Opinions and Metaphorical Perceptions of University Students on the Concept of "School Management"

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Abstract

In this study, university students' opinions and metaphorical perceptions about the concept of school management were scrutinized. Phenomenology design, which is one of the qualitative research approaches, was employed in the research process. In this context, the research was carried out in two stages. In the first stage, a metaphor application was conducted, and in the second stage, a semi-structured interview application was performed. Whilst determining the study group of the research, the purposive sampling method, one of the selective sampling methods, was utilized. A total of 312 university students studying at the faculty of education, the program of pedagogical formation education and other faculties participated in the research. Two different data collection tools were resorted to in the study. First off, the participants were provided with the following statement for the metaphor application: "Managing a school is/should be like……………… because…………………". The said participants were asked to complete the given sentence. Then, semi-structured open-ended interview questions consisting of 3 items prepared by the researcher were used as the second data collection tool. Qualitative data obtained within the scope of the research were made meaningful by referring to qualitative analysis applications. The metaphor application and interview results were analyzed using descriptive and content analysis. In the process of making sense of qualitative research data, expert opinion was frequently sought. At the analysis stage, the level of consensus and disagreement among the evaluators was calculated with the help of the formula developed by Miles and Huberman (1994), and the coefficient of the agreement was determined to be 93%. While presenting the research results, direct quotations are occasionally included. As a result of the research, it was observed that university students in education faculty produced metaphors more intensely than university students in pedagogical formation education program and in other faculties. It was also determined that the metaphors produced were closely related to educational sciences. University students primarily produced metaphors in the power source (authority) category. University students pinpointed salient aspects of a school principal viz. "Be a guide" and "Decide freely" linking those to leadership characteristics. Participating university students underpinned that "the school principal" and "the laws" are the kernels, namely, the chief elements that help manage the school. It is assumed that the participants, that is, prospective teachers and school administrators, as potential followers and leaders of their schools hinted at the importance of the development of critical thinking and questioning skills, compassion, and a sloid sense of fairness and equity.

Keywords: School administration; phenomenology; metaphor; university students, school management

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1. Introduction

With a view to rearing the individuals of the 21st century and thence to keep up with the novel times, it is deemed essential to have well-organized and well-managed education systems with solid foundations. Within this frame of reference, the philosophical and administrative infrastructuring of education systems and their renewal by age are both worthy of being warranted. At the same time, these must be sustainable and auditable (Helvacı, 2011). The sustainability and controllability of education systems oftentimes progress within a gradual and hierarchical structure from the lowest to the highest levels. It is witnessed in the line of literature that this very process is entitled educational administration (Taymaz, 2003) taking a holistic stance. Educational administration is indeed a framework concept (Bursalıoğlu, 1994). It comprises a fair number of components, such as classroom management, lesson management, organizational management, and school management (Balcı & Pehlivan, 2001). Amongst these components, chool administration constitutes a unique place. The reason of this is that school management consists of a structure where multiple parameters like those pertaining to education management are fused together. The harmonious working of the family, students, teachers and administrative structure as the immediate shareholders and the stakeholders points to a success, thereby assuring desired ways of school administration (Nomnian & Arphattananon, 2018).

In Türkiye and abroad, it appears that plentiful studies have hitherto concentrated upon school management (e.g., Ateş, 2016; Baştan, Tetik & Kasımay, 2014; Bozkurt & Aktaş, 2022; Doğan, 2014; Dönmez, 2008; Hernández-Amorós & Martínez Ruiz, 2018; Kara & Bozbayındır, 2019; Kaya & Koca, 2020; Linn, Sherman & Gill, 2007; Morgan, 1998; Saban, 2008, 2009). When these studies in question are dwelled upon, studies that focus heavily on students, families, teachers, administrators, and university students draw one's attention. Addedly, if the concept of school management is considered, the accumulated research seems to cluster under the education process at primary, secondary and high school levels, and studies at tertiary level tend to be given less place. In the present study, investigating the opinions of university students, who are prospective teachers, school managers and administrators is *the first research variable.* It is worthwhile herein to italicize a rather local practicum of our country. Graduates of education faculties may start working as teachers only if they demonstrate the required exam success. What is more, although they take the required pedagogy courses throughout their studies at undergraduate level, they have limited experience prior to becoming a member of the profession (Salman, Yılmaz & Ergün, 2021). For this reason, it might be both a meaningful and a purposeful act to seek the opinions of teacher candidates.

