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**AN INVESTIGATION INTO THE PERCEPTIONS OF THE
MANAGERS OF PRE-SCHOOL EDUCATION INSTITUTIONS RELATED
TO THE PRE-SCHOOL TEACHER AND CHILD: AMETAPHOR SAMPLE**

Abstract

The aim of this research is to determine the perceptions of the school principals and pre-school teachers about children. Answers to the following questions: What are the metaphors related to the concepts of “pre-school teacher” and “child” that the managers working in pre-school institutions have? Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “pre-school teacher”, be grouped? Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “child”, be grouped?

Research design was arranged in the form of case science. For data analysis the “content analysis” technique was used. The study group is composed of the school administrators working in the province of Konya in the 2012-2013 academic year. For selecting the study group, criterion sampling, which is a purposive sampling method, was used. At this point, the presence of at least one pre-school class and pre-school teacher in the school where the administrator works, was determined as a criterion. Then 130 school administrators were included in the study group considering the easy accessibility of the administrators according to the convenience sampling method.

In this study these results have been gained. The metaphors, that reveal school managers’ perceptions related to the pre-school teacher, are assessed in five categories; “one of the family members”, “non-teaching occupations”, “goods, tools and supplies”, “elements in nature”, and “uncategorized”. The metaphors, that reveal school managers’ perceptions related to the child, are assessed in five categories; “plants in nature”, “substances to be processed and shaped”, “goods, tools and supplies”, “valuable products and materials”, and “supernatural beings and animals”. The vast majority of pre-school education

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institutions managers emphasized that they see pre-school teacher as “mother” who is one of the family members

Key words: pre-school, principal, the pre-school teacher, child, metaphors

OKUL ÖNCESİ EĞİTİM KURUMLARI YÖNETİCİLERİNİN OKUL ÖNCESİ ÖĞRETMENİ VE ÇOCUK ALGILARININ İNCELENMESİ: BİR METAFOR ÖRNEĞİ

Özet

Bu çalışmanın amacı okul yöneticilerinin ve okul öncesi öğretmenlerinin çocuklar hakkındaki algılarını belirlemektir. Bu amaçla ‘okul öncesi eğitim kurumlarında görev yapan yöneticilerin “okul öncesi öğretmeni” ve “çocuk” kavramına ilişkin sahip oldukları metaforlar nelerdir?’, ‘okul öncesi eğitim kurumlarında görev yapan yöneticilerin “okul öncesi öğretmeni” kavramına ilişkin sahip oldukları metaforlar hangi kavramsal kategoriler altında toplanabilir?’ ve ‘okul öncesi eğitim kurumlarında görev yapan yöneticilerin “çocuk” kavramına ilişkin sahip oldukları metaforlar hangi kavramsal kategoriler altında toplanabilir?’ sorularına cevap aranmıştır. Çalışmanın deseni olgu bilim biçiminde düzenlenmiştir. Verilerin çözümlenmesinde ise “içerik analizi” tekniği kullanılmıştır.

Araştırmanın çalışma grubu 2012-2013 eğitim-öğretim yılında Konya ilinde görev yapmakta olan okul yöneticilerinden oluşmaktadır. Çalışma grubun seçilmesinde amaçsal örnekleme yöntemlerinden biri olan ölçüt örnekleme (criterion sampling) kullanılmıştır. Bu nokta okul yöneticisinin görev yaptığı okulunda en az bir tane okul öncesi eğitim sınıfı ve okul öncesi öğretmeni bulunması ölçüt olarak belirlenmiştir. Daha sonra uygun örnekleme (convenience sampling) metoduna göre okul yöneticilerinin kolay ulaşılabilirliği göz önüne alınarak belirlenen 130 okul yöneticisi çalışma grubuna dahil edilmiştir.

Araştırmadan şu sonuçlar elde edilmiştir. Okul yöneticilerinin okul öncesi öğretmenine yönelik algılarını ortaya koyan metaforların aile bireylerinden birisi olarak okul öncesi öğretmeni, öğretmenlik dışı meslekler olarak okul öncesi öğretmeni, eşya araç-gereç olarak okul öncesi öğretmeni, doğadaki öğeler olarak okul öncesi öğretmeni ve kategorisizler olarak beş kategoride incelendiği görülürken; okul yöneticilerinin çocuk kavramına yönelik algılarını ortaya koyan metaforların doğadaki bitkiler olarak çocuk, işlenmesi ve şekillenmesi gereken madde olarak çocuk, eşya araç-gereç olarak çocuk, değerli ürün ve maddeler olarak çocuk, doğaüstü varlık veya hayvanlar olarak çocuk olmak üzere beş kategoride incelendiği görülmektedir.

Anahtar kelimeler: Okul Öncesi, Okul Yöneticisi, Okul Öncesi Öğretmeni, Çocuk, Metafor

INTRODUCTION

Pre-school education is a system that covers the pre-school period which is the foundation of life in which parents and educators are effective; that creates a common medium for the children with unfavorable backgrounds and families by taking their developmental characteristics, individual differences and abilities into account; that aims to help them speak Turkish properly and smoothly, be ready for the elementary school, acquire good habits and support their physical, mental and emotional development (MEB, 2013a: 10). Early childhood in which the preschool period is situated, is of rather critical importance in a child's life. The

importance of pre-school education comes to the fore in this period in which children need to be protected and supported accurately against outside influences because both their personality development and development in other areas are quite fast (Shonkoff, 2009: 1).

