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EXAMINATION OF SCHOOL MANAGERS' METAPHORICAL PERCEPTIONS REGARDING THE CONCEPT OF "EDUCATIONAL MANAGEMENT"¹

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Abstract

The aim of this study is to determine how school administrators conceptualize and perceive the concept of educational administration through metaphors. In the study, phenomenological design, one of the qualitative research methods, was used, and purposeful sampling technique was used to determine the study group. A total of 152 school administrators working in Bingöl state schools in the 2020-2021 academic year were included in the research. The metaphor sentence was sent online to the education administrators. The "content analysis" technique was used to analyse the data. 116 different metaphors produced in the study were collected under 13 categories. According to the results of the research, by the education administrators; most metaphors were produced in the category of "ensure coordination". The categories ranged from top to bottom according to frequency values: ensure coordination, requiring expertise, guiding, and directing the future, to work and practice, to provide efficiency, to be planned and organized, to be a decision maker, to require innovation, to provide control requires

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commitment, rational, systematic, and theoretical. Arrangements can be made to encourage education administrators to do a doctorate in departments related to educational administration.

Keywords: Educational Administration, Expertise, Coordination, Guiding, Education Administrators.

Okul Yöneticilerinin "Eğitim Yönetimi" Kavramına İlişkin Metaforik Algılarının İncelenmesi

Öz

Bu araştırmanın amacı eğitim yöneticilerinin eğitim yönetimi kavramını nasıl kavramsallaştırdıklarını ve algıladıklarını metaforlar aracılığı ile belirlemektir. Araştırmada nitel araştırma yöntemlerinden fenomenolojik desen, çalışma grubunun belirlenmesinde ise amaçlı örnekleme tekniği kullanılmıştır. Araştırmada 2020-2021 eğitim-öğretim yılında Bingöl İli devlet okullarında görev yapan toplam 152 okul yöneticisi yer almıştır. Eğitim yöneticilerine metafor cümlesi online olarak gönderilmiştir. Verilerin analizinde “içerik analizi” tekniğinden yararlanılmıştır. Araştırmada üretilen 116 farklı metafor 13 kategori altında toplanmıştır. Bu Araştırma sonuçlarına göre eğitim yöneticileri tarafından en fazla “koordinasyonu sağlaması” kategorisinde metafor üretilmiştir. Kategoriler frekans değerlerine göre yüksekten aşağıya doğru; koordinasyonun sağlanması, uzmanlık gerektirmesi, geleceğe yön vermesi ve yönlendirmesi, çalışma ve uygulama gerektirmesi, verimlilik sağlaması, planlı ve düzenli olması, karar verici olması, yenilik gerektirmesi, kontrol sağlaması, bağımlılık gerektirmesi, rasyonel olması, sistematik olması ve teorik olması şeklindedir. Eğitim yöneticilerinin, eğitim yönetimi ile ilgili bölümlerde doktora yapmasını teşvik edecek düzenlemeler yapılabilir.

Anahtar Kelimeler: Eğitim Yönetimi, Uzmanlık, Eşgüdümleme, Yol Gösterme, Eğitim Yöneticileri.

INTRODUCTION

The discipline of educational administration makes studies on the purpose, structure, and duties of the education system in a society. It examines the philosophy of the established system and the values established on its philosophy. In the light of these values, it guides the practice and behavior of the training administrator. The implementation of the general concepts and processes revealed by the educational administration discipline at the school level leaves the knowledge and skills of the school administrator. In this respect, literature studies on educational administration cover the analysis and synthesis of systems that include all schools rather than descending to any school level. Educational

administration continues its activities in a wide range of fields within this field of occupation. Policy and executive bodies affiliated to the ministry in central organizations, national education directorates and units in the provinces, school administrators and teachers in schools (Bursalıoğlu, 2013), educational administration in the education faculties of universities, and other related branches of science carry out studies in this wide field.

