that they have high expectations from education. This may originate from the belief that education provides a channel for upward social mobility. This finding is consistent with the literature on the relationship between school success and family socio-economic background. For example, Köse (1990) stated that students' family socio-economic status is the most important criteria in explaining students' educational plans for future.

The second school appeared to have significant problems in terms of administration and human relations, because both students and teachers complained about the authority, discipline, alienation and loosen relations.

Students at primary levels are described as "young plants to be raised", "a thing needs to be shaped and molded" and "nice and sweet person", however they become "little monsters" and "rebellious people" at the secondary level of basic education. In addition, findings reveal that primary level students hold more positive attitudes toward their school, teachers, school principals, and parents, more than the secondary level students. For example, while secondary level students tend to mainly describe their schools with the images of "school as a place of discipline and authority", primary level students mostly referred to the images of "school as a care-giving place" and "school as a nice and beautiful place". These findings are also supported by students' images of teachers, school principals, and parents. It seems that when students get older, their positive attitudes toward school significantly decline. This tendency may originate from students' age-level characteristics. However, it is necessary to consider teachers' and parents' attitudes and behaviors toward primary and secondary level students. Results concerning teachers' and

parents' student images reveal that they have more positive attitudes toward primary level students than the secondary level students.

Overall results indicate that, the images of teacher exhibit a positive attribute to teachers by all participants. They are described as "an angel", "a mother", and "a beacon spreading light around". However, at the same time, they, especially students, produced images describing "teacher as an authoritarian person", "teacher as a destructive and harmful person". This finding matches with the findings related to disciplinarian and authoritarian school atmosphere.

Caring, transmitting of knowledge, enlightening the people, shaping young generation, appear to be the basic roles of teachers in our schools. These roles attributed to teachers seem to be consistent with Essentialist and Perennialist philosophical orientations that place teacher in the center of the teaching-learning process in schools.

Although there is a positive conception about teachers, they feel themselves in a role confusion. They question whether they are care-givers or teachers. Teachers' images of themselves also indicate that they experience an alienation to their jobs and to themselves. Teachers say that they do not have power in educational decision-making process, and they become mechanical parts of school system since they carry out a routine and a machine-like job. The living standards and the difficulties they practice in schools force them to be "soldiers without arms". Teachers also state that they work with disciplinarian and authoritarian administrators.

According to results, although there are positive attributes too, school principals are described, generally, with negative images such as "school principal as an authority and disciplinarian", "school principal as unkind and harmful person", "school principal as an indifferent person", and "school principal as a puppet". They seem to have authority in schools, however, they are powerless in larger educational system. This finding seems to be agreeing with Özar's (1999) results that organizational structure of the school in her study is found as mechanistic. Her findings revealed that teachers in that school would like to engage in more human-centered management style. Additionally, in his criticisms to the administrative structure of the current educational system in Turkey Şimşek (1997) describes the

existing system as highly centralized, authoritarian, strict, hierarchical, and machine-like system. His views enable us to construct the relationship between the type of administrators we have in schools and the general structure of the educational system. Dana and Pitts (1993) argue that when reform change efforts are implemented in schools nation-wide, traditional role of the principal also need to change. It appears that there is an urgency to redefine school-principal roles, to revise existing principal training programs and to help and assist school principals who are already performing their jobs to cope with contemporary principles of education.

Parents are perceived by all participants as indifferent and irresponsible to school affairs. This is a serious problem especially in public schools. In public schools, parental involvement is very low. Related to this problem, parents express that they feel themselves helpless and powerless to deal with school affairs.

5.2 Implications for Practice

This study attempted to have an understanding of what school is in general from the perspectives of the real actors that participate in educational practice by using metaphorical images as data collection tools, and provide information about the problems and difficulties with which schooling in Turkish educational system faced and whether it functions as expected or not.

One of the major results of the study revealed that in the current conditions of Turkish schooling system, students, teachers and parents hold various images of school and about themselves. The variety of these images suggest that school is not a one-dimensional institution. It is appeared that the school is a picture which consists of various colors. That is why it becomes a critical for our educational policy-makers to consider schools as multi-dimensional places, and apply the views of real subjects involve in school process. To make rational improvements in our educational system, it becomes a necessity to consider it as a whole rather than analyzing only the parts. Lack of long-term educational policies in Turkey may be one of the result of lack of multi-dimensional and inter-disciplinarian perspective. In addition, it is necessary for

policy-making to support and benefit from the results of researches carried out in Universities.

If we consider school only as a sum of structure or process and participants or the process of teaching and learning or a process of transmitting knowledge, our analysis would be seriously superficial on what school really is. Schools are small communities where various kinds of human relations are experienced such as emotions, conflicts, sharing. In designing a new program or for an educational reform, it is a rational way to have a deep understanding of the educational process and relations as they are experienced and perceived by the real actors in schools. That is why we need to consider various inherent features of our schooling system from the eyes of real practitioners such as students, teachers and parents.

Another finding of the present study shows that school is a total of various functions on the one hand, and various problems and difficulties on the other. Basic functions of school emerged as serving as a care-giving institution like a family, transmission of knowledge and enlightening young people and helping young people's growth and development. These functions seem to be positive dimensions of our schooling system. When the principles of the 21st century's school design is considered, our schools appear to succeed only in the traditional functions which is based on societal purposes. However, the principles of contemporary education suggest that education only for society will be left behind the personality development function of the 21st century. It is suggested that students' interests and desires should be the base of the educational systems and the schooling process in the next century should aim at helping students to develop their self-identity, increase their critical thinking and problem solving skills, and as a result the society will have open-minded, sensitive, questioning, curious and creative individuals. As it is stated by Şimşek (1997) there is a necessity of grand changes in Turkish National Education. This is also a necessity for the country to cope with the contemporary world.

Although the Turkish educational system foresees to consider individual interests, abilities, and needs in policy and in principle, the real experience we meet in our schools does not appear to be parallel with the goals of our educational system.

In order to close the gap between the expectations and the real practice of schooling system, radical changes seem to be necessary to achieve better schools for the Turkish educational system especially in teacher and school principal training programs..

In this study, some problem areas related to our schools appeared. Our school include the highly disciplined and authoritative relations, the chaotic atmosphere and poor physical facilities. The images such as school as a place of discipline and authority, teachers as mechanical and alienated people, students as small, alone and vulnerable prisoners, school principals as authoritative figures and also as puppets in the hands of politicians, and parents as indifferent and distant to school, show a kind of violence, alienation, chaos, and excessive pressure exercised on individuals in our schools. Schools are prototypes of their societies. As it is stated by Engin (1997), the most important problems of Turkish society are lack of peace and democracy, abuses of human right and lack of social justice. Sergiovanni (1993) calls educators to change metaphor used to describe school. He emphasizes that administrators need to stop regarding school as an organization and to start regarding it as a community. He stresses naturalistic rather than mechanistic relations among people involved in schooling process. The policy makers should consider this fact and should try to realize the conditions of democratic education and democracy education in our schools.

Another finding of the study is that all participants agree that parents are "indifferent people to school". However, parent participation in education is seen as an indispensable part of contemporary schooling systems. Parents, especially low socio-economic status parents, complain about that they do not know how to engage in school affairs and deal with their children's problems. Therefore, the necessary decisions should be made by policy makers to have parent engage more in the school experiences of their children. In addition to central arrangements about parental involvement, local authorities may organize some training courses for the community. Furthermore, school-family unions may be activated to carry out these kind of programs.

What might be the alternatives to current schooling in Turkey? This question may be well answered by following the students' future images of school, teacher, student, school principal and parent.