Pre-school education, which is considered among the levels of formal education in 1739 National Education Basis Law, is expressed as “the education of children who haven’t reached compulsory school age” in the 19th article of the same law and noted that it is optional. According to the 2013 data of the Turkey Statistics Institute 8.711.943 of the Turkey’s population, 76.481.847, are children aged between 0 and 6 (TÜİK, 2013a). In the same way, according to TSI data, in the 2012-2013 academic year, 1.077.993 of these children received pre-school education under the guidance of 62.933 pre-school teachers working in 27.197 schools (TÜİK, 2013b). Considering the enrollment rate in pre-school in 2012-2013 academic year, they are seen as 26.63% for the ages of 3-5, 37.36% for the ages of 4-5, and 55.35% for the age of 5 (MEB, 2013b:1). These rates reveal that pre-school education in our country can not become widespread sufficiently enough yet. The public’s perception about pre-school education and their insufficient knowledge on the importance of pre-school education are believed to be effective in this rate being so low (Öztürk, Şahin ve Mercan, 2010: 177).

It is known that at the head of pre-school education institutions that are very important for children, there is at least one administrator who provides coordination between the child, family and the teacher. In the literature, the manager is defined as “the individual who performs the organization’s objectives using the organizational guides in other words the structure and procedures of the organization (Korkut, 1992:243). It is known that school administrators have many tasks. From the perspective of Turkish National Education System it is possible to list the duties and responsibilities of managers as follows: to fulfill the general purposes specified in the main purposes of national education and the aims of the school, to create the team spirit by providing the effective and efficient use of the resources, and to represent the school in the first degree (Balyer, 2013: 184; Çağlar, Yakut ve Karadağ, 2005: 63). In 1996 Interstate School Licensure Consortium laid down the Educational leadership standards (Arslan and Beytekin, 2004: 1) to determine the duties of the school administrators and the standard of these duties. In 2008 National Policy Board of America for Educational Administration (NPBEA) revised the Educational leadership standards and a report was published as a result. Second standard of educational leadership in this report emphasized the followings: training and supporting each student, developing a school culture, climate and curriculum aiming the development of students and teachers. Within the scope of this standard, it was pointed out that educational leaders need to motivate both students and teachers (Council of Chief State School Officers, 2008: 14).

In one of the most important elements that is providing teacher’s motivation, it is known that managerial problems have effect, school administrators do not communicate enough with the teachers, they do not guide them (Barlı, Bilgili, Çelik and Bayrakçeken, 2005: 392). However, students, teachers and society are three important powers that are shaping an educational institution and interactive co-operation of these three powers is directly effective on the effectiveness of the school. (Aksoy ve Işık, 2008:236) As an instructional leader, school administrators who have the duties of educating the students better and providing the desired conditions (Çelik, 1999:41) has to coordinate the power of these three professionally in order to ensure the effectiveness of the school and to raise the quality of education (Aksoy ve Işık, 2008:236). Basic input and output within the critical period in the pre-school children in educational institutions as a whole is very important for human relations (Aydoğan, 2008: 35). The administrators of Educational institutions who are responsible for ensuring the harmony of the institution of who are tasked with preschool teacher perceptions of children receiving services from the organization that is very effective on human relations. Teachers are the architects of the future as well as human relations and the extent of teachers’ job satisfaction that affects them to provide more benefits to children’s education, is closely related to the

attitudes and behaviors that school managers adopt against teachers (Tahaoğlu ve Gedikoğlu, 2009: 278).

As intended in all contemporary education and training services, within the scope of the purposes of the national education, which was marked out in the article 2 of 1739 the National Education Basic Law, as well as a personality developed in a balanced and healthy manner in terms of body, mind, morality, spirit and emotions it was desired to train effective and creative individuals who have a broad world view together with independent and scientific thinking power; are respectful to human rights; give value to enterprise and are aware of their responsibilities towards society. At this point, in terms of giving these values to the children, Çelikten (2004: 196) noted the role of schools and school managers, and pointed out that as well as school managers' answers to the questions, their attitudes against problems and their reactions against emergency, their communication skills with their environment especially with teachers are assessed by their environment. Indeed Çağlar and others (2005: 65) school administrators should provide the development not only for students but also for teachers, , noting that efficient education and training environments, managers and teachers of human relations is the highlighted. At this point in healthy relationships established environments, the manager will strengthen the communication between the teacher and the school to ensure the interests of the common shares is estimated to increase. In this subject it is known that in schools where the human relations are dominant, and where school administrators were very strong effect on teachers who are the indispensable elements of the education system (Balyer, 2013: 183). On the other hand, in the study of Çağlar et al. (2005:75) that aims to reveal how primary school principals are perceived by the teachers, primary school principals have been found to exhibit more the personality properties of military leadership, personal harmony, compassion and vanity but the personality properties of predisposition, independence, change, and self-control less. However, in Çelikten's (2004:195-204) survey aiming to draw the portrait of an ideal school principal according to the school administrator candidates, it is seen that school administrator candidates stressed that education does not only consist of the teaching dimension and the teachers should be convinced on the importance of this topic, if necessary guidance for the teachers should be done on the topic. The fact that there are some inconsistencies between the administrator candidates and the present administrators emerges as a remarkable factor. Indeed, while teachers emphasizing the predominance of military leadership qualities of their administrators, administrator candidates emphasized that the administrators need to guide the teachers. At this point, the question that the administrators can not make use of their leadership skills and managerial abilities effectively comes to the mind. So Çağlar et al. (2005:75) reveal in their study that administrators think they exhibit their leadership behaviours more than their staff's perceptions.