A systematic study of educational administration in the world is as new as the establishment of modern schools (Hoy & Miskel, 2012). Except before positivism, theoretical developments in educational administration after the 1950s were influenced by logical positivism. During the period of logical positivism, critical theories dominated by opposing views began to emerge (Beycioğlu & Dönmez, 2006). Considering the history of our country, the madrasahs that gave Arabic education and the schools training soldiers in the Ottoman Empire did not have much connection with the central administrations. The Ottoman State started to deal with educational administration after the period of compensation. Republic of Turkey Ministry of National Education, training management regulations in accordance with the Constitution and laws and regulations are carried out using (Başaran, 1999).

As educational administration is a sub-system of public administration (Özdemir, 2013), school administration is a sub-system of educational administration. Educational administration is the adaptation of management to education. Similarly, the school administrator is the implementation of educational administration in a limited area by adapting it to the school (Bursalıoğlu, 2013).

Other institutions and organizations serving outside the field of education generally provide services in the form of here and now. Educational administration discipline, which has its own unique structure, differs from other enterprises in terms of its purpose and functions and shows differences (Aydın, 2010). As a research and practice field, educational administration differs from administrative theories in that it focuses on the school and technical problems of the school, as well as making use of administrative theories. The discipline of educational administration is expected to solve the problems experienced in the Turkish Education System permanently and with a realistic approach. For this reason, administrators who want to be effective leaders in the field of educational administration should know the concepts used in the field and the theoretical foundations of the field and closely follow the educational administration practices (Özdemir, 2013).

According to the interpretative point of view, it is a living space that the people in the school build and give meaning to. School administrators, teachers, and students carry many values, concepts, and symbols of their surroundings to this living space. The values, concepts, and symbols of the school also carry them to their environment (Turan, 2005). In this interaction, new concepts related to the school and its environment are emerging day by day depending on the current developments. While these concepts are sometimes used in foreign languages, some concepts are unique to us. New concepts are used primarily as metaphors both abroad and domestically. As the metaphors used are accepted by society, the relevant concept becomes well established in our language.

Metaphors are a way of reflecting individuals' perceptions of various concepts. Metaphors, which are important tools for our mental world, are auxiliary tools for individuals to explain their lives and events and facts about their environment (Akan, Yalçın & Yıldırım, 2014). Metaphors allow us to understand what individuals think about a subject and their way of thinking (Lakoff & Johnson, 2003). Metaphors are needed to describe and understand individual and cultural changes that occur due to science, technology, or other reasons (Cook Sather, 2003).

Metaphors make important contributions to the development of theories and theories in educational sciences (Koohang & Harman, 2005). The concepts that can be produced through metaphors are abstract terms that enable the creation of theories on certain subjects. Metaphors allow the production of generalizations arising from the relations between two or more concepts, and the concepts emerging in a particular discipline depending on current developments. As the generalizations increase, hypotheses and later theories can be formed (Hoy & Miskel, 2012; Sutton & Staw, 1995). Metaphors make it easy to understand the structure of organizations and the way systems work. In other words, metaphors can provide a better understanding of abstract concepts such as organization, structure, management, and system by concretizing them (Mazlum & Balcı, 2018).

Theory and practice are directly related in many ways. Theories are a reference, anchor for practitioners. The theories provide an overview for practitioners and make it easier for administrators to make decisions. Knowing the theories is not a recipe for the direct solution of the problems encountered in practice, but the administrators who know the theories can solve the problems they encounter in the school by using alternative solutions. However, there may be situations where theory and practice differ from each other. While presenting their propositions, researchers who develop theories assume that other conditions

are the same. For this reason, researchers try to control other variables that may affect the variables in the research. On the other hand, it is often not possible to control the factors of problems that arise within the school (Hoy & Miskel, 2012).

Training management, which is a sub-branch of public administration in Turkey, although it improved considerably in terms of academics (Özdemir, 2013) can be a bit pretentious to say practically the same level of development. In the past, there was no need for individuals specialized in direct education management in rural areas where there were single-class or combined classes (Hoy & Miskel, 2012). However, nowadays, it is believed that the management of different types of schools with a high number of teachers and students especially in the city centre by leaders with educational administration expertise will increase efficiency in education. However, today's school administrators' beliefs that theory and practice are different from each other and that the information, in theory, does not work in the field is one of the obstacles to this specialization. The basic reason for this study is the idea that school administrators lack knowledge about what the concept of educational administration means and what it covers in the formation of this belief.