Students wish to engage in an educational process in which they want to feel themselves like playing in an amusement center. Students also mentioned that school should allow them to invent their abilities and do whatever they wish to do. Students also showed that they want to be educated in perfect conditions with perfect laboratories, libraries, sport facilities, theater and conference halls, in which all the equipment are complete. Related to within school relations, they stated that they want to engage in warmer relations with their teachers and administrators like friends. They expect a highly tolerable, understanding, polite and warm school atmosphere. They want to have relations with students and other people in school based on mutual respect. In contemporary educational discussions in literature, schools have been started to be perceived as communities rather than structures and more naturalistic, humanistic and democratic relations have been emphasized. By moving these discussions and research findings in educational sciences, new teacher and principal definitions may be developed, and new training programs may be developed and implemented. These programs should aim to train, as it is stated by the future images students produced in this study, multidimensional, tolerable, well-informed, understanding, flexible, open-minded, and democratic teachers and administrators.

When it comes to the description of themselves in future schools, their images showed similarities with their future school images. It is understood from the responses that they want to feel themselves free. According to images they used, it seems that they want to see students who are disciplined, well-mannered, orderly and neat around themselves.

Students' future images mainly focused on the following teacher characteristics; tolerable, tender, friend, merry, just, understanding, kind, warm, and pretty. They also said they want to see their teachers as strong, intelligent, well informed, courageous, funny, not boring, and always ready to help their students. The characteristics which were defined by students for future school principals included

generally the non-authoritarian characteristics such as good-hearted, ready to help students, not pressuring, not beating, just, friendly, understanding, and intelligent.

Results showed that students want to have parents who are very tolerable, lovable, understanding, emotional, friendly, not boring, and not beating. They also used some other characteristics to define future parent as dealing with their children closely, responsible, open to share their children's problems and share everything.

Findings related to students' future images suggest that educational system should be based on Progressive and Humanistic Philosophies. This is also necessary for the country to cope with the principles of 21st century's global world.

The results of this study may help policy-makers to have an insight into school process in Turkey, its functioning and dis-functioning dimensions. Results might be also helpful to change the image of current school system in Turkey. In addition, results may provide information about teacher and principal training programs. Since this study has also a sample from a private school, results may help school-owners to re-analyze their school organizations and make them work effectively.

5.3 Implications for Research

The purpose of this study was to understand how students, teachers and parents conceptualize "the school" through the help of metaphorical images they use in their everyday lives. Metaphorical images gathered throughout the study and the analyses provided the necessary evidence that metaphorical images can be used as sensible analytic and descriptive tools to reach individuals' perceptions of school.

In the literature, it was recognized that some researchers presented a list of metaphorical images, similes or analogies to participants and wanted them to choose the best one to show their thinking or to check images on a Likert-type scale. By following such a technique, it becomes possible to achieve the involvement of more people and their views about educational issues. The next step will be to prepare these kinds of tools based on the images collected in this study, and to apply it in a larger population.

Findings of the study also indicate that, in the second school the atmosphere seemed to be more authoritarian compared to other schools and students, teachers and parents feel themselves uncomfortable in their school experiences. By moving from this evidence, it is possible to say that case-based metaphorical analysis would be an effective way of organizational analysis of single institutions.

Although school principals were included in the preliminary design, they did not want to participate in the present study. That is why they were excluded from the sample of the study. Since school principals' views can contribute to develop our knowledge in educational issues, a further study may be designed by including school principals and some other groups of people belonging to different professions and status in the society.

This study included only the students' future images about the school. A future study may also be designed to collect information about various groups' images of school and other educational concepts which may provide a background for future reforms in the Turkish schooling system.

By considering the rapid changes in world and in Turkey, this study might be repeated periodically in order to make the educational system effective and make it ready to cope with global changes.

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APPENDICES

APPENDIX A

Metaphorical Groups and Images for "School" (by Sampling Groups)

Metaphorical Groups	Students' Metaphorical Images	f	Teachers' Metaphorical Images	f	Parents' Metaphorical Images	f
<i>"School as a care-giving place"</i>						
	a big home	1	a family with many fathers & mothers	1	a clean nursery school	1
	a big house	1	a place where children are soothed	1	a house	5
	a happy family's home	1	a very large home	1	family	4
	a happy home	1	continuity of family	1	family heart	1
	a home full of children	1	day-care center	2	home	4
	a nice home	1	family atmosphere	2	kindergarten	3
	a small society	1	family institution	1	love home	1
	a warm home	1	home	3	the second home	2
	bird nest	1	kindergarten	3		
	children's park	1	my second home	2		
	children's playing area	1	nursery	2		
	day-care center	13	second home	2		
	family	14				
	family atmosphere	3				
	home	29				
	hospital	3				
	kindergarten	6				
	love	1				
	love home	4				
	mother-father	2				
	my family	1				
	my home	21				
	our home	7				
second home	3					
social institution	1					

<i>"School as a place of discipline and authority"</i>	a closed room	1	a border station	1	a great circus	1
	a cube full of students	2	a place where children's creativity is killed	1	a little bit frightening place	1
	a disciplined class	2			prison	2
	a full bag	1				
	a machine that holds tightly	1				
	a modern prison	1				
	a monster with huge teeth	1				
	a narrow form	1				
	a narrow frame	1				
	a place framed with walls	1				
	a place with borders	1				
	cage	1				
	dammed villa	1				
	discipline home	1				
	disciplined place	2				
	dungeon	1				
	electric cooker	2				
	gendarme	1				
	hell	3				
	inside of four walls	1				
	kingdom	3				
	match box	1				
	military school	1				
	nut house	16				
prison	40					
taekvondo	1					

<i>"school as a place of knowledge and enlightenment"</i>	a hand raises with knowledge	1	a nice educational facility	1	education and teaching institution	3
	a house full of knowledge	1	education	1	education house	5
	a place full of education	2	education house	3	educational center	1
	book	5	knowledge house	3	educational institution	2
	buffet (meal buffet)	1	school	1	house of education&teaching	1
	classroom	3	teaching area	1	intellectual book	1
	course	1			knowledge house	4
	education	2			nutritious egg	1
	education house	4				
	education&teaching house	9				
	knowledge bank	2				
	knowledge box	1				
	knowledge cupboard	1				
	knowledge garden	1				
	knowledge house	9				
	knowledge machine	1				
	knowledge squirting trunk	1				
	knowledge&teaching house	1				
	library	4				
	light that spreads knowledge	1				
	my knowledge home	1				
	my study desk	1				
	school	6				
	science area	1				
	source of knowledge	2				
	source of light	2				
	vaccine (infects knowledge)	1				
	vitamin	1				

<i>"school as a place of chaos"</i>	a bad hospital	1	covered market(kapalı çarşı)	1		
	a funny place	1	war area	1		
	an ordinary building	1				
	an untidy house	1				
	bandit school	2				
	building under construction	2				
	cacık	1				
	café	1				
	circus	1				
	everything except school	2				
	football area	1				
	hababam sınıfı	2				
	kervansarai	1				
	kitchen	1				
	looks like nothing	4				
	mahalle (ward)	2				
	meeting area	1				
	repair shop	2				
	ruins in the films	1				
	scrap iron dealer	1				
	soup	1				
	stadium	3				
	street	1				
wedding hall	1					
Youth park	1					
<i>"School as a world of growth and development"</i>	a blooming rose	1	garden	1	a place where children are prepared for future	1
	a garden full of flowers	1	sea	1	construction	1
	a rose that will never wilt	1			flower	1
	a tree that gives fruits	5			productive field	1
	a tree with too many fruits	1			tree	2
	an animate being	1				
	farm	1				
	flower garden	3				
	forest	1				
	fruitful tree	1				
	garden	7				
	nursery	1				
	tulip garden	1				
tree	9					

<i>"School as a place of fun and entertainment"</i>	a colorful house	1		painting book	1
	a house we went for visit	1		vacation place	1
	a picnic area	1		picnic area	1
	a place with too many facilities to spend the spare times	1		social facility	1
	a toy house	1			
	a twittering place	1			
	a world of story	1			
	an instructive Luna Park	1			
	cinema	1			
	colored drawing book	1			
	disco	1			
	entertainment place	2			
	Luna Park	4			
	park	1			
	patisserie	1			
	story	2			
	the place that I meet with my friends	1			
	twittering children's play area	1			
	Youth Park	2			