For the resolution of the dilemma on this issue, the idea of strengthening the leadership property of the administrators comes to the fore. As mentioned in the literature often, manager and leader are two separate concepts. As Demirel (2010:333) expressed, the first way for an education administrator to get in the leadership image from the image of seniority is adopting the core educational values and transforming them into behaviour; and the second way is being organizer enough to balance the school objectives and the needs of the members; and the third and maybe the most important one is being able to create an atmosphere in which harmonious human relationships are established and last in the school. Küçük and Polat (2013:250) pointed out that school administrators, who have official speech on education and handle education as behaviour change considering it school-curriculum oriented, are not able to establish a holistic relationship with the social structure and evaluate education's related values meaningfully. Because these administrators have not been able to gain the awareness of changing and transforming the society. At this point, quite a large portion of the administrators' education related opinions are thought to consist of their perceptions towards teachers and the students being trained.

Being dominant in all areas of the 21st century, the concepts of change and transformation, as well as affecting all the concepts, are also known to affect the school administrators, teachers, students, parents, and the perceptions of all these elements to each other and cause a variety of changes in their current perceptions (Aslanargun ve Bozkurt, 2012: 350). In the light of all these changes, in this study it is intended to identify the perceptions of school administrators for pre-school teachers and children in the institutions with a pre-school class and to find answers to the following questions:

1. What are the metaphors related to the concepts of “pre-school teacher” and “child” that the managers working in pre-school institutions have?
2. Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “pre-school teacher”, be grouped?
3. Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “child”, be grouped?

METHODS

Araştırmanın Deseni

Research Design

In order to determine the metaphors created by school administrators to express their thoughts related to the concepts of “pre-school teacher” and “child”, qualitative research method, that enables the production of more detailed and richer information, was used in the study.

Research design was arranged in the form of case science. For data analysis the “content analysis” technique was used. Yıldırım an Şimşek (2005) stated that the basis process of content analysis is combining similar data in the context of specific concepts and themes and organizing them in a way that the reader can understand.

Study Group

The study group is composed of the school administrators working in the province of Konya in the 2012-2013 academic year. For selecting the study group, criterion sampling, which is a purposive sampling method, was used. At this point, the presence of at least one pre-school class and pre-school teacher in the school where the administrator works, was determined as a criterion. Then 130 school administrators were included in the study group considering the easy accessibility of the administrators according to the convenience sampling method. After determining the study group, the metaphors created by the participants were examined in the context of the relationship between the topic and the resource and the metaphors created by 55 participants were found to be invalid. Therefore, 55 participants were excluded from the scope of the research.

Looking at the descriptive data on demographic characteristics of the remaining 75 participants, 15 female, 60 male, the average age of school administrators was found 38.78, and range was 26-60. Through the data on the departments that participants graduated, there seems to be diversity; kindergarten, physical education, biology, geography, child development/pre-school, religious culture/theology, literature, philosophy, science, physics, mathematics, english, history, class, Turkish, building teacher. In addition, 48 of the participants were school managers, 27 were assistant managers. While their service times vary between 1-37, their service times as manager range from 1-30.

Data Collection

With the aim of revealing the mental images that the participant managers have on the concepts of “pre-school teacher” and “child”, each participant was asked to complete this

sentence “Pre-school teacher/ Child is like.....because.....”. In this respect, school managers were given a blank paper on which this sentence was written, and they were asked to explain the rationale concentrating on the mental image they wrote.

In the studies that uses metaphor as a research tool, the term “like” is often used to more clearly connote the link between “the subject of the metaphor” and “the source of the metaphor” (Saban, 2009). In this research, with the term “because” an expected situation has been created and the papers that the managers filled with their own handwriting were used as the basic data source as a document.

Data Analysis

Katılımcıların geliştirdikleri metaforların analiz edilmesi aşağıdaki beş aşamada gerçekleştirilmiştir; (1) kodlama ve ayıklama (2) örnek metafor imgesi derleme (3) kategori geliştirme (4) geçerlik ve güvenilirliği sağlama. The analysis of the metaphors created by the participants was carried out in the following five stages: (1) coding and debugging (2) collecting example metaphor image (3) developing category (4) ensuring the reliability and validity.

The stage of coding and debugging

At this stage, firstly the metaphors were listed in alphabetical order and then they were studied to see whether the participants had explained enough the metaphor image that they stated or not. At this stage, the metaphor expressed in the paper that each participant submitted was coded. Furthermore, the papers that does not include any metaphor images and discuss the general characteristics of pre-school teacher and child instead of metaphor were excluded from the scope.

The stage of collecting example metaphor image

After eliminating the excluded papers, 32 metaphors for pre-school teacher and 34 metaphors for child were obtained. At this stage, these metaphors were listed again in the alphabetical order and by reviewing the raw data for the second time, a sample of metaphor expression was chosen from the school managers’ compositions representing each metaphor. Thus, collecting the school managers’ metaphor images that were assumed to best represent each metaphor, a “sample list of metaphor” was created. This list was compiled considering the following two objectives:

1. To use as a reference source in grouping the metaphors under a certain category,
2. To validate the data analysis process and the comments of this research.

Therefore, these images that were assumed to represent the best, were turned into a sentence. The personal information about who had created each metaphor was provided as coded in parentheses just after the metaphor image in question.