Today, education systems and organizations must change and renew due to the rapid development of science and technology. With every innovation in the field of information technologies, new concepts are produced in the field of educational administration as in other fields. Concerning distance education, which has become widespread with the Covid-19 epidemic, the use of concepts such as remote management, e-management, e-leadership has increased. In this research, it is expected that different concepts related to educational administration will emerge depending on current developments.

Purpose of the Research

The aim of the study is to determine how school administrators perceive and conceptualize the concept of educational administration through metaphors. In this context, answers to the following questions were sought.

1. What are the metaphors of school administrators regarding the concept of educational administration?

2. Under which categories are the metaphors produced for the concept of educational administration in terms of similar features?

METHOD

Phenomenology design, one of the qualitative research methods, was used in this study. Phenomenology is the conscious experience of people's own life-worlds, that is, daily life and social action (Schram, 2003, p.71; Balcı, 2016). The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the world we live in, phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts, and situations. However, this acquaintance does not mean that we fully understand the facts. Phenomenology provides a suitable research ground for studies that are not completely alien to us, but also aim to investigate phenomena that we cannot fully grasp (Yıldırım & Şimşek, 2016). In studies conducted with a phenomenological design, the cognitive structures existing in their minds are tried to be revealed by examining the comments of the research participants about the facts they have personally experienced (Creswell, 2017). Phenomenology is an elaborate and in-depth description of how people experience phenomena (Patton, 2014).

Study Group of the Research

Criterion sampling technique, one of the purposeful sampling methods, was used in determining the study group. In the selection of the participants in this study, being an administrator in educational institutions was determined as the basic criterion. In line with the purpose of the research, the sample is composed of people, events, objects, or situations that have the qualifications determined in relation to the problem (Yıldırım & Şimşek, 2016). In the study group determined for this research, 167 education administrators working in Bingöl province in the 2020-2021 academic year were included. However, 15 forms that constituted erroneous metaphor for the concept of educational administration were eliminated, as a result, they consisted of 152 people.

Table 1
Demographic information of the participants

Variables	Category	N	%
Gender	Female	28	18,5
	Male	124	81,5
Task	Vice principals	74	48
	Principals	78	52
Total		152	100

Collection of Data

In the research, an online form was created in the Google form environment. In the form, participants were asked to complete the sentence "educational administration is like/similar to because....." In addition to their personal information. In addition, explanations and examples were given on what metaphor is and how it is used (Kılcan 2017). The prepared forms were sent online (WhatsApp) and collected in the same way.

Data Analysis

The content analysis method was used in the analysis of metaphors. Content analysis is defined as a systematic, renewable technique in which some words of a text are summarized with smaller content categories with coding based on certain rules (Büyüköztürk, Kılıç, Çakmak, Akgün, Karadeniz, & Demirel, 2008). Content analysis: is defined as the process of quantifying (digitizing) what people say and write according to clear instructions (Balci, 2016).

While analysing the content of this research, it was found that Creswell (2017) cascaded as a method in his book, D. Çeliker and Akar (2015), Saban (2008), Sezgin et al. (2016), the five-stage evaluation process, which was adapted and used, was considered. These are *1. Naming and Screening Stage, 2. Classification Stage, 3. Category Development Stage, 4. Validity and Reliability Stage, 5. Data Editing Stage for Quantitative Data Analysis.*

A temporary alphabetical list of metaphors produced by education administrators during the naming and elimination stage was made. In accordance with the aims of the study, it was examined whether the metaphors produced by school administrators were clearly expressed. The data that could not explain the concept of "educational administration" as a metaphor was eliminated ($f = 15$). The study was carried out with a total of 152 forms. For the forms of metaphors evaluated, they were coded and numbered as P1, P2....

In the classification stage, using content analysis, each metaphor was divided into mental images based on the main idea it contains and analyzed in terms of similarities and common features with other metaphors. For this purpose, the metaphors written by the students were read and reviewed one by one. During the category development phase, the metaphors written by the students were brought together in terms of their common features and collected under different categories. The categories created by the field experts were collected under common headings, which were re-classified. 13 categories were developed by the researcher regarding the concept of educational administration.