<i>"School as an instrument of change and advancement"</i>	bridge	1				
	bus (advancing in every direction)	1				
	car	3				
	elevator	1				
	kağnı	1				
	stairs	1				
	train	1				
<i>"School as a nasty and low quality place"</i>	a barn with large windows	1	a village school	1	collapsing building	1
	a box full of cigarettes	1	an uncared house	1	garbage damp in Mamak	1
	garbage damp	1	destruced garden	1	mahalle mektebi	1
	garbage mountain	1			school among the blocks	1
	the garbage damp of	1			refrigerator	1
	toilet	1			school in a large village	1
	gecekondü	1			nothing	1
<i>"School as a work place"</i>					undeveloped urban area	1
	a big company	1	a place we earn money	2	factory	4
	a building under construction	1	atelier	1	trading establishment	1
	a serious office	1			production unit	1
	beehive	1			man production unit	1
	company	1				
	office	1				
<i>"School as a nice and beautiful place"</i>	a big-large villa	1	cuteness	1		
	a new model car	1	beauty	1		
	dream	2	a wave in sea(colored and dynamic)	1		
	flower	6	music box	1		
	heaven	2				
	palace	5				
	white palace	1				

APPENDIX B

Metaphorical Groups and Images for "Teacher" (by Sampling Groups)

Metaphorical Groups	Students' Metaphorical Images	f	Teachers' Metaphorical Images	f	Parents' Metaphorical Images	f
<i>"Teacher as an angel"</i>	friend	21	self-sacrificing person	1	an angel teaching the good and the bad	1
	a smiling flower	1	confidant	1	angel	2
	angel	43	friend	1	friend with children	1
	bird	1	good hearted person	1	human being	1
	butterfly	1	rose	1		
	diamond	2				
	fairy	1				
	flower	14				
	human being	2				
	like my parent	1				
	my friends	1				
	poppy	1				
	prophet	1				
	rose	3				
	smurfs	1				
	sweet withch	1				
	the good angel	2				
violet	1					

<i>"Teacher as a care-giver"</i>	a member of the family	1	the closest person to us	1	mother	5
	babby-sitter	1	a modern nursemaid	1	mother-father	10
	doctor	5	a mother having many children	1	parent	1
	mother	18	baby-sitter	1	second mother-father	2
	mother-father	40	elderly brother-sister	1		
	my eldery brother	1	head of the family	1		
	my family	1	mother	2		
	my father	2	mother-father	3		
	my mother	15	mother bird	1		
	nursemaid	2				
	second mother	4				

"Teacher as an destructive and harmful person"	a creature (it beats us and throwing round numbers at us)	1			
	witches	9			
	a bomb ready to explode	1			
	a circus showman whipping us	1			
	a nervous instructor,	2			
	a part of pressure machin	1			
	azrael	3			
	beater	3			
	beating	1			
	boogeyman	1			
	butcher	1			
	cock	1			
	dracula (sucking our bloo	1			
	enemy	1			
	excitioner	2			
	fighter	1			
	full of anger	1			
	gargamel	1			
	jaws	1			
	karate fighter	1			
	mephone (they shout too much)	1			
	monster	1			
	nervous bull	1			
	nightmare	1			
	people full of fire	1			
	person having sadist soul	1			
	pine tree (its thorns gets i	1			
	raincloud	1			
	rooling pin	1			
screechy	1				
shouting machine	1				
slapper	1				
slave merchant	1				
snake	1				
terminator	1				
terror organization	1				
thorn	1				
vampire	3				
Van Lake monster	1				

<i>"Teacher as an authoritative person"</i>	administrator	1			soldier (having rank and commanding)	1
	authoritarian mother	1			military unit commander	1
	boss	1			prison guard	2
	empire	1			prison guards	1
	judge	1			dictator	1
	king	2			very nervous people	1
	prison guard	19				
	queen	2				
	referee	1				
	shepherd	9				
soldier	2					

<i>"Teacher as a source and transmitter of knowledge"</i>	a machine spreading knowledge	1	educator	1	book	3
	a sack full of knowledge	1		1	computer	4
	a spring spreading knowledge	1	instructor	1	educating and instructing person	2
	book	6	teacher	1	educator	5
	computer	2	trainer		flowers that bees take honey	1
	education machine	1			library	2
	educator	2			noneroded soil	1
	encyclopedia	2			rose (presenting its ador and knowledge)	1
	fountain squirting knowledge	2				
	fruit (souce of vitamin)	1				
	information sack	1				
	walking library	1				
	information bank	2				
	information book	1				
	information club	1				
	information cube	1				
	information machine	2				
	knowledge house	1				
	knowledge orchard	1				
	knowledge source	4				
	knowledge store	3				
	knowledge tree	2				
	knowledge wardrope	1				
	learned man	1				
	meal	1				
	means filling knowledge	1				
	scientist	1				
	someone who has information about everything	1				
	source of knowledge	1				

<i>"Teacher as mechanical and alienated person"</i>	useless machines	1	a shepherd with tie	1	factory workers (under other's rule, they are dependent)	1
	cow (we are milking the knowledge)	1	schizophrenic person	1	a directed robot	2
	creatures whose vocal cords are out of tune	2	people who carry the world on their shoulders	1	a sales clerk (who buys and sells the same item)	1
	foreigner	1	tired warriors	1	a tired adult	1
	living dead	1	unarmed soldiers	1	an officer applying the curriculum of the ministry	1
	machine	5	watchman	1	knowledge conveying officer	1
	robot	4	guard	1	programmed robocop	1
	sheep (they obey the principal's every order)	1	authority	1	weary and tired	1
	spectator	1	superhuman	1		
	wilted rose (its knowledge gets reduced as long as it gives it)	1				

<i>"Teacher as a beacon spreading light around"</i>	Atatürk	1	candel	1	a candel	1
	a light	2	light	2	a lighting candel	1
	a light struggling with darkness	1	sun	1	a shining star	1
	a projector lighting knowledge onto children	1	idealist misionary	1	an everlighting star	1
	candel	3			hope for future	1
	lamp	1			light	1
	person feeling light on his/her forehead	1			shining sun	1
	person spreading light like a candel	1			the newly risen sun	1
	source of light	2				
	sun	7				

<i>"Teacher as a vital element"</i>	water	4			water	3
	bread	3				
	everything	2				
	holly person	1				
	my heart	1				
	opportunity	1				
	world	1				

<i>"Teacher as a survivor"</i>					
	ant	2			
	bee	2			
	fellow sufferer	1			
	long -suffering	1			
	magician (who tries to make the spectators happy)	1			
rambo (they give lecture even in bad conditions)	1				

<i>"Teacher as a person who mold and shape"</i>	architecture	1	gardener	2	a gardener familier with flowers	1
	cook (they cook us)	3			a jewellery expert	1
	master constructing the building	1			a skilled gardener	1
	people watering flowers	1			cook	1
	person constructing us like buildings	2			gardener	1
	restaurant operator	1			preparing for future	1
	sculptor	1				
	someone who builds buildings	1				
	tree (students are branchhes)	1				
	gardener	1				

APPENDIX C

Metaphorical Groups and Images for "Student" (by Sampling Groups)

Metaphorical Groups	Students' Metaphorical Images	f	Teachers' Metaphorical Images	f	Parents' Metaphorical Images	f
<i>"Student as a young plant to be raised"</i>	a rose ready to learn	1	a new-born baby	1	a sapling of a non-bloomed flower	1
	a tree came to school to drink water	1	a young fish learning how to swim	1	an immature sapling	1
	apprentice	1	bud	2	bud	1
	baby	3	flower (that is delicate and stands with care)	1	child	1
	bud of an apple tree	1	individuals who comes to complete their developments	1	children in kindergarten (teachers take care of them for 6 hours)	1
	chick	1	my baby birds	1	fruit of a tree	2
	child	1	provision for future	1	fruit of future	1
	corn in field	1	young shoot	1	plant	2
	flower	25	young tree	1	sapling leafing out	1
					undirected living organis	1
	flowers waiting for water	1			unwatered flowers	1
	fruit	5			young shoot	2
	kitten	1			young tree	1
	lamb	2				
	leaves of a tree	3				
	leaves ready to grow	1				
	little young plant	1				
	new borned daisy	1				
	puppy	1				
	rose	2				
rosebud	1					
seed	3					
soil	1					
tree	4					
unweaned calf	1					
weaned calf	1					
young plant	4					