The stage of developing category

At this stage the mental images of the participants related to the concepts of “pre-school teacher” and “child” were analyzed in terms of common characteristics. During this process a classification was made out of 66 metaphor created earlier. That is, how the participants conceptualize the metaphors was examined. For this reason, each metaphor image created by the participants was analyzed in terms of (1) the subject of the metaphor (ie, pre-school teacher and child), (2) the source of the metaphor, and (3) the relationship between the subject and the source of the metaphor. Then, by associating each metaphor with a specific theme in terms of perspective, 5 different conceptual categories were created for each concept of “pre-school teacher” and “child”.

The stage of ensuring the reliability and validity.

Specific to this study, in order to ensure the validity of the research results two major processes were carried out. These processes can be listed as follows:

1. Explaining the data analysis process (how the conceptual categories were achieved) in detailed.
2. Collecting a sample image of metaphor that was assumed to best represent the metaphor for each of a total of 66 metaphors obtained in the research and including all these images of metaphor in the results section.

To ensure the reliability of the survey, with the aim of confirming whether the mental images that were presented under a total of 10 conceptual categories reached in the study represent the conceptual category or not, experts were consulted. As a result of the comparison made upon expert consultation, the study reliability was calculated. When calculating the reliability coefficient Miles and Huberman's (1994) formula (Reliability=consensus/consensus+disagreement) was used (cited in Saban, 2009: 288). Accordingly, in the calculation made on a total of 66 metaphors, including 32 for pre-school teacher and 34 for child, disagreement on 5 metaphors was found and the reliability coefficient was found as $61/61+5=0.92$. Saban (2009:288) points out that in qualitative research if the agreement between the experts and the researchers is above 90% then the research is reliable.

RESULTS

In this section the tables that are based on the findings of metaphors of preschool educational institution administrators participating in "preschool teacher" and "child" are presented in the tables are based on the findings of metaforlarına about the concepts.

The Findings Related To The 1st Sub Problem Of The Research

The first sub problem of the research was expressed as “What are the metaphors related to the concepts of “pre-school teacher” and “child” that the managers working in pre-school institutions have?”. Related to this problem in table 1, the metaphors of the school managers they developed for the concept of “preschool teachers” in table 2 the metaphors of the school managers they developed for the concept of “children” are placed

Table 1

The frequencies and percents of metaphors of the School Managers that they developed related to the Concept of Preschool Teachers

Metaphor Code	Metaphor Name	F	%	Metaphor Code	Metaphor Name	F	%
1	Mother	36	49.31	17	Baby Sitter	1	1.36
2	Second Mother	1	1.36	18	Gardener	1	1.36
3	Trustee Mother	1	1.36	19	Oil Lamp	1	1.36
4	Conscious Parents	1	1.36	20	Open Education Faculty Student	1	1.36
5	Elder Sister	1	1.36	21	Sugar	1	1.36
6	Mother And Father	3	4.10	22	Sponge	1	1.36
7	Surrogate Mother	1	1.36	23	Wind	1	1.36
8	Master	1	1.36	24	Water	1	1.36
9	Artist	1	1.36	25	Bee	2	2.73

10	Farmer	1	1.36	26	Light	1	1.36
11	Laborer	1	1.36	27	Sun	1	1.36
12	Dough Machine	1	1.36	28	Cyristal	1	1.36
13	Mining Engineer	1	1.36	29	Teacher	2	2.73
14	ActorIn A Musical	1	1.36	30	Educator	1	1.36
15	Guide	2	2.73	31	Kid With A Kid	2	2.73
16	Super Hero	1	1.36	32	Trainer, Doctor, Mother	1	1.36

Table 2

The frequencies and percents of metaphors of the School Managers that they developed related to the Concept of Children

Metaphor Code	Metaphor Name	F	%	Metaphor Code	Metaphor Name	F	%
1	Flower	16	25.00	18	Closed Box	1	1.56
2	Bud	1	1.56	19	Mirror	1	1.56
3	Youngling	3	4.68	20	Fruit	1	1.56
4	Violet	1	1.56	21	World's Most Beautiful Blessing	1	1.56
5	Dough	7	10.93	22	World's Most Beautiful Gift	1	1.56
6	Flag	1	1.56	23	Home	1	1.56
7	Concrete	1	1.56	24	Extraordinary Tales	1	1.56
8	Mud	1	1.56	25	Diamond	1	1.56
9	Battery	1	1.56	26	Big Man	1	1.56
10	White Board	1	1.56	27	The Ore To Be Processed	1	1.56
11	Blank Page / White Page	4	6.25	28	Meaning Of Life	1	1.56
12	Flour	1	1.56	29	Spring	1	1.56
13	Sapling	4	6.25	30	A Complete Individual	1	1.56
14	Raw Ore	1	1.56	31	Future	1	1.56
15	Raw Wooden	1	1.56	32	Coy Bird	1	1.56
16	Water	1	1.56	33	Bee	1	1.56
17	Soil	1	1.56	34	Angel	2	3.12

In table 1 and table 2, the number of individuals representing each metaphor and percentage are presented. The data could be summarized in the tables;

1. School managers have produced a total of 32 valid metaphors on the concept of "preschool teacher" a total of 34 valid metaphors on the concept of "child".

2. While 26 of the 32 valid metaphors regarding the concept of "pre-school teacher" were represented by each school manager, the number of school managers representing the remaining 6 metaphors ranged from 2 to 36.

3. While 28 of the 34 valid metaphors produced regarding the concept of "Child" were represented by each school manager, the number of school managers representing the remaining 6 metaphors ranged from 2 to 16.

4. The metaphors which were represented by two or more school managers regarding the concept of "preschool teacher" can be listed as; "mother" (36; % 49.31), "Mom and Dad" (3; 4.10%), "guide" (2; 2.73%), "bee" (2; 2.73%), "teacher" (2; 2.73%), and "Kid with a Kid" (2; 2.73%).