It is encountered in the relevant literature that numerous studies on school management were designated toward the relatively senior students of education faculty

until the COVID-19 pandemic period emerged in 2019 (Bozkurt & Aktaş, 2022; Külekçi-Akyavuz & Çakın, 2020). Howbeit, it would be fair to say that the pandemic has taken the school administration to a different dimension. Taking measures at the global level and transferring the perception of schools to online environments has led to several outcomes of differing sort (Keleş, Atay & Karanfil, 2020). Thereupon, the renewal of studies on school management is in a position to contribute to the emerging territories of the field.

The second research variable of this study is obtaining the opinions of university students who did not graduate from a faculty of education but received pedagogical formation training offered and given by faculties of education and thence became entitled to teach (Şahin & Sabancı, 2018). The fact that these students, who receive accelerated and limited education for a certain period of time unlike their colleagues who are gradutes of a faculty of education, will take an active role in the school management process makes it necessary to search for their opinions as well. In the literature dealing with educational administration and leadership, there exist themed studies on school management through which the students of the faculty of education and the students who receive pedagogical formation education are compared and contrasted, and their views are examined (e.g., Güneş & Gökçek, 2012; İkiel, Horzum & Üngören, 2019; Kahraman & Çelik, 2019; Şahin & Sabancı, 2018).

The third research variable can be said to form the original aspect of the current research. The participants are again university students, yet these are nor the graduates of a faculty of education neither with pedagogical formation training. In other words, they are the students of a number of faculties, to wit theology, science and literature, sports sciences, for whom pedagogy courses are led by the faculty of school of education.

Ensuring a combination of three dissimilar sample groups in this research will help understand the margins of the lands of educational sciences through inviting participants from the intersecting points with other areas. It is believed that doing so can bring originality vis-à-vis creating diversity of the views shared anent school management. Taking a closer look at the studies in which the opinions of university students are analyzed, it is clear that the majority is made up of case studies (e.g., Aslan, Bilgili & Kaya, 2018; Çobanoğlu & Gökalp, 2015; Bozkurt & Aktaş, 2022). In the meta-analysis study conducted by Kaya and Koca (2020), in which 15 studies were inspected, it was announced that the research based on school principals and school management were designed embracing phenomenology (for metaphor studies), case study and interview method. This study mimics the available literature since the metaphor application and the interview method were made use of together.

The notion of "metaphor", which has Greek origins as a term, and the word "Meta", which means beyond, is made by combining the word "Pgora", which is defined as to carry. In general terms, a metaphor is based on comparing concepts or phenomena from

diverse perspectives (Güneş & Tezcan, 2019; Lakoff & Johnson, 2010). Further to that, thanks to the studies on metaphor, existing conceptualizations gain more comprehensive meanings, and a variety of meanings that individuals attribute to these conceptualizations can be figured out. When it comes to the other constituent of this study, put differently, school management, one can comfortably pronounce that the global shifts in minds and mentalities and the changes in modus operandi, like in other practical domains, with the developments in the academic-scientific field and the new paths taken carry the great potential to give new shapes to the roles of school administrators and the function of school management (Gül, 2008). These shapes gain meanings in individuals' minds awaiting to be declared once the right place and time to do so is confirmed. There are innumarable ways to make these mental perceptions, or schemas, visible though. One of these is surely through the use of metaphors (Kösterelioğlu, 2014). Taking this route, this study intends to explore the views and metaphorical perceptions of university students about the concept of school management. Within the scope of the research, answers to the following sub-problems are sought:

1. What are the metaphors and categories that university students create about the concept of school management?

2. Under which codes, categories and themes are the answers given by the university students to the semi-structured open-ended interview questions grouped?

2. Method

In this study, the phenomenology design, one of the qualitative research approaches, was adopted. Acknowledging the paradigm that phenomenological Outlook can provide, the researcher can attain in-depth information about a concept or phenomenon and find answers to the questions of "why" and "how" in the process (Creswell, 2014; Yıldırım & Şimşek, 2011). When the literature is reviewed, it is recognized that data are often collected through interviews and observations in phenomenological studies (Moser, 2000; Yılmaz & Yanarfire, 2020). With that being said, if in-depth research on a concept is attempted, it is also recommended to apply metaphors to reach perspectives that do not bear any resemblance to each other. When studies using phenomenology are checked, one can discern that metaphor applications are frequently exploited (e.g., Akgün, Duruk, & Gülmez-Güngörmez, 2016; Fire & Karatepe, 2013; Saban, 2008; Saban, 2009; Yanarfire & Yılmaz, 2020).