<i>"Student as a hard-worker"</i>	ant	7	race-horse	1	an army of ants	1
	ant colony	2			bee	2
	bee	9			person tring to be informed	1
	cow	3			porter	1
	horse	1			race-horse	3
	hungry wolf	2			the bees	1
	machine	1				
	porter	5				
	soldier	2				
	turtle (over loaded)	1				
	warrior	2				
	worker	1				



<i>"Student as little monster"</i>	cicada	1				
	hungry person	1				
	lazy machine	1				
	lazy tin	1				
	parasit	4				
	slug	1	parasite plants	1		
	animal	1	a musical instrument that is out of tune	1	a live bomb	1
	band of rebels	2	carnivorous flowers	1	bandit	2
	bandit	6		1	clown	1
	bear	2	rose with big thorns	1	extravagant people of modern age	1
	children making karate	1	those who comes to spend leisure time	1	foulmouthed	1
	cigarette/glue dependent	1			little monsters	1
	crocodile	1			spoiled people	1
	devil	4			street urchin	1
	dirth nest	1			street urchins	1
	enemy	2			walkman (they play and listen whatever they want)	1
	fighting monster	1				
	football partisan	1				
	garbage can	1				
	gargamel	1				
	Hababam Sımfı	2				
	hot pepper	1				
	insect	1				
	mafia	2				
	magma layer	1				
	monster	5				
	naughty children	1				
	noisy confusion	1				
	obstinate goat	1				
	robber	1				
	street children	1				
	swearing machine	1				
	troublemaking	1				
	troublesome band	1				
	untended	1				
untended flying bird	1					
vagrant	1					
wild bears	1					
wrestler	1					

<i>"Student as a thing needs to be molded and shaped"</i>	a building to be constructed	1	a raw diomand	1	a field (you reap what you have sown)	2
	a clock to be winded	1	a raw material	1	colorful game dough	1
	guinea pig/ patient used for experimentation	1	a white page	2	dough	3
	new porche (car)	1	dough	2	guinea pig	1
	pencil	1	not embroidered needlework	1	raw iron	1
	sculpture ready to be shaped	2	patient used for experimentation	1	unmolded dough	1
	sick (need to be treat)	1	mud	1	untreated wood	2
	dough	3				

<i>"Student as a prisoner"</i>	a bird in a cage	4	robot	1	herd	1
	a tool to be beaten	1			prisoner	2
	an animal in a circu	1			robot	2
	an animal in a farm	1			sheep herd	1
	animals in a zoo	1			soldiers	1
	chained slaves	1			the sheep	1
	guilty	2				
	guilty people in a prison	1				
	herd	3				
	people under torture	2				
	person who is under arrest	2				
	prisoner	7				
	puppet	1				
	robot	4				
	sacrificial animal	1				
	sheep	2				
	sheep herd	18				
	slave	11				
	soldiers	4				
	stupid people under rule of others	1				
suspect	1					
the sun that others try to put out	1					
unjustly prisoned people	1					

<i>"Student as a friend, brother/sister"</i>	a member of the family	2				
	brother/sister	17				
	close friend	6				
	friend	23				
	my family	1				
	very close relatives	1				
	very good friend	1				

<i>"Student as nice and sweet person"</i>	angel	9	butterfly (delicate, elegant)	1	butterfly	1
	butterfly	2	flower	1	diamond	1
	diamond	3	human	1	flower	2
	diamonds in a knowledge treasure	1	our children	1		
	everything	1				
	flying baloon	1				
	future	1				
	golden	1				
	happiness	1				
	love	1				
	rain drop	1				
	sparrow	1				

<i>"Student as an empty container"</i>	an empty bottle	2	one who must take medicine although one does not like it	1	canned meal	1
	an empty notebook	3	photograph machine	2	knowledge eater	1
	an empty paper	2	sponge	1	living storehouse of knowledge	1
	book	1			renter	1
	children filled with knowledge	1				
	computer	1				
	grafted child	1				
	latch	1				
	library	2				
	memory store	1				
	small jar	1				
	stomach	1				
<i>"student as small & vulnerable creature"</i>	a comma in a book	1	small boy	1		
	a crying child in a park	1				
	a lonely bird	1				
	a bird that is hurt	1				
	little hearts	1				

APPENDIX D

Metaphorical Groups and Images for "School Principal" (by Sampling Groups)

Metaphorical Groups	Students' Metaphorical Images	f	Teachers' Metaphorical Images	f	Parents' Metaphorical Images	f
<i>"School principal as an authoritative and disciplinarian"</i>	a disciplined soldier	1	administration	2	administrator	6
	administrator	2	chief in a governmental office	1	chief	1
	land lord in a village	1	conductor	1	commander	5
	boss	2	coordinator	2	commander in chief	1
	commander	2	director	3	conductor	1
	director	1	driver (driving the school)	1	coordinator	3
	disciplined teacher	1	guide	1	head doctor	1
	emperor	3	lion	1	local landowner	1
	head doctor	1	leader	1	minister	1
	head of a bandit	1	manager	2	position	1
	head of the teachers	2	chain of rules	1	president	2
	head of prison guards	9			prime-minister	1
	housekeeper	1			principal of a trade institution	1
	inspector	3			queen bee	1
	king	3			root of the bureaucracy	1
	land owner	1				
	lion	2				
	manager	1				
	mukhtar	1				
	The Ottoman emperor	1				
	police	3				
	president	3				
	prime-minister	3				
	prison guard	6				
	prohibition series	1				
	queen	1				
	referee	2				
	shepherd	2				
	spy	1				
the guard of the teachers and the students	1					
the manager of the prison	1					
traffic police	3					

<i>"Principal as a kind person"</i>	a brunch of flowers	1		friend	2
	a fellow	1			2
	a good hearted friend	1		human being	1
	a good hearted man	1		lovely ghost Casper	
	a kind person	1			
	angel	13			
	bird	4			
	daisy	1			
	flower	2			
	friend	2			
	good hearted	1			
	helpful person	1			
	human	3			
	lovable	2			
	Santa Claude	1			



<i>"School principal as a unkind & harmful person"</i>	a fierce murderer	1	a hard rock	1	brutal guy	1
	a furious monsteer with anger	1	pressure chain	1	forger	2
	a hard person	5	unpolite man	2	Hitler	1
	a nervous bull	1	seller (rude)	1		
	a two wheeled car (unbalanced)	1				
	always beats	4				
	an angry bull	4				
	an angry teacher	1				
	an uneducated mountain	1				
	azrael (death angel)	3				
	bandit	1				
	bear	1				
	beating machine	3				
	bone breaker	1				
	boogeyman	1				
	boxer	1				
	brushy beard	1				
	butcher	2				
	cow	1				
	devil	2				
	executioner	1				
	fatty sausage	1				
	fatty tomato	1				
	God father	1				
	heavyweight world champion boxer	1				
	Herea	1				
	hippopotamus	1				
	hot pepper	1				
	illiterate person (kiro)	1				
	karate fighter	1				
	lorry	1				
	merciless	3				
	monster	3				
	murderer	1				
	full of anger	3				
	nervous man	3				
	nervous person	5				
	onion	1				
	person who takes bribes	1				
	pervert	5				
pig	1					
poisinius mushroom	1					
prison guard	3					
psychopat	1					
punisher	1					
salt	1					
someone who beats without questioning	1					
someone who speaks sla	1					
stubborn goat	1					

tazmania monster	1			
terminator	1			
mafia leader	1			
their five fingerprints appear on our cheeks	1			
too much beating	1			
tough guy	1			
very rude	1			
vulture	1			
bear	1			