5. The metaphors which were represented by two or more school managers regarding the concept of "child" can be listed as; "flower" (16, 25%), "dough" (7; % 10.93), "blank paper / white paper" (4; 6.25%), "sapling" (4; 6.25%), "youngling" (3; 4.68%), and "angels" (2; 12.3%) .

The Findings Related To The 2nd Sub Problem Of The Research

The second sub-problem of the Research was expressed as **“Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “pre-school teacher”, be grouped?”**. In line with this sub-problem, first, each metaphor, proposed by school managers, was analyzed in terms of rationale and justification. As a result, 32 valid metaphor was obtained with regard to “pre-school teacher and these metaphors were divided into five conceptual categories as “one of the family members”, “non-teaching occupations”, “goods, tools and supplies”, “elements in nature”, and “uncategorized”.

Below, the categories related to “pre-school teacher” are presented on the order according to their frequency values:

1. Pre-school Teacher as “One of the Family Members”

There are 7 metaphors in the category of pre-school teacher as one of the family members. These metaphors are; “mother”, “second mother”, “trustee mother”, “conscious mother-father”, “elder sister”, “mother and father”, “surrogate mother”. It is concluded that the metaphor that has the highest representation rate by school managers was “mother” (36; 49.31%).

Analyzing the content of metaphors related to this category, the opinion that education begins with love seems to dominate and it is emphasized that in meeting all the needs of children pre-school teachers personally take responsibility.

Table 3

The Findings Related To the Category of Pre-school Teacher as one of the Family Members

“One Of The Family Members”	F	%	“One Of The Family Members”	f	%
Mother	36	49.31	Elder Sister	1	1.36
Second Mother	1	1.36	Mother And Father	3	4.10
Trustee Mother	1	1.36	Surrogate Mother	1	1.36
Conscious Mother And Father	1	1.36	-	-	-

Some of the statements uttered by school managers when defining the metaphors in the category of “One of the Family Members” in Table 3 are as follows:

Mother: “Is a master who gives shape to the fresh spirits” (Male, 35, Graduate of Physics Teaching)

Mom: “Is the person who tries to recognize the children with all aspects, to raise them appropriately considering their age and to prepare them for life” (Male, 45, Graduate of Primary School Teaching)

Mother: “Gives all kind of training including self-care skills.” (Male, 43, Graduate of Primary School Teaching)

Elder Sister: “Spend instructive and entertaining time with their siblings” (Male, 30, Graduate of Primary School Teaching)

2. Pre-school Teacher as “Non-teaching Occupations”

There are 11 metaphors under the category of non-teaching occupations for pre-school teacher, these are; “master”, “artist”, “farmer”, “laborer”, “Open Education Faculty student”, “mining engineer”, “actor in a musical”, “guide”, “super hero”, “babysitter” and “gardener”. It is concluded that the metaphor that has the highest representation rate by school managers was “guide” (2; 2.73%).

Analyzing the content of metaphors related to this category, the opinion that pre-school teachers discovers children are the moulder of the children who are the future of a nation and the master who reaching the inner depths of them seems to dominate.

Table 4

The Findings Related To the Category of Pre-school Teacher as Non-teaching Occupations

“Non-teaching Occupations”	“Non-teaching Occupations”		“Non-teaching Occupations”	“Non-teaching Occupations”	
	f	%		f	%
Master	1	1.36	Guide	2	2.73
Artist	1	1.36	Babysitter	1	1.36
Farmer	1	1.36	Gardener	1	1.36
Open Education Faculty Student	1	1.36	Super Hero	1	1.36
Mining Engineer	1	1.36	Actor in a Musical	1	1.36
Laborer	1	1.36	-	-	-

Some of the statements uttered by school managers when defining the metaphors in the category of “Non-teaching Occupations” in Table 4 are as follows:

Mining Engineer: “Discovers the ways of handling the children reaching the inner depths of their World” (Female, 38, Graduate of Nursery School Teaching)

Open Education Faculty Student: “Neither their troubles nor requests end.” (Female, 29, Graduate of Primary School Teaching)

Actor in a Musical: “Everyday passes overacting the life for their students” (Female, 33, Graduate of Nursery School Teaching)

3. Pre-school Teacher as “Goods, Tool and Supplies”

There are 4 metaphors in the category of pre-school teacher as goods, tool and supplies. These metaphors are; “oil lamp”, “dough machine”, “sugar”, and “sponge”. The metaphors in this category have equal representation rate by the school managers.

Analyzing the content of metaphors related to this category, the opinions that pre-school teachers make effort to provide students benefit from them in the best way and they are individuals that love and accept children with all their aspects dominate.

Table 5

The Findings Related to the Category of Pre-school Teacher as Goods, Tools and Supplies

“Goods, Tools and Supplies”	f	%
Oil Lamp	1	1.36
Dough Machine	1	1.36
Sugar	1	1.36
Sponge	1	1.36

Some of the statements uttered by school managers when defining the metaphors in the category of “Goods, Tools and Supplies” in Table 5 are as follows:

Oil Lamp: “Through consuming themselves they illuminate others” (Female, 30, Graduate of Geography Teaching)

Dough Machine: “For bread first of all the material needs to be made ready” (Male, 27, Graduate of Turkish Language Teaching)

Sugar: “Children need to love them” (Male, 27, Graduate of Primary School Teaching)

Sponge: “They should adopt children in all their aspects” (Female, Graduate of Nursery School Teaching)

4. Pre-school Teacher as the “Elements in Nature”

There are 6 metaphors in the category of pre-school teacher as the elements in nature, and these are; “wind”, “water”, “bee”, “light”, “sun”, and “cristal”. It is concluded that the metaphor that has the highest representation rate by school managers was “bee” (2; 2.73%).