The reasons given in the categorization of the data were acted upon. Data with the same reasons and different metaphors were categorized into different categories. For example, *"educational administration is like life because if it is not managed correctly, it will end up in disappointment (60P)."* While the *life* metaphor in the sentence was taken into the category of *require expertise*, the *life* metaphor in the sentence *"educational administration is like life because everything exists with it and moves in line with it (53P)."* was taken into the category of being a *guide and directing the future*.

In the presentation of the obtained metaphors, "Word Clouds" were preferred to increase clarity and accessibility by visualizing the written responses. The size of the word in the visualization is proportional to the number of times the word appears in the input text. In other words, the metaphor with a high frequency is adjusted to a large size in the image (Bletzer, 2015). Since the metaphor of "conducting an orchestra" was produced the most about the concept of educational administration in the study, "orchestra conductor visual" was used in visualization. Also, metaphors in the same category are shown with the same colour.

Ensuring Validity and Reliability Phase

Reporting the collected data in detail and explaining how the researcher reached the results are among the important criteria of validity in a qualitative study (Yıldırım & Şimşek, 2016). Therefore, to ensure the validity of the study, expert opinion was consulted to confirm whether the metaphor images specified under the conceptual categories obtained in the study represent the conceptual category in question. A list of metaphors in alphabetical order and a list of the names and features of the conceptual category was given to an expert. Later, the metaphors were asked to be placed in these categories in a way that no metaphors were left out. In the next process, the categories created by the researcher and the matches made by the expert were compared. In this comparison, the reliability of the study was ensured by determining the frequencies of consensus and disagreement.

In qualitative research, when the agreement between expert and researcher evaluations is 90% and above, a desired level of reliability is provided (Saban, 2008). Research reliability: The formula of Miles and Huberman (1994) was calculated using $[\text{Reliability} = \text{Consensus} / (\text{Agreement} + \text{Disagreement}) * 100]$. For the educational administration metaphor, reliability was provided with $(140/152 * 100) = 92\%$.

After the definition of the metaphor and the conceptual category formed by these metaphors, the frequencies (f) and percentages (%) of the obtained data were calculated.

RESULTS

Findings Regarding the First Sub-Problem

Figure 1 - The metaphors created by education administrators for the concept of educational administration.

In Figure 1, it is seen that a total of 114 different metaphors related to the concept of "educational administration" have been produced by education administrators. the most frequently produced metaphors for the concept of educational administration; conducting *orchestra* ($f = 7$), *guidance* ($f = 4$), *tree* ($f = 4$), *life* ($f = 4$), *water* ($f = 3$), *leadership* ($f = 3$), *art* ($f = 3$), *father* ($f = 3$) and *extended family head* ($f = 3$).

Findings Regarding the Second Sub-Problem

Table 2

Categories of educational administration concept

Category (Quotations)	Metaphors	M	f
1)Ensure coordination <i>"Educational administration is like directing an orchestra, because it requires directing teachers from different branches in harmony with the goals of the school (6P)"</i>	(1): Class management, hospital, company management, RNA, school culture, match, climate, multi-crossroad, academic career, municipality, eat, ship captain, fish, company, quality nutrition; (2): Administrator, machine; (3): Head of extended family; (7): Orchestra chief	20	30
2)Require expertise <i>"Educational administration is like money because it causes losses if misused (23P)"</i>	(1): Professional, money, embroidery, baby, flower, sensitive, trade institution, support, experience, seriousness, bridge of siraat, star galaxy, walking on the egg, mastery, cooking, expertise, economy, saz (Turkish musical instruments), community management, jigsaw, foreman; (2): Life; (3): Art	23	26
3)Being a guide and directing the future <i>"Educational administration is like a guide because it guides the administrators (117P)"</i>	(1): Main vein, roof, school roof, universe, social engineering, source, shepherding, weathervane, scout; (2): Book, steering wheel, scales, life; (3): Guide, leader	15	23
4)Requires study and practice <i>"Educational administration is like farming because it takes effort, work and patience (64P)"</i>	(1): Ant, food, porter, LGS, puzzle, court; (2): Agriculture; (3): Farmer	8	11
5)Providing efficiency <i>" Educational administration is like an academic career for administration because it increases our efficiency in administration (112P)"</i>	(1): Rain, getting efficiency from the world, truck farm, academic career; (3): Water; (4): Tree	6	11
6)Being regular, planned and organized <i>"Educational administration is like nature because it has rules (18E)"</i>	(1): Nature, discipline, engineering, judgeship, prosecutor's office, beehive, alarm clock, hour, order	9	9
7)Being a decision maker <i>"Educational administration is like headquarters because it is where important decisions are made (28P)"</i>	(1): Headquarters, winter season, fire, lion, Cabinet, medicine, multi-directional thinking, politics	8	8
8)Requires innovation <i>"Educational administration is like buying petrol to the vehicle, because it is necessary to constantly collect information, to constantly renew, otherwise you will stay on the road (49P)"</i>	(1): Process, labyrinth, buying gas to the vehicle, water pipe, stair treads, chameleon; (2): Time	7	8