2.1. Participant Characteristics

To be able to make a healthy decision on the study group of the research, the purposive sampling method, one of the selective sampling methods, was used (Canbazoğlu-Bilici, 2019). To this end, a state university with the faculty of education, pedagogical formation education program and other faculties (theology, science-literature, sports sciences) that have pedagogy courses in their curricula has been selected. Senior university students were the participants of this study. In the research, one prominent criterion was that these university students are at the graduation stage and that they are ready to start to work. The characteristics of the study group are presented in Table 1.

Table 1. Features of the study group

The Study Group	Gender	(f)	%
Faculty of Education	Female	67	21.47
	Male	49	15.71
	Total	**116**	**37.18**
Pedagogical Formation Education Program	Female	54	17.30
	Male	51	16.36
	Total	**105**	**33.66**
Other Faculties (Theology, Science and Literature, Sports Sciences)	Female	49	15.70
	Male	42	13.46
	Total	**91**	**29.16**
	Grand Total	**312**	**100**

When Table 1 is gone through, it is perceived that 37.18% (f=116) of the participants are in the education faculty, 33.66% (f=105) are receiving pedagogical formation education, and 29.16% (f=91) are in other faculties. 170 of these participants are women, and 142 are men.

2.2. Data Collection Tools

In the research process, two distinctive data collection tools were applied to identify university students' perceptions of the concept of school management. Firstly, the metaphor application was operated. For this, "managing a school is/should be like …………………………….. because……………" as an incomplete statement was given to the particpants. It is crucial to note here that before the metaphor application, the prticipating university students were briefly informed about the application of metaphor,

giving related examples and simile features. 15-20 minutes was allocated for the participants to practice their metaphors.

The second data collection tool used in the research was semi-structured open-ended interview questions. The interview questions consisted of 3 items in total. Before the interview form was designed, a thorough literature review was conducted, and a 7-item question pool was created. Afterwards, the draft questions were presented to two field experts, and they were reduced to 3 items in line with their feedback, and their final form was made ready to be distributed to the participants.

2.3. Data Analysis

Qualitative data obtained within the scope of the research were made meaningful by qualitative analysis applications. First, the results of the metaphor application were analyzed using content analysis (Pesen, Kara & Gedik, 2015). Content analysis is frequently preferred in the field of social sciences (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2016; Salman, Yılmaz & Ergün, 2021). The steps followed fort he analysis of the results of the metaphor application are as follows:

1. Preparation of the general framework (Kılcan, 2019; Yanarateş and Yılmaz, 2020).

-In this step, which data to be processed, the points to be considered during the analysis phase, and the path to be followed are sorted out.

2. Coding and sorting processes (Saban, 2008; Pesen, Kara and Gedik, 2015).

-All metaphors by the participants are enlisted clearly and understandably as frequency values. Then, the metaphor results were divided into groups and coded accordingly. Faculty of Education students were specified as F.E., Pedagogical Formation Education students P.F.E., students from Other Faculties O.F.

3. Determining themes and sub-categories (Faiz and Karasu-Avcı, 2019).

-The metaphor data obtained after the general framework, coding and sorting processes were divided into themes and sub-categories by viewing their subject, source and cause-effect relationships.

4. Compilation of the sample metaphor image (Saban, 2009)

-After completing the basic procedures, sample metaphor images were determined by two different evaluators. A joint decision was reached on similarity, analogy and the relationship between them.

5. Identification and reporting of application results (Kılcan, 2019).

-The findings obtained in the last step were interpreted and reported in light of the the findings of the relevant literature.

In the second stage of the reserach, content analysis was operated for the interview questions. At this stage, a process similar to the analysis steps of the metaphor application was followed. First of all, the answers given to the interview questions were screened, and the points to be considered in the analysis phase were determined. Secondly, codes, categories and themes were determined by two different evaluators. Finally, the data obtained are presented in a table in the form of frequency values.

2.4. Validity and Reliability Measures

In the process of making sense of qualitative research data, expert opinion was frequently sought. The metaphor application and interview results were examined and shared with the field experts to be able to talk about content and face validity (Şencan, 2005). At the analysis stage, the level of consensus and disrepancy among the evaluators was calculated with the help of the formula developed by Miles and Huberman (1994), and the coefficient of the agreement was determined to be 93%. The coding was re-made on the issues that could not be adapted, and the conflicting situations were resolved until a consensus was reached.

When it comes to affirming validity in qualitative research, the dimension of "credibility" should be considered. In this framework, direct quotations are included from time to time while presenting the application data (Patton, 2014).

As for reliability in qualitative research, the "transferability" dimension should be brought to the fore. Thusly, features such as obtaining application data, how data analyses are performed, and participant information are presented in detail.