Analyzing the content of metaphors related to this category, the moulding impact of the pre-school teachers on pre-school children was emphasized.

Table 6

The Findings Related to the Category of Pre-school Teacher as the Elements in Nature

“Elements in Nature”	f	%	“Elements in Nature”	f	%
Wind	1	1.36	Light	1	1.36
Water	1	1.36	Sun	1	1.36
Bee	2	2.73	Cristal	1	1.36

Some of the statements uttered by school managers when defining the metaphors in the category of “Elements in Nature” in Table 6 are as follows:

Wind: “Fluctuate the child from the direction they blow” (Male, 35, Graduate of Primary School Teaching)

A Diligent Bee: “They fill the honeycomb first and give the basic information.” (Male, 35, Graduate of Primary School Teaching)

Cristal of the School: “They are a must for the basic pre-school education.” (Male, 32, Graduate of Primary School Teaching)

5. “Uncategorized”

There are 4 metaphors in the category of “Uncategorized”. These metaphors are; “teacher”, “educator”, “kid with a kid”, and “trainer, doctor, mother”. It is concluded that the two metaphors that have the highest representation rate by school managers were “teacher” and “kid with a kid” (2; 2.73%).

Analyzing one by one the content of metaphors related to this category, the opinions that pre-school teachers work with children, they need to descend to their age level, and they need to educate students in line with a certain plan seem to dominate.

Table 7

The Findings Related to the Category of “Uncategorized”

“Uncategorized”	f	%
Teacher	2	2.73
Educator	1	1.36
Kid with a kid	2	2.73
Trainer, doctor, mother	1	1.36

Some of the statements uttered by school managers when defining the metaphors in the category of “Uncategorized” in Table 7 are as follows:

Teacher: “Educate their students in line with a certain plan” (Female, 34, Graduate of Biology Teaching)

Kid with a kid: “They need to descend to the level of the age they work” (Female, 27, Graduate of Nursery School Teaching)

The Findings Related to the 3rd Subproblem of the Research

The 3rd subproblem of the research is expressed as following; “**Under what conceptual categories can the metaphors, that the managers working in pre-school institutions have related to the concept of “child” be grouped?**” In line with this subproblem, 34 valid metaphors were obtained related to “child” and these metaphors were divided into five conceptual categories as; “plants in nature”, “substances to be processed and shaped”, “goods, tools and supplies”, “valuable products and materials”, and “supernatural beings and animals”.

Below, the categories related to “child” are presented on the order according to their frequency values:

1. Child as the Plants in Nature

There are 4 metaphors in the category of “Plants in Nature”. These metaphors are; “flower”, “bud”, “youngling”, and “violet”. It is concluded that the metaphor that has the highest representation rate by school managers was “flower” (16; 25%).

Analyzing one by one the content of metaphors related to this category, the opinion that newly sprouting children are delicate and fragile and they need attention and care seem to dominate.

Table 8

The Findings Related to the Category of Child as the Plants in Nature

“Plants in Nature”	f	%
Flower	16	25.00
Bud	1	1.56
Youngling	3	4.68
Violet	1	1.56

Some of the statements uttered by school managers when defining the metaphors in the category of “Plants in Nature” in Table 8 are as follows:

Flower: “They are delicate, fragile, and blossom if cared meticulously.” (Male, 39, Graduate of Primary School Teaching)

Bud: “They bloom beautifully if cared well, but if not cared or trained enough they wilt before blossoming.” (Male, 45, Graduate of Primary School Teaching)

Youngling: “They have a newly sprouting view of a new life.” (Male, 30, Graduate of Primary School Teaching)

Violet: “They wilt if not cared” (Male, 43, Graduate of Primary School Teaching)

2. Child as the “Substances to be Processed and Shaped”

There are 13 metaphors in the category of “Substances to be Processed and Shaped”. These metaphors are; “dough”, “flag”, “concrete”, “mud”, “battery”, “white board”, “blank paper/white paper”, “flour”, “sapling”, “raw ore”, “raw wooden”, “water”, and “soil”. It is concluded that the metaphor that has the highest representation rate by school managers was “dough” (7; 10.93%).

Analyzing the content of metaphors related to this category, the opinion that children are born as ready to absorb the information around them and it is needed to raise them well and in the right way is dominant.

Table 9

The Findings Related to the Category of Child as the Substances to be Processed and Shaped

“Substance to be Processed and Shaped”	f	%	“Substance to be Processed and Shaped”	f	%
Dough	7	10.93	Blank Paper/White Paper	4	6.25
Flag	1	1.56	Flour	1	1.56
Concrete	1	1.56	Sapling	4	6.25

Mud	1	1.56	Raw Ore	1	1.56
Batery	1	1.56	Raw Wooden	1	1.56
White Board	1	1.56	Water	1	1.56
Soil	1	1.56	-	-	-

Some of the statements uttered by school managers when defining the metaphors in the category of “Substances to be Processed and Shaped” in Table 9 are as follows:

Dough: “They flourish as long as being shaped.” (Male, 33, Graduate of Primary School Teaching)

Flag: “They fluctuate in the way the wind blows.” (Male, 33, Graduate of Primary School Teaching)

Wet Concrete: “Can be processed and leave a trail when fall down” (Male, 35, Graduate of Physics Teaching)

Blank Paper: “They have not learnt badness from the adults, it is possible to fill in them” (Male, 31, Graduate of Religion Culture Teaching)

Raw Ore: “They are raw, you can put them in different molds or leave as raw.” (Female, 38, Graduate of Nursery School Teaching)

Mud: “They come to the state of how you shape.” (Male, 56, Graduate of Science Teaching)

3. Child as “Goods, Tools and Supplies”

There are 2 metaphors in the category of child as goods, tool and supplies. These metaphors are; “closed box”, “and “mirror”. The metaphors in this category have equal representation rate by the school managers.