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9)Providing control " <i>Educational administration is like the tower with the landing administrator at the airport, because it seems not involved but controls everything (24P)</i> "	(1): Control, driving a car, piloting, locomotive, captain; (2): Tower	6	7
10)Requiring responsibility and commitment " <i>Educational administration is like parents because it sees students as their children (152P)</i> "	(1): Parent, mom dad; (3): Dad	3	6
11)Being rational " <i>Educational administration is like a mind, because it allows to act rationally, the unintelligent person acts randomly (105P)</i> "	(1): Mind, super, understanding the subject, brain, democrat	5	5
12)Being systematic " <i>Educational administration is like dominoes because a glitch in one place affects and spoils them all (97P)</i> "	(1): Football team, systematic, domino	3	3
13)Stay in theory " <i>Educational administration is like a black book because it is not used in practice (164P)</i> "	(1): black book	1	1

Note: Citations are located under the categories in the table. Each number in parentheses indicates the frequency of the metaphor.

DISCUSSION, CONCLUSION and SUGGESTIONS

In this section, the metaphors created by school administrators regarding educational administration are discussed under the categories produced by the researchers.

At the end of the study, it was determined that school administrators produced a total of 116 different metaphors regarding educational administration. The most frequently produced metaphors for the concept of educational administration; *conducting orchestra* ($f = 7$), *guidance* ($f = 4$), *tree* ($f = 4$), *life* ($f = 4$), *water* ($f = 3$), *leadership* ($f = 3$), *art* ($f = 3$), *father* ($f = 3$) and *extended family head* ($f = 3$).

In the research, 116 different metaphors produced were collected under 13 categories. These categories are from high to bottom according to their frequency values; *ensure coordination* ($f = 31$), *requiring expertise* ($f = 26$), *guiding and directing the future* ($f = 23$), *requiring work and application* ($f = 11$), *providing efficiency* ($f = 11$), *being planned and organized* ($f = 9$), *being a decision maker* ($f = 8$), *requiring innovation* ($f = 8$), *providing control* ($f = 7$), *requiring commitment* ($f = 6$), *being rational* ($f = 5$), *being systematic* ($f = 3$) and *theoretical* ($f = 1$).

The various metaphors that school administrators produce in the category of coordination regarding educational administration are conductor, extended family head, administrator, class management, company management, football match, intersection, municipality, a ship captain. In this category, school administrators think that educational administration is about managing differences like an orchestra. Ensuring the coordination of teachers from different

branches within the school in line with the goals of the school is like orchestra management.

There are various studies in the literature that use the metaphor of conductor for school administrators (Akın Kösterelioğlu, 2014, Dönmez, 2008). Turan (2005) stated that class management cannot be handled independently from the school administration, and the school administration from the educational administration and other stakeholders of the society and compared classroom management to orchestra management. In another study, school administrators were likened to an octopus with more than one arm, as they were concerned with the coordination of many jobs at the same time (Günbayı, 2011).