2.5. Compliance with Ethical Rules and Obtaining Necessary Permissions

Ethical rules were meticulously observed during the research process, and the practices were carried out after obtaining the informed consent of each of the participants.

3. Results

The research findings are dislayed in an order via considering the sub-problems. The first problem situation of the research is "What are the metaphors and categories that university students create about the concept of school management?". While presenting the results of the metaphor application, all the metaphors were given first. After that, metaphors were differentiated according to the study group. Lastly, categories were determined, and direct quotations were made accessible. In Table 2, all the metaphors created for the concept of "school management" are shown.

Table 2. Metaphors produced by university students for the concept of school management

Row	Metaphor	(f)	Row	Metaphor	(f)
1	Commander	14	39	Manage family	3
2	Conductor	13	40	Smartphone	3
3	Command the army	11	41	Coach	3
4	Lead the choir	9	42	Chef	3
5	Sultan	9	43	Growing flowers	3
6	Run a country	8	44	Raising a child	3
7	Administering the prison	7	45	Marriage	3
8	Administer the state	7	46	Manage a house	3
9	Rule the people	7	47	Captain (ship)	3
10	Captaincy	7	48	Sculptor	3
11	Manage company	7	49	Emperor	3
12	Director	7	50	Machine repair	3
13	Brain	6	51	To play hide and seek	3
14	Construction	6	52	Water	3
15	Play a game	6	53	Mechanic	3
16	Manage team	6	54	Builder	3
17	Traffic police	6	55	Mind game	3
18	To be a mother	5	56	Root of a tree	2
19	To be a father	5	57	Key	2
20	Anthill	5	58	Fire	2
21	Jungle king	5	59	Computer processor	2
22	Scales	5	60	Farmer	2
23	Chauffeur	5	61	Parenthood	2
24	Acrobat	4	62	Shedding light on the future	2
25	Drive a car	4	63	Human anatomy	2
26	Gardener	4	64	Boating	2
27	Laying the building foundation	4	65	Seasons	2
28	Wheel system	4	66	Make art	2
29	Mason	4	67	Managing the body	2
30	Domino	4	68	Jigsaw	2
31	Manage factory	4	69	Author	2
32	Managing a football team	4	70	Manage an apartment	1
33	Educate people	4	71	Managing the beehive	1
34	Swimming in the ocean	4	72	Untie the knot	1
35	Combining the parts	4	73	Carpet weaving	1
36	To play chess	4	74	Knead the dough	1
37	Soil	4	75	Reading a book	1
38	Ploughing fields	4	76	To cook	1
	Subtotal	226		**Grand Total**	312

When Table 2 is studied, it is evident that university students developed a total of 312 metaphors in 76 different types. It is also obvious that university students use the metaphors of commander (f=14), conductor (13), command the army (f=11), lead the choir (f=9) and sultan (f=9). Managing an apartment (f=1), Beehive (f=1), untying knots (f=1), weaving carpets (f=1), kneading dough (f=1), reading books (f=1) and cooking (f=1) metaphors are used not-that-frequently. In Table 3, metaphors created by university students according to participant groups are exhibited.

Table 3. Metaphors produced according to participant groups

Participant Groups	Metaphors	Total (f)	Diff. (f)	%
Faculty of Education	Conductor (10), lead the choir (6), manage team (6), command the army (4), run a country (4), brain (4), to be a mother (4), acrobat (4), combining the parts (4), wheel system (4), administer the state (3), captaincy (3), manage company (3), to be a father (3), gardener (3), laying the building foundation (3), educate people (3), to play chess (3), manage family (3), raising a child (3), sculptor (3), water (3), mind game (3), play a game (2), domino (2), coach (2), growing flowers (2), manage house (2), to play hide and seek (2), builder (2), tree root (2), commander (2), key (2), parenthood (2), shedding light on the future (2), seasons (2), managing the body (2), jigsaw (2), make art (1), author (1), managing the beehive (1), reading book (1), sultan (1), administering the prison (1), traffic police (1), scales (1), managing a football team (1), marriage (1), captain (ship) (1), computer processor (1).	131	50	41.9
Pedagogical Formation Education	Commander (7), director (5), sultan (5), command the army (4), rule the people (4), scales (4), captaincy (4), conductor (3), administer the state (3), manage company (3), anthill (3), brain (3), lead the choir (2), construction (2), run a country (2), domino (2), administering the prison (2), play a game (2), chauffeur (2), fire (2), soil (2), machine repair (2), marriage (2), human anatomy (2), smartphone (2), chef (2), swimming in the ocean (2), to be a mother (1), drive a car (1), gardener (1), mason (1), managing a football team (1), educate people (1), to play chess (1), ploughing fields (1), coach (1), growing flowers (1), manage house (1), ship captain (1), to play hide and seek (1), builder (1), make art (1), author (1), untie the knot (1), carpet weaving (1).	96	45	30.8
Other Faculties (Theology, Science and Literature, Sports Sciences)	Commander (5), traffic police (5), jungle king (5), administering the prison (4), construction (4), manage factory (4), command the army (3), ploughing fields (3), chauffeur (3), drive a car (3), mason (3), emperor (3), mechanic (3), sultan (3), rule the people (3), run a country (2), director (2), play a game (2), to be a father (2), farmer (2), boating (2), anthill (2), managing a football team (2), swimming in the ocean (2), soil (2), smartphone (1), chef (1), ship captain (1), machine repair (1), computer processor (1), manage an apartment (1), knead the dough (1), to cook (1), administer the state (1), manage company (1), laying the building foundation (1).	85	36	27.3
	Total	312	131	100