Analyzing the content of metaphors related to this category, the notion that the abilities of children are waiting to be discovered and reveal the given training in behaviours is dominant.

Table 10

The Findings Related to the Category of Child as Goods, Tools and Supplies

“Goods, Tools, and Supplies”	f	%
Closed Box	1	1.56
Mirror	1	1.56

Some of the statements uttered by school managers when defining the metaphors in the category of “Goods, Tools and Supplies” in Table 10 are as follows:

Closed Box: “their interests, abilities and skills emerge later on.” (Male, 26, Graduate of Primary School Teaching)

Mirror: “They reflect the education given by the person who raises them.” (Male, 27, Graduate of Primary School Teaching)

4. Child as “Valuable Products and Materials

There are 12 metaphors in the category of child as valuable products and materials. These metaphors are; “fruit”, “world’s most beautiful blessing”, “world’s most beautiful gift”, “the home where he will gain the freedom of self-recognition”, “extraordinary tales”, “diamond”, “big man”, “the ore to be processed”, “meaning of life”, “spring”, “a complete individual” and “the future, trustee of the future”. The metaphors in this category have equal representation rate by the school managers.

Analyzing the content of metaphors related to this category, the view that due to being the happiness and future of the society child is very valuable is dominant.

Table 11

The Findings Related to the Category of Child Materials

“Valuable Products and Materials”	f	%	“Valuable Products and Materials”	f	%
Fruit	1	1.56	Big Man	1	1.56
World’s Most Beautiful Blessing	1	1.56	Ore to be Processed	1	1.56
World’s Most Beautiful Gift	1	1.56	Meaning of Life	1	1.56
Home Where He Will Gain the Freedom of Self-recognition	1	1.56	Spring	1	1.56
Extraordinary Tales	1	1.56	A Complete Individual	1	1.56
Diomand	1	1.56	Future, Trustee of the Future	1	1.56

Some of the statements uttered by school managers when defining the metaphors in the category of “Valuable Products and Materials” in Table 11 are as follows:

Fruit: “Each fruit is special on its part.” (Male, 39, Graduate of Philosphy Teaching)

The Ore to be Processed: “Every child is precious and different.” (Male, 37 Graduate of Mathematics Teaching)

Extraordinary Tales: “You can not make nothing of but you are hooked on its mischievous tongue.” (Female, 29, Graduate of Primary School Teaching)

Meaning of Life: “A life without child is unthinkable.” (Male, 30, Graduate of Science Teaching)

Big Man: “They have Really creative ideas.” (Male, 27, Graduate of Elementary Mathematics Teaching)

5. Child as “Supernatural Beings and Animals”

There are 3 metaphors in the category of child as supernatural beings and animals. These metaphors are; “coy bird”, “bee”, and “angle”. It is concluded that the metaphor that has the highest representation rate by school managers was “angle” (2; 2.73%).

Analyzing the content of metaphors related to this category, the view that due to being error-free, innocent, and naive children are different and valuable is dominant.

Table 12.

The Findings Related to the Category of Chils as Supernatural Beings and Animals

“Supernatural Beings and Animals”	f	%
Coy Bird	1	1.56
Bee	1	1.56
Angle	2	2.73

Some of the statements uttered by school managers when defining the metaphors in the category of “Supernatural Beings and Animals” in Table 12 are as follows:

A Coy Bird: “Wants to be kissed and patted.” (Female, 30, Graduate of Geography Teaching)

Bee: “Makes honey with pollen taken from flowers.” (Male, 42, Graduate of Primary School Teaching)

Angle: “Error-free, naive and innocent. (Male, 37, Graduate of Primary School Teaching)

DISCUSSION AND CONCLUSION

In this study it is aimed to investigate the perceptions of managers at pre-school education institutions related to “pre-school teacher” and “child”, through the metaphors. Within this aim, 75 of 130 pre-school education managers incorporated in the study were identified to produce valid metaphors. The metaphors, that reveal school managers’ perceptions related to the pre-school teacher, are assessed in five categories; “one of the family members”, “non-teaching occupations”, “goods, tools and supplies”, “elements in nature”, and “uncategorized”. The metaphors, that reveal school managers’ perceptions related to the child, are assessed in five categories; “plants in nature”, “substances to be processed and shaped”, “goods, tools and supplies”, “valuable products and materials”, and “supernatural beings and animals”.

The vast majority of pre-school education institutions managers emphasized that they see pre-school teacher as “mother” who is one of the family members because they give training with the love that a mother shows to her child; pre-school children have a lot of needs and pre-school teachers are responsible to meet all of their needs including self-care skills. When viewing the school managers explaining their perceptions related to pre-school teacher through non-teaching occupations, it is seen that they have quite different rationale. At this point looking at managers’ expressions, it is noteworthy that the ones who see pre-school teacher as “master”, “artist”, “farmer”, “laborer”, “gardener”, “mining engineer” emphasized the child is generally shaped with the thoroughness of an artist. On the other hand, the school managers who see pre-school teacher as an “actor in a musical” and “super hero” emphasized the extraordinary efforts that preschool teachers make to prepare the child for life in all aspects. In addition, the managers who see pre-school teacher as “baby sitter” and open education faculty student” provide justification that child needs for care rather than education as he is very young and the requests and problems of the teachers do not end. Besides all of these, it is noteworthy that the school managers who perceive pre-school teacher as “wind”, “water”, “bee”, “light”, and “cristal” emphasized the educator aspect of the teacher.