In terms of management processes, coordination is about the integration of human and material resources (Aydın, 2010). School administrators are the person who ensures the connection, contact, unity, and solidarity between teachers, students, parents, and other stakeholders of the school in the coordination process (Akyol & Kapçak, 2017; Korkmaz & Çevik, 2018).

School administrators used the metaphors of art, professional, embroidery, support, experience, craftsmanship, cooking, expertise, economy, community management, foreman in the category related to the necessity of expertise and responsibility in educational administration. In the category that educational administration is a field of occupation that requires expertise, the art metaphor is mostly used. In this category, art is also emphasized with the embroidery metaphor. With the metaphors of professional, mastery, foreman, expertise, and experience, the specialties that education administrators should have been emphasized. In this category, the emphasis was placed on the need to use expertise correctly, and the problems that can be caused when expertise is not used correctly.

Specialization requires in-depth knowledge of a specific program and having the skills required by the relevant field (Bursalioğlu, 2013). In the literature, emphasizing the technical processes of the school administrator (Çobanoğlu & Gökalp, 2015; Örüçü, 2014), the skills and problem-solving skills of school administrators in the metaphors about school administrator (Linn, Sherman & Gill, 2007), support that educational administration is a profession of expertise.

Although experts in different fields such as guidance, program development, assessment, and evaluation are employed in our education system, apart from the management role, each administrator is expected to have a certain level of expertise in the basic subjects related to education. Since the informal

aspect of educational organizations is more dominant than the formal aspect, school administrators should have expertise in human relations as well as expertise in technical issues. In the findings of the study, it was emphasized that education administrators should be sensitive especially in human relations while performing their management duties. For this reason, metaphors about needing care and attention such as baby, flower, seriousness, sensitivity, egg were also used in the specialty category. The metaphors of parents, fathers, and mothers were also used for school administrators in the relationships to be established with individuals in educational administration. With these metaphors, it was stated that education administrators should see students studying under their responsibility as their children.

Two paradigms, human relations, and systems theory are effective in the field of school administration. According to the human relations approach, the main task of the school is to meet the needs of individuals. The task of school administrators is to establish a structure that can meet human needs and reach the goals of individuals (Turan, 2005). In the literature, there are metaphors that emphasize the protection and upbringing of school administrators (Linn, et al, 2007) and like the findings of the study, such as parents and head of the family (Dönmez, 2008).

School administrators use the metaphors collected in the category of guiding and directing the future of educational administration, guide, leader, book, steering wheel, scales, life, main vein, roof, school roof, the universe, social engineering, resource, shepherd, the wind rose, exploration, etc. in the form. School administrators used metaphors related to guidance and orientation because they thought that the concept of educational administration guided the administrators in school administration.

Schools are symbols of society's aspirations and expectations for the future in their regions. Education and school administrators should not forget that schools are a social initiative planned to achieve certain goals (Aydın, 2010). In the literature, school administrators are similarly named as the locomotive of the school because they lead the school employees and students to achieve their goals. Like the findings of the study, metaphors of the guide, organizer, wind, conductor, bus driver, remote control, leader, father, scout, machinist, team captain were used in studies in which principals were portrayed as guiding and guiding leaders (Akın Kösterelioğlu, 2014; Akyol & Kapçak, 2017; Günbayı, 2011; Korkmaz, & Çevik, 2018).

In the research, metaphors such as politics, the council of ministers, headquarters, and multi-faceted thinking were used regarding the decision

process, which constitutes the first step of the management processes. In this category, school administrators emphasized the feature of being a decision-making body, especially in cases of uncertainty. The decision processes, which are the first step and the heart of the management processes, are important for making changes within the organization, resolving a conflict, and influencing the members of the organization (Bursalıoğlu, 2013). In the literature, metaphors of the president, prime minister, king, team captain, sultan, father, coach, coach, brain, fabricator, bus driver, headteacher were used in the categories of management focus and decision-maker (Akın Kösterelioğlu, 2014).