<i>"School principal as a mother/father"</i>	a member of my family	1	elderly brother	1	elderly member of the family	3
	an elderly member of the family	1	elderly member of the family	1	father	3
	father	28	father	1	mother-father	1
	fatherly	6	father in a family	1	parent	2
	gardener	2			parent of the children	1
	grandfather	2			plane tree	1
	grantmother	1				
	kindergarten school teacher	1				
	mother-father	6				
	nature mother	1				
	owner of a nursery	1				
uncle	2					

<i>"principal as a indifferent person"</i>	a castle with closed doors	1	a man spending time in his room	1	a distant relative	1
	a living dead	2	a position where it is very difficult to reach	1	a flower in a glass	1
	chamois (they escape from people)	1			irresponsible mother	1
	I haven't seen him/her even once	1				
	standing quite and like a stake	1				
	refrigerator	1				
	sculpture (they don't talk and simile)	2				
	someone who doesn't know what happens at school	1				
	sour-faced Sultan	1				
	standing water	1				
	the wall of the jail	1				
	tree (motionless)	3				
	TV remote control	1				
	unnecessary furniture	1				

<i>"School principal as an old fashioned person"</i>	an old pair of shoes	1				
	jalopy	1				
	old man	1				

<i>"School principal as a puppet"</i>			a robot	1	puppet	1
			lack of authorization	1	officer who serve for a boss	1
			puppet	1		
<i>"School principal as a teacher"</i>			teacher	1		

APPENDIX E

Metaphorical Groups and Images for "Parent" (by Sampling Groups)

Metaphorical Groups	Students' Metaphorical Images	f	Teachers' Metaphorical Images	f	Parents' Metaphorical Images	f
<i>"Parent as an unkind/harmful person"</i>	executioner	3				
	butcher	1				
	bloody handed person	2				
	cruel people	1				
	trouble-some person	1				
	gargamel	1				
	azrael	3				
	mad people who escaped from nut house	1				
	monster	5				
	very hot oil	1				
	swallowing sea	1				
	an angry pig	1				
	an angry bull	2				
	master of kungfu	1				
	nervous	3				
	a nervous tiger	1				
	a nervous eagle	1				
	onion	1				
	sumo wrestler	1				
	a mad animal (harmful)	1				
	thorn	1				
	fanatic	2				
	cudgel	3				
	bull	1				
	police	1				

<i>"Parent as indifferent and distant to school"</i>	listener	1	chicken (leaves her children on their own when they grow up)	1	someone nourishing and dressing his/her child	1
	poplar (they are not interested)	1	one whose responsibility is carried out after enrollment of their children at school	1	people escaping from responsibility	1
	car (they just come and go to school)	1	an extra who has a role in a film	1	an irresponsible family	2
	table (all of them are the same)	1	uninterested citizen	1	people who do not attend even the school meeting	1
	blockhead (they don't move)	1	discordant tune	1	insensitive people	2
	lazy cicada (our bad grades remind them)	1	a victorious commander (everything seems alright after the enrollment)	1	scarecrow (not involved)	1
	people from space	1	irresponsible shepherd	1	football fan	1
	visitor	1	spectator	2	people far from school	1
	visitors	2	irrelevant people	2		
	ordinary people in the street	1	a person who do not deal with his/her child	1		

<i>"Parent as a hard worker and slave"</i>	bee	4	slave	1	embrassed people	1
	ant	5			molded persons by self-sacrifice	1
	slave	3			race-horses	1
	manservant	2			cow producing milk (lactating cow)	1
					servants of their children	1

<i>"Parent as a kind person"</i>						1
	friend	7	Polyanna	1	angel	1
	flower	6			flower	1
	human	6			psychiatrist	1
	angel	15			human	1
	daisy	4				
	diamond	1				
	the good angel	4				
	the good fairy	1				
	bird	2				
	Santa Claus (They are good hearted)	1				
	patient person	1				
	rose	1				
protector angel	1					

<i>"Parent as a cure-giver"</i>	mother-father	16	protector	1	mother-father	3
	elderly brother	1			gardener	1
	mother	6			plane tree	1
	mother pigeon	1				
	mother bird	1				
	mother dog	1				
	a farmer who planted saplings	1				

<i>"Parent as an ATM or money machine"</i>	bank	1			ATM	1
	ATM	1			money machine	2
	help foundation	1			investor	1
	money machine	1				

<i>"Parent as a continuously complaining wo/man"</i>	criticizer	1			crying record	1
	complaining machine	1			people unable to hold their tongues	1
	broken record	1			persons poking their nose into everything	1
	frog (make too much noise)	1			public prosecutor	1
	parrot	2			follower	1
	virus	1				
	the pencil in my school bag	1				
	escort	1				

<i>"Parent as an authority and disciplinarian"</i>	prison guard	8			police	1
	shepherd	3			prison guard	1
	controller	1				
	gargamel	4				
	manager of the prison	1				
	inspector	2				
	police	4				
	traffic police	1				
	a high-rank officer	1				
	soldier	1				
	padishah	1				
	prime-minister	2				
	sheep dog	1				
	judge	2				
	steward	1				
	someone taking his/her dog around	1				
	Ottoman Padishah (ruler)	1				

<i>"Parent as a helpless/powerless person"</i>	fluttering infant bird	1	a young marriable girl	1	a group of uncouncious people	1
	fluttering birds for their children	1	the shepherd who entrusts his herd to a woolf	1	a group of helpless people	2
	wilted flower	1	helpless people	1	child	1
	people who looks hangdog	1			lamb	1
	helpless birds	1			racing puppets	1
	a cat without an owner	1			a fish in aquarium (darting around)	1
	living deads	1				
	prisoners	2				
<i>"Parent as vital element"</i>	bread	2				
	tree	1				
	water	1				
	soil	1				
	root	1				
<i>"parent as an inspector"</i>			inspector	1		
			watcher	1		



APPENDIX F

Teachers' Images of School According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
	f	%	f	%	f	%	f	%
<i>School as</i>								
a care-giving place	6	42.86	5	45.45	7	46.67	3	42.86
a place of knowledge and enlightenment	2	14.28	2	18.18	5	33.33	1	14.28
a nice and beautiful place	-	-	-	-	-	-	3	42.85
a work-place	1	7.14	1	9.05	1	6.67	-	-
a nasty and low quality place	3	21.43	-	-	-	-	-	-
a world of growth and development	-	-	2	18.18	-	-	-	-
a place of chaos	1	7.14	1	9.09	-	-	-	-
a place of discipline and authority	1	7.14	-	-	1	6.67	-	-
TOTAL	14	100	11	100	15	100	7	100

Teachers' Images of School According to Status

Metaphorical Groups	Status			
	Classroom		Branch	
	f	%	f	%
<i>School as a</i>				
a care-giving place	8	61.54	13	38.24
a nice and beautiful place	3	23.07	-	-
a place of knowledge and enlightenment	1	7.69	9	26.47
a work-place	1	7.69	2	5.88
a nasty and low quality place	-	-	3	8.82
a world of growth and development	1	7.69	2	5.88
a place of chaos	-	-	2	5.88
a place of discipline and authority	-	-	2	5.88
TOTAL	13	100	34	100

APPENDIX G

Teachers' Images of Themselves According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Teacher as</i>	f	%	f	%	f	%	f	%
a care-giver	1	9.09	2	18.18	6	60.00	3	60.00
a mechanical and alienated person	2	18.18	4	36.36	2	20.00	1	20.00
an angel	-	-	3	27.27	1	10.00	1	20.00
a beacon spreading light around	4	36.36	-	-	1	10.00	-	-
a source and transmitter of the knowledge	3	27.27	2	18.18	-	-	-	-
a person who mold and shape	2	18.18	-	-	-	-	-	-
TOTAL	11	100	11	100	10	100	5	100