Looking generally at school managers perceptions related to the pre-school teacher, in the perception of “mother”, as in the perception of “babysitter”, they emphasized that being very young children need care, attention, and affection rather than education. It is okay to expect the pre-school teachers to show more love compared to other teachers. Indeed, it has been demonstrated by research (Gelbal ve Duyan, 2010) that as well as pre-school teachers, primary school teachers who train young children love children much more. However, if we take this situation from another aspect, the fact that pre-school teachers are perceived as “babysitter” even by school managers is of importance in terms of reflecting the society’s perception related to the pre-school teacher. Indeed, this situation is supported by the fact that according to 2013 data of Turkish Statistical Institute about one in eight children in the 0-6 age group received pre-school education. In a society in which even the school managers, who are responsible for ensuring the coordination between parents-school and child, perceive pre-school teacher as “babysitter”; it is not a realistic expectation to expect the parents to give importance to pre-school education and send their children to these institutions with the aim of training.

To address the pre-school education institution managers’ perceptions related to pre-school teacher from a different point of view, it is needed to look at pre-school teachers’ perceptions about the behaviours of the school managers regarding instructional leadership. Regarding this topic, in their studies Oktay Gürocak and Hacifazlıoğlu (2012) revealed that pre-school teachers indicated that their own school managers have some shortcomings in supporting and developing the teachers. At this point, pre-school teachers stated that they were supported rarely about being appreciated by school managers in writing. Regarding the scarcity of school managers’ support for pre-school teachers, in our research it is believed that the perception related to pre-school teacher is effective and the school managers who perceive pre-school teacher as a “mother” and “babysitter” support them less.

The studies aiming to reveal the general teacher perception through metaphor are seen in the literature (Çelikten, 2006; Saban, Koçbeker ve Saban, 2006; Cerit, 2008; Yıldırım, Ünal ve Çelik, 2011). There are also studies that investigate the teacher perceptions of school managers through metaphors among these studies. One of these studies, Yıldırım et. all (2011), revealed that although majority of the school managers perceived teachers as “altruistic”, “enlightening” and “raiser”, some of them perceived the teachers as “unauthorized”, “inefficient”, “lazy”, “monotone” and “inconsistent”. As in our study, it is also seen in the results of this study that there are both positive and negative dimensions of the perception related to the teacher.

Looking at the perceptions of pre-school education institution managers related to “child” concept, the majority of them are found to perceive the child as “Substance to be Processed and Shaped” and “Plants in Nature”. At this point, looking at the grounds of school managers, it is seen that they emphasized processing the child through education and the fragile nature of the child like a plant in nature especially flower. In addition, some school managers emphasized that they regard children as “meaning of life”, “spring”, “supernatural tails” and “ore to be processed” and that children are valuable property at this point. Furthermore, it is seen that some of the managers regard child as “angle” and with that they highlight the child’s innocence as well as purity. Generally speaking on school managers’ perceptions related to the concept of “child”, they are seen to highlight child’s need of being processed, value and innocence. Herein, it is possible to say that the results of our research show similarities with the results of Kuyucu, Şahin and Kapıcıoğlu’s (2013) research. Indeed, Kuyucu et all. (2013) presented in their research that most of the participant pre-school teachers perceive the concept of “child” as material to be processed, source of purity and love and reflector. On the other hand, in the results of this study the ascription of the meaning of passive recipients as well as material to be processed on the child emerges as a quite surprising result. Thus, in both studies it is seen as a positive result that child is regarded as a valuable property by pre-school teachers and school managers.

Based on the results of the study, to reach a final point, firstly it is necessary to pay attention to the following situation: As well known, school management differs from the business management, that has an aim of producing the maximum goods with the least cost, in terms of the components it contains (Aslanargun, 2011: 2648). In this context, the input and output of the schools in general and pre-school institutions in particular is children and pre-school teachers are responsible for these children's education in the first degree after their families. In terms of pre-school teachers' fulfilling this responsibility, supporting pre-school teachers, providing convenience in terms of communication with families, intervening in cases of emergency are among the duties of school managers. In order to fulfill these duties, school managers should first of all give the required value to the child and regard pre-school teacher as an educator. Indeed, it will be quite difficult to expect school managers who regard pre-school teacher as a babysitter" rather than an "educator" to support pre-school teachers in every respect. At this point, the importance of these perceptual concepts emerges one again. On the other hand, to eliminate the misconception in terms of both concept, pre-school teachers are also required to fulfill their duties thoroughly. So, as Bryke ve Schneider (2003) states, in sharing school environment the interpersonal trust will develop and eventually some perceptions will be able to change.

After this research examining the pre-school managers' perceptions related top re-school teacher and child, it is recommended to the researchers to do studies in order to put forward the perceptions of the families related to the concepts of especially pre-school education, pre-school teacher and child. Another suggestion at this point can be identifying the percaptions related to different subject teachers. Indeed, in earlier studies, it is seen that the concept of teacher was focused heavily and the studies giving place to specific distinctions special for subjects are considerably less.

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