School administrators who emphasize the regular planned and organized nature of educational administration; used metaphors such as nature, order, discipline, engineering, beehive, and alarm clock. Metaphors such as mind and brain were used in the category related to the requirement of rationality in educational administration. Emphasis has been made on the fact that educational administration requires being rational and that behaviours and practices that are not rational will have negative consequences. Operating decision-making processes rationally and based on data can ensure efficient use of available human and material resources. One of the tools that enable rational decisions in educational organizations in the planning of education. The preparation of the strategic plans made obligatory for public institutions by Law No. 5018 on Public Financial Management and Control (2003) may facilitate the making of future decisions.

According to the functionalist point of view, the task of educational administration should be established and operated according to the principles of efficiency and effectiveness (Turan, 2005). School administrators who think that educational administration is a concept related to ensuring efficiency; used metaphors related to productivity such as rain, water, trees, and farms. One of the conditions that ensure the efficiency and effectiveness of schools is the determination and willingness of the administrators to work. According to the findings of the research, in the category of educational administration requiring diligence and practice; Metaphors that emphasize labour and hard work such as farmers, agriculture, and ants are used. In Günbayı's (2011) research, those who emphasized the diligence of the school administration and that they undertake difficult tasks also used the horse metaphor. An administrator who sets an example with his diligence and success in practice can more easily motivate those who work towards achieving the goals of the school.

Metaphors such as air traffic control tower, piloting, locomotive, captain, who emphasize the control and supervision aspects of educational administration,

were used. As a balance and control factor, education administrators (Linn, Sherman & Gill, 2007) act as a power factor due to their legal powers (Çobanoğlu & Gökalp, 2015). Principals, who represent the patriarchal structure and hierarchy in schools (Trnavčević & Roncelli Vaupot, 2009) and are a supervisory power element, are perceived by teachers as individuals who ensure and control the tasks and responsibilities within the school on time and on the spot (Korkmaz & Çevik, 2018). Although there is a negative point of view regarding the supervisory role of the school principal by teachers and students in the literature (Aslan, Bilgili & Kaya, 2018; Örüçü, 2014), school administrators emphasized the importance and necessity of supervision in this study.

School administrators stated that educational administration is a concept that requires renewal; they used metaphors such as time and gasoline. In this category, it was emphasized that training administrators should manage the change required by time well and renew themselves in this direction. It was stated that a driver who does not want to stay on the road buys gasoline for his vehicle, and school administrators who do not want to be behind the age should be constantly fed from certain sources.

According to the system theory, it is seen as a device that transforms the energy and inputs it receives from the school environment into services and products in the process (Turan, 2005). School administrators mediate the functioning of this system (Akın Kösterelioğlu, 2014). In the category of being systematic in educational administration, metaphors such as system, football team, and dominoes were used. The importance of acting within system integrity for success was emphasized with the metaphors school administrators used. In the literature, those who use the football team metaphor for the systematic feature of school administration compared school administrators to football coaches and teachers to football players (Günbayı, 2011).

One of the reasons for this research was the belief of school administrators that theory and practice were different from each other in educational administration. Although it is an unexpected result, it is a pleasing result that there is only one school administrator who thinks that educational administration is a theoretical concept, and that the educational administration theoretical framework does not make sense in practice.

Another rationale of the research was to reveal new and different concepts related to educational administration. At the end of the study, it was seen that the metaphors of school administrators regarding educational administration were limited to school administration, like literature research. This situation shows that the umbrella concept, educational administration, is not well understood.

The Turkish Education System, school administration, and class management courses are included in the curricula of the education faculties. Some programs also include a direct educational administration course. However, one of the main problems in the field of educational administration is that the graduate programs conducted by universities are far from being implemented. Most of the academicians working in the field of educational administration do not have teaching or school administration experience. Although the contribution of the academicians who do not know the school and its practices well enough to the field is not at the desired level, their suggestions regarding the application remain in the air (Özdemir, 2013).

After the abolition of the educational administration and supervision undergraduate program, which trains administrators and inspectors for educational institutions, master's, and doctoral programs with and without thesis were opened in the field of educational administration and supervision. Thanks to the graduate programs, it is aimed to train school administrators with teaching experience. However, a master's degree or doctorate in educational administration brings additional points in administrator appointments, but it has never been presented as a prerequisite. However, the educational administration certificate program has become compulsory in the final administrator appointment regulation (MEB, 2021). With this regulation, in-service training and certificate programs have precluded postgraduate education. It is thought that this situation will adversely affect the future and reputation of the field of educational administration.