Teachers' Images of Themselves According to Status

Metaphorical Groups	Status			
	Classroom		Branch	
<i>Teacher as</i>	f	%	f	%
a care-giver	5	41.67	7	28.00
mechanical and alienated person	1	8.33	8	32.00
an angel	3	25.00	2	8.00
a beacon spreading light around	-	-	4	16.00
a source and transmitter of the knowledge	3	25.00	2	8.00
a person who mold and shape	-	-	2	8.00
TOTAL	12	100	25	100

APPENDIX H

Teachers' Images of Student According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Student as</i>	f	%	f	%	f	%	f	%
a young plant to be raised	2	16.67	3	37.50	3	27.27	2	40.00
a thing needs to be molded and shaped	6	50.00	-	-	1	9.09	2	40.00
a little monster	2	16.67	3	37.50	1	9.09	-	-
a container	2	16.67	-	-	1	9.09	1	20.00
a nice and sweet person	-	-	2	25.00	2	18.18	-	-
a small and vulnerable person	-	-	-	-	1	9.09	-	-
a prisoner	-	-	-	-	1	9.09	-	-
a hard-worker	-	-	-	-	1	9.09	-	-
TOTAL	12	100	8	100	11	100	5	100

Teachers' Images of Student According to Status

Metaphorical Groups	Status			
	Classroom		Branch	
<i>Student as</i>	f	%	f	%
a young plant to be raised	4	30.77	6	26.09
a thing needs to be molded and shaped	5	38.46	4	17.39
a little monster	-	-	6	26.09
a container	2	15.38	2	8.70
a nice and sweet person	1	7.69	3	13.04
a small and vulnerable person	-	-	1	4.35
a prisoner	-	-	1	4.35
a hard-worker	1	7.69	-	-
TOTAL	13	100	23	100

APPENDIX I

Teachers' Images of School Principal According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>School principal as</i>	f	%	f	%	f	%	f	%
an authority and disciplinarian	4	50.00	1	14.29	6	60.00	3	60.00
an unkind & harmful person	2	25.00	3	42.86	-	-	-	-
a mother-father	2	25.00	-	-	1	10.00	1	20.00
a puppet	-	-	1	14.29	1	10.00	-	-
an indifferent person	-	-	-	-	2	20.00	-	-
a teacher	-	-	-	-	-	-	1	20.00
TOTAL	8	100	7	100	10	100	5	100

Teachers' Images of School Principal According to Status

Metaphorical Groups	Status			
	Classroom		Branch	
<i>School principal as</i>	f	%	f	%
an authority and disciplinarian	8	72.72	8	42.11
an unkind & harmful person	-	-	4	21.05
a mother-father	-	-	4	21.05
a puppet	1	9.09	1	5.26
an indifferent person	2	18.18	-	-
a teacher	-	-	1	5.26
TOTAL	11	100	100	100

APPENDIX J

Teachers' Images of Parent According to School

Metaphorical Groups	School							
	School I		School II		School III		School IV	
<i>Parent as</i>	f	%	f	%	f	%	f	%
indifferent and distant to school	3	37.50	6	100	3	60.00	-	-
a helpless person	2	25.00	-	-	1	20.00	-	-
an inspector	-	-	-	-	1	20.00	1	100
a kind person	1	12.50	-	-	-	-	-	-
a hard-worker & slave	1	12.50	-	-	-	-	-	-
a caregiver	1	12.50	-	-	-	-	-	-
TOTAL	8	100	6	100	5	100	1	100

Teachers' Images of Parents According to Status

Metaphorical Groups	Status			
	Classroom		Branch	
<i>Parent as</i>	f	%	f	%
indifferent and distant to school	1	50.00	11	61.11
a helpless person	1	50.00	2	11.11
an inspector	-	-	2	11.11
a kind person	-	-	1	5.56
a hard-worker & slave	-	-	1	5.56
a caregiver	-	-	1	5.56
TOTAL	2	100	18	100

APPENDIX K

Parents' Images of School According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
	f	%	f	%	f	%	f	%
<i>School as</i>								
a care-giving place	4	33.33	4	18.18	3	20.00	10	52.63
a place of knowledge and enlightenment	2	16.67	6	27.27	5	33.33	5	26.32
a nasty & low quality place	3	25.00	4	18.18	1	6.67	-	-
a work-place	-	-	-	-	4	26.67	3	15.79
a world of growth and development	2	16.67	2	9.09	2	13.33	-	-
a place of discipline and authority	1	8.33	3	13.63	-	-	-	-
a place of fun and entertainment	-	-	3	13.63	-	-	1	5.26
TOTAL	12	100	22	100	15	100	19	100

Parents' Images of School According to Grade Levels

Metaphorical Groups	Level			
	Primary		Secondary	
	f	%	f	%
<i>School as a</i>				
a care-giving place	7	46.67	14	26.42
a place of knowledge and enlightenment	3	20.0	15	28.30
a dirty & low quality place	-	-	8	15.10
a work-place	3	20.00	4	7.55
a world of growth and development	2	13.33	4	7.55
a place of discipline and authority	-	-	4	7.55
a fun-center	-	-	4	7.55
TOTAL	15	100	53	100

APPENDIX L

Parents' Images of Teacher According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Teacher as</i>	f	%	f	%	f	%	f	%
a source and transmitter of knowledge	5	31.25	11	37.93	2	15.38	1	5.88
a care-giver	7	47.35	6	20.69	-	-	5	29.41
a mechanical & alienated person	-	-	4	13.79	1	7.69	4	23.53
a beacon spreading light around	3	18.75	3	10.34	-	-	2	11.76
an authority and disciplinarian	-	-	4	13.79	1	7.69	2	11.76
a person who mold and shape	1	6.25	-	-	2	15.38	3	17.65
an angel	-	-	-	-	5	38.46	-	-
a vital element	-	-	1	3.45	2	15.38	-	-
TOTAL	16	100	29	100	13	100	17	100

Parents' Images of Teacher According to Grade Level

Metaphorical Groups	Level			
	Primary		Secondary	
<i>Teacher as</i>	f	%	f	%
a source and transmitter of knowledge	9	39.13	10	19.23
a care-giver	8	34.78	10	19.23
a mechanical & alienated person	1	4.35	8	15.38
a beacon spreading light around	2	8.70	6	11.54
an authority and disciplinarian	-	-	7	13.47
a person who mold and shape	1	4.35	5	9.62
an angel	-	-	5	9.62
a vital element	2	8.70	1	1.92
TOTAL	23	100	52	100

APPENDIX M

Parents' Images of Student According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Student as</i>	f	%	f	%	f	%	f	%
a young plant to be raised	1	14.29	5	20.83	4	44.44	6	26.07
a little monster	2	28.57	3	12.54	4	44.44	2	8.70
a thing needs to be molded and shaped	3	42.86	3	12.54	1	11.11	4	17.39
a hard-worker	-	-	4	16.67	-	-	5	21.74
a prisoner	-	-	7	29.17	-	-	1	4.35
a nice and sweet person	-	-	2	8.33	-	-	2	8.70
a container	1	14.29	-	-	-	-	3	13.04
TOTAL	7	100	24	100	9	100	23	100

Parents' Images of Student According to Grade Level

Metaphorical Groups	Level			
	Primary		Secondary	
<i>Student as</i>	f	%	f	%
a young plant to be raised	6	66.67	10	18.52
a little monster	-	-	11	20.37
a thing needs to be molded and shaped	1	11.11	10	18.52
a hard-worker	-	-	9	16.67
a prisoner	-	-	8	14.81
a nice and sweet person	1	11.11	3	5.56
a container	1	11.11	3	5.56
TOTAL	9	100	54	100

APPENDIX N

Parents' Images of School Principal According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>School principal as</i>	f	%	f	%	f	%	f	%
an authority and disciplinarian	1	10.00	11	68.75	6	50.00	9	47.37
a caregiver	5	50.00	1	6.25	1	8.33	4	21.05
a kind person	1	10.00	-	-	3	25.00	1	5.26
a teacher	3	30.00	-	-	2	16.67	-	-
an unkind & harmful person	-	-	4	25.00	-	-	-	-
an indifferent person	-	-	-	-	-	-	3	15.79
a puppet	-	-	-	-	-	-	2	10.53
TOTAL	10	100	16	100	12	100	19	100

Parents' Images of School Principal According to Grade Levels

Metaphorical Groups	Levels			
	Primary		Secondary	
<i>School principal as</i>	f	%	f	%
an authority and disciplinarian	11	55.00	16	43.25
a caregiver	5	25.00	6	16.22
a kind person	2	10.00	3	8.11
a teacher	2	10.00	3	8.11
an unkind & bloody person	-	-	4	10.81
an indifferent person	-	-	3	8.11
a puppet	-	-	2	5.41
TOTAL	20	100	37	100

APPENDIX O

Parents' Images of Themselves According to Schools

Metaphorical Groups	Schools							
	School I		School II		School III		School IV	
<i>Parent as</i>	f	%	f	%	f	%	f	%
indifferent and distant to school	2	28.57	5	29.41	2	40.00	1	7.69
a helpless/powerless person	2	28.57	2	11.76	-	-	3	23.08
a hard-worker & slave	-	-	2	11.76	-	-	3	23.08
a caregiver	2	28.57	2	11.76	1	20.00	-	-
a continuously complaining person	-	-	2	11.76	-	-	3	23.08
a kind person	1	14.29	1	5.88	1	20.00	1	7.69
a money machine	-	-	2	11.76	-	-	2	15.38
an authority and disciplinarian	-	-	1	5.88	1	20.00	-	-
TOTAL	7	100	17	100	5	100	13	100

Parents' Images of Themselves According to Grade Levels

Metaphorical Groups	Level			
	Primary		Secondary	
<i>Parent as</i>	f	%	f	%
indifferent and distant to school	2	22.22	8	24.24
a helpless/powerless person	1	11.11	6	18.18
a hard-worker & slave	-	-	5	15.15
a caregiver	3	33.33	2	6.06
a continuously complaining person	1	11.11	4	12.12
a kind person	1	11.11	3	9.09
a money machine	1	11.11	3	9.09
an authority and disciplinarian	-	-	2	6.06
TOTAL	9	100	33	100

APPENDIX P

INTERVIEW SCHEDULE (in English)

- 1- What is the first thing/image comes into your mind about school? Why?
OR
Which object, plant, animal or living organism is school like? Why?
- 2- What is the first thing/image comes into your mind about teacher? Why?
OR
Which object, plant, animal or living organism is teacher like? Why?
OR
- 3- What is the first thing/image comes into your mind about student? Why?
OR
Which object, plant, animal or living organism is student like? Why?
- 4- What is the first thing/image comes into your mind about school principal?
Why?
OR
Which object, plant, animal or living organism is school principal like?
Why?
- 5- What is the first thing/image comes into your mind about parent? Why?
OR
Which object, plant, animal or living organism is parent like? Why?
- 6- What would be the first thing/image comes into your mind if you describe
your ideal for school for future? Why?
OR
Which object, plant, animal or living organism is the school you imagine look
like? Why?

- 7- What would be the first thing/image comes into your mind if you describe your ideal for teacher for future? Why?

OR

Which object, plant, animal or living organism is the teacher you imagine look like? Why?

- 8- What would be the first thing/image comes into your mind if you describe your ideal for student for future? Why?

OR

Which object, plant, animal or living organism is the student you imagine look like? Why?

- 9- What would be the first thing/image comes into your mind if you describe your ideal for school principal for future? Why?

OR

Which object, plant, animal or living organism is the school principal you imagine look like? Why?

- 10- What would be the first thing/image comes into your mind if you describe your ideal for school principal for future? Why?

OR

Which object, plant, animal or living organism is the parent you imagine look like? Why?

APPENDIX Q

INTERVIEW SCHEDULE (in Turkish)

- 1- Okul denince aklınıza gelen ilk imaj nedir? Neden?
veya
Okulu canlı veya cansız bir varlığa, bir nesneye ya da herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
veya
Sizden okulu adlandırmak için 'okul' yerine başka bir kelime kullanmanızı istesem ne kullanırdınız?
- 2- Öğretmen dediğimde aklınıza ilk gelen imaj nedir?
veya
Öğretmeni canlı veya cansız bir varlığa, bir nesneye ya da herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
- 3- Öğrenci dediğimde aklınıza gelen ilk imaj nedir?
veya
Öğrenciyi canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
- 4- Müdür dediğimde aklınıza ilk gelen imaj nedir?
veya
Müdürü canlı veya cansız bir varlığa, bir nesneye ya da herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
- 5- Veli dediğimde aklınıza gelen ilk imaj nedir?
veya
Veliyi canlı veya cansız bir varlığa, bir nesneye ya da herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
- 6- Gelecek için, sizin idealiniz olan okulu düşünseniz ve onu bir şeye (canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye) benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?
veya

Hayalinizdeki, idealinizdeki okula bir ad vermenizi istesem ne ad verirdiniz? Nedenlerini açıklar mısınız?

- 7- Gelecekteki okulda yer almasını istediğiniz öğretmen ile ilgili aklınıza ilk gelen imaj nedir?

veya

Hayalinizdeki, idealinizdeki öğretmeni canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?

- 8- Gelecekteki okulda yer almasını istediğiniz öğrenci ile ilgili aklınıza ilk gelen imaj nedir?

veya

Hayalinizdeki, idealinizdeki öğrenciyi canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?

- 9- Gelecekteki okulda yer almasını istediğiniz müdür ile ilgili aklınıza ilk gelen imaj nedir?

veya

Hayalinizdeki, idealinizdeki müdürü canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?

- 10- Gelecekteki okulda yer almasını istediğiniz veli ile ilgili aklınıza ilk gelen imaj nedir?

veya

Hayalinizdeki, idealinizdeki veliyi canlı veya cansız bir varlığa, bir nesneye yada herhangi bir şeye benzetmenizi istesem neye benzetirdiniz? Nedenlerini açıklar mısınız?

APPENDIX R

ÖĞRETMEN ANKET FORMU

Sayın meslektaşım,

Bu anketin amacı sizin okul hakkındaki görüşlerinizi almaktır. Vereceğiniz samimi cevaplar sadece araştırmanın amacına yönelik olarak kullanılacak ve kesinlikle gizli tutulacaktır. Katkılarınız için teşekkür ederim.

Ayşe Balcı
ODTÜ, Eğitim Bilimleri Bölümü

Bu bölümde sizle ilgili bazı bilgiler sorulmaktadır. Lütfen boşluklara çarpı (X) işareti koyarak ya da boşluklara yazarak soruları cevaplandırınız.

Okulunuzun adı:

Branşınız:

Cinsiyetiniz: (K) (E)

Toplam öğretmenlik tecrübeniz (yıl olarak):

Bu okuldaki öğretmenlik tecrübeniz (yıl olarak):

Mezun olduğunuz okul:

Sizden eğitimin çeşitli boyutları ile ilgili (okul, öğretmen gibi) okulun bugünkü durumunu bir de gelecekte hayal ettiğiniz okulu düşünerek benzetmeler yapmanız istenmektedir. Bu benzetmeleri cümle içinde bırakılan boşluğa yazınız ve “çünkü” ile başlayan bölümde bu benzetmenizin nedenini açıklayınız.

1- Ben, okulumu benzetiyorum.

Çünkü;

Hayalimdeki okul benziyor.

Çünkü;

2- Ben, öğretmenleri benzetiyorum.

Çünkü;

Hayalimdeki öğretmen benziyor.

Çünkü;

3- Ben, öğrencileri benzetiyorum.

Çünkü;

Hayalimdeki öğrenci benziyor.

Çünkü;ⁱ

4- Ben, okul müdürlerini benzetiyorum.