Based on the findings of the research, the following suggestions can be made to policymakers to better understand the concept of educational administration and to increase efficiency in practice.

- Experience, examinations, certificates, etc. to be employed in the management levels of the education system. In addition to other conditions, a master's degree in educational administration may be preconditioned.
- Arrangements can be made to encourage education administrators to pursue a doctorate in departments related to educational administration.
- To be appointed as a lecturer to the educational administration department of education faculties, it may be required to have been an administrator for a certain period.

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EXTENDEND ABSTRACT

Today, education systems and organizations must change and renew due to the rapid development of science and technology. With every innovation in the field of information technologies, new concepts are produced in the field of educational administration as in other fields. Concerning distance education, which has become widespread with the Covid-19 epidemic, the use of concepts such as remote management, e-management, e-leadership has increased. In this research, it is expected that different concepts related to educational administration will emerge depending on current developments.

The aim of the study is to determine how school administrators perceive and conceptualize the concept of educational administration through metaphors. In this context, answers to the following questions were sought.

1. What are the metaphors of school administrators regarding the concept of educational administration?
2. Under which categories are the metaphors produced for the concept of educational administration in terms of similar features?

Phenomenology design, one of the qualitative research methods, was used in this study. Phenomenology is the conscious experience of people's own life-worlds, that is, daily life and social action (Schram, 2003, p.71; Balcı, 2016). The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the world we live in, phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts, and situations. However, this acquaintance does not mean that we fully understand the facts. Phenomenology provides a suitable research ground for studies that are not completely alien to us, but also aim to investigate phenomena that we cannot fully grasp (Yıldırım & Şimşek, 2016). In studies conducted with a phenomenological design, the cognitive structures existing in their minds are tried to be revealed by examining the comments of the research participants about the facts they have personally experienced (Creswell, 2017). Phenomenology is an elaborate and in-depth description of how people experience phenomena (Patton, 2014).

At the end of the study, it was determined that school administrators produced a total of 116 different metaphors regarding educational administration. The most frequently produced metaphors for the concept of educational administration; *conducting orchestra* ($f = 7$), *guidance* ($f = 4$), *tree* ($f = 4$), *life* ($f = 4$), *water* ($f = 3$), *leadership* ($f = 3$), *art* ($f = 3$), *father* ($f = 3$) and *extended family head* ($f = 3$).

In the research, 116 different metaphors produced were collected under 13 categories. These categories are from high to bottom according to their frequency values; *ensure coordination* ($f = 31$), *requiring expertise* ($f = 26$), *guiding and directing the future* ($f = 23$), *requiring work and application* ($f = 11$), *providing efficiency* ($f = 11$), *being planned and organized* ($f = 9$), *being a decision maker* ($f = 8$), *requiring innovation* ($f = 8$), *providing control* ($f = 7$), *requiring commitment* ($f = 6$), *being rational* ($f = 5$), *being systematic* ($f = 3$) and *theoretical* ($f = 1$).

The various metaphors that school administrators produce in the category of coordination regarding educational administration are conductor, extended family head, administrator, classroom management, company management,

football match, intersection, municipality, a ship captain. In this category, school administrators think that educational administration is about managing differences like an orchestra. Ensuring the coordination of teachers from different branches within the school in line with the goals of the school is like orchestra management.

There are various studies in the literature that use the metaphor of conductor for school administrators (Akın Kösterelioğlu, 2014, Dönmez, 2008). Turan (2005) stated that classroom management cannot be handled independently from the school administration, and the school administration from the educational administration and other stakeholders of the society and compared classroom management to orchestra management. In another study, school administrators were likened to an octopus with more than one arm, as they were concerned with the coordination of many jobs at the same time (Günbayı, 2011).

In terms of management processes, coordination is about the integration of human and material resources (Aydın, 2010). School administrators are the person who ensures the connection, contact, unity, and solidarity between teachers, students, parents, and other stakeholders of the school in the coordination process (Akyol & Kapçak, 2017; Korkmaz & Çevik, 2018).