Çünkü;

Hayalimdeki okul müdürü benziyor.

Çünkü;

5- Ben, velileri benzetiyorum.

Çünkü;

Hayalimdeki veli benziyor.

Çünkü;



APPENDIX S

ÖĞRENCİ ANKET FORMU

Sevgili Öğrenci,

Bu anketin amacı sizin okul hakkındaki görüşlerinizi almaktır. Vereceğiniz samimi cevaplar sadece araştırmamızın amacına yönelik olarak kullanılacak ve kesinlikle gizli tutulacaktır. Katkılarınız için teşekkür ederim.

Ayşe Balcı
ODTÜ, Eğitim Bilimleri Bölümü

Bu bölümde sizle ilgili bazı bilgiler sorulmaktadır. Lütfen boşluklara çarpı (X) işareti koyarak ya da boşluklara yazarak soruları cevaplandırınız.

Okulunuzun adı:

Sınıfınız:

Cinsiyetiniz: (K) (E)

Anne-babanızın eğitim durumunu aşağıdaki seçeneklere göre belirtiniz:

	Anne	Baba
Okur -yazar değil
Okur yazar
İlkokul mezunu
Ortaokul mezunu
Lise mezunu
Üniversite mezunu

Sizden eğitimin çeşitli boyutları ile ilgili (okul, öğretmen gibi) bir okulun bugünkü durumunu bir de gelecekte hayal ettiğiniz okulu düşünerek benzetmeler yapmanız istenmektedir. Bu benzetmeleri cümle içinde bırakılan boşluğa yazınız ve “çünkü” ile başlayan bölümde bu benzetmenizin nedenini açıklayınız.

1- Ben, okulumu benzetiyorum.
Çünkü;

Hayalimdeki okul benziyor.
Çünkü;

2- Ben, öğretmenleri benzetiyorum.
Çünkü;

Hayalimdeki öğretmen benziyor.
Çünkü;

3- Ben, öğrencileri benzetiyorum.
Çünkü;

Hayalimdeki öğrenci..... benziyor.
Çünkü;

4- Ben, okul müdürlerini benzetiyorum.
Çünkü;

Hayalimdeki okul müdürü..... benziyor.
Çünkü;

5- Ben, velileri benzetiyorum.
Çünkü;

Hayalimdeki veli benziyor.
Çünkü;



APPENDIX T

VELİ ANKET FORMU

Sayın Veli,

Bu anketin amacı sizin okul hakkındaki görüşlerinizi almaktır. Vereceğiniz samimi cevaplar sadece araştırmanın amacına yönelik olarak kullanılacak ve kesinlikle gizli tutulacaktır. Katkılarınız için teşekkür ederim.

Ayşe Balcı
ODTÜ, Eğitim Bilimleri Bölümü

Bu bölümde sizle ilgili bazı bilgiler sorulmaktadır. Lütfen boşluklara çarpı (X) işareti koyarak ya da boşluklara yazarak soruları cevaplandırınız.

Çocuğunuzun devam ettiği okul:

Sınıfı:

Cinsiyetiniz: (K) (E)

Eğitim durumunuzu aşağıdaki seçeneklere göre belirtiniz:

Okur -yazar değil

Okur yazar

İlkokul mezunu

Ortaokul mezunu

Lise mezunu

Üniversite mezunu

Mesleğiniz:

Sizden eğitimin çeşitli boyutları ile ilgili (okul, öğretmen gibi) bir okulun bugünkü durumunu bir de gelecekte hayal ettiğiniz okulu düşünerek benzetmeler yapmanız istenmektedir. Bu benzetmeleri cümle içinde bırakılan boşluğa yazınız ve “çünkü” ile başlayan bölümde bu benzetmenizin nedenini açıklayınız.

1- Ben, çocuğumun okulunu benzetiyorum.
Çünkü;

Hayalimdeki okul benziyor.
Çünkü;

2- Ben, öğretmenleri benzetiyorum.
Çünkü;

Hayalimdeki öğretmen benziyor.
Çünkü;

3- Ben, öğrencileri benzetiyorum.
Çünkü;

Hayalimdeki öğrenci..... benziyor.
Çünkü;

4- Ben, okul müdürlerini benzetiyorum.
Çünkü;

Hayalimdeki okul müdürü..... benziyor.
Çünkü;

5- Ben, velileri benzetiyorum.
Çünkü;

Hayalimdeki veli benziyor.
Çünkü;



APPENDIX U

QUESTIONNAIRE FOR TEACHERS

Dear colleague,

The purpose of this questionnaire is to take your views about school. Your sincere answers are going to be used only for the purpose of this research with confidentiality. Thanks you for your contributions.

Ayşe Balcı
METU, Department of
Educational Sciences

Here are some questions related to you. Please answer the following questions by putting an (X) in blanks or write in suitable blanks.

Name of the school:
Branch:
Sex: (K) ... (E) ...
Total seniority (year):
Seniority in this school (year):
School you graduated:

We want you to generate images for the following education related concepts both by thinking the current schooling conditions first and then school you imagine for future. Please write your images on blanks, and state your reasoning for using such an image.

1- My school is like

Because;

The school I imagine is like

Because;

2- Teachers are like

Because;

The teacher I imagine is like

Because;

3- Students are like

Because;

The student I imagine is like

Because;

4- School principal is like

Because;

The school principal I imagine is like

Because;

5- Parents are like

Because;

The parent I imagine is like

Because;



APPENDIX W

QUESTIONNAIRE FOR STUDENTS

Dear student,

The purpose of this questionnaire is to take your views about school. Your sincere answers are going to be used only for the purpose of this research with confidentiality. Thanks you for your contributions.

Ayşe Balcı
METU, Department of
Educational Sciences

Name of the school:

Grade:.....

Sex: (F) ... (M) ...

Your mother's and father's educational level, please choose the correct options:

	mother	father
Illiterate
Literate
Primary school graduate
Middle School graduate
High School graduate
University graduate

We want you to generate images for the following education related concepts both by thinking the current schooling conditions first and then school you imagine for future. Please write your images on blanks, and state your reasoning for using such an image.

1- My school is like

Because;

The school I imagine is like

Because;

2- Teachers are like

Because;

The teacher I imagine is like

Because;

3- Students are like

Because;

The student I imagine is like

Because;

4- School principal is like
Because;

The school principal I imagine is like
Because;

5- Parents are like
Because;

The parent I imagine is like
Because;



APPENDIX X

QUESTIONNAIRE FOR PARENTS

Dear parent,

The purpose of this questionnaire is to take your views about school. Your sincere answers are going to be used only for the purpose of this research with confidentiality. Thanks you for your contributions.

Ayşe Balcı
METU, Department of
Educational Sciences

Name of the school your child attend:

Grade:.....

Sex: (F) ... (M) ...

Your educational level, please choose the correct options:

Illiterate

Literate

Primary school graduate

Middle School graduate

High School graduate

University graduate

Your occupation:

We want you to generate images for the following education related concepts both by thinking the current schooling conditions first and then school you imagine for future. Please write your images on blanks, and state your reasoning for using such an image.

1- My child's school is like

Because;

The school I imagine is like

Because;

2- Teachers are like

Because;

The teacher I imagine is like

Because;

3- Students are like

Because;

The student I imagine is like

Because;

4- School principal is like
Because;

The school principal I imagine is like
Because;

5- Parents are like
Because;

The parent I imagine is like
Because;

* Although they were asked in questionnaire forms, gender of students, teachers and parents, parental educational level, teacher's seniority, the school teacher graduated, and parent's occupation were not used in data analyses.



VITA

Ayşe Balcı was born in Zonguldak-Ereğli, on April 28, 1967. She received her B.A. degree in Sociology, in June 1989, and her M.A degree in Educational Sciences, in February 1992, from Middle East Technical University. She worked as a research assistant in the Department of Educational Sciences at Middle East Technical University between 1989-1998. She has been an instructor in the Department of Sociology at Mersin University since February 1998.