Through Table 3, it is conclusive that the highest number of metaphors are produced by those in the faculty of education (f=50), and the least are generated by those in other faculties (f=36). There are similarities and differences in those metaphors. To cite an example, the metaphor of *"managing a team"* was produced only by the faculty of education students, whereas all university students produced the metaphor of *"command the army"*. Table 4 casts light on the classification of metaphors according to categories.

Table 4. Classification of produced metaphors according to categories

Categories	Metaphors	(f)	%
The power source (authority)	Commander (14), conductor (13), command the army (11), lead the choir (9), sultan (9), run a country (8), administering the prison (7), administer the state (7), rule the people (7), manage company (7), manage team (6), brain (6), jungle king (5), manage factory (4), managing a football team (4), manage family (3), manage house (3), emperor (3), managing the body (2), manage an apartment (1), managing the beehive (1).	21	27.64
Behaviours	Construction (6), drive a car (4), laying the building foundation (4), educate people (4), swimming in the ocean(4), combining the parts (4), ploughing fields (4), growing flowers (3), machine repair (3), shedding light on the future (2), human anatomy (2), boating (2), make art (2), untie the knot (1), carpet weaving (1), knead the dough (1), reading book (1), to cook food (1).	18	23.68
Profession	Captaincy (7), director (7), traffic police (6), chauffeur (5), acrobat (4), gardener (4), mason (4), coach (3), chef (3), ship captain (3), sculptor (3), mechanic (3), builder (3), author (2), farmer (2).	15	19.74
Game	Play a game (6), domino (4), to play chess (4), to play hide and seek (3), mind game (3), jigsaw (2).	6	7.90
Nature-environment	Anthill (5), soil (4), water (3), tree root (2), fire (2), seasons (2).	6	7.90
Family	To be a mother (5), to be a father (5), marriage (3), raising a child (3), parenthood (2).	5	6.57
Equipment	Scales (5), wheel system (4), smartphone (3), key (2), computer processor (2).	5	6.57
	Total	76	100

It is perceivable that a total of 76 different metaphors produced in Table 4 are classified into 7 sub-categories. 21 metaphors were produced in the power source (authority) category, 18 in the behaviours of different nature category, 15 in the profession category, 6 in the game category, 6 in the nature-environment category, 5 in the family category, and 5 in the equipment category. The most preferred metaphor among these ones was the commander (f=14). Within the scope of the research, direct quotations about the metaphors produced by university students are also integrated into the findings shared. Two direct quotations are presented below for the metaphors in each category.

The power source (authority):

• *F.E.1: "School management should be like the commander. Just as a commander managing the army in a systematic and disciplined way, the school administration should manage the school similarly.*

• *O.F.3: "School management is like the king of the jungle. The jungle king keeps the system balanced and maintains the order as an authority. School management should also organize and manage the existent system in a balanced and hierarchical fashion."*

   Behaviours of different nature element:

• *P.F.E.8: "School management is like untying a knot. Whenever things get mixed up, the school administration must resolve those issues with patience."*

• *O.F.5: "Running a school is like kneading dough. Combining each material in an appropriate proportion and in an appropriate manner is pivotal."*

   Profession element:

• *F.E.16: "Managing a school entails being like a traffic police. It is urgent to process more than one problem and the units of the school in a harmonious sequence."*

• *P.F.E.9: "Managing a school is like directing. You do not take the lead role but manage the process remotely and silently."*

   Game element:

• *F.E.29: "Managing the school is like dominoes. All the structures in the school are directly and indirectly connected to each other and cannot be considered independently. If one is destroyed, the others will be activated from this process somehow."*

• *P.F.E.21: "Running a school is like playing chess. While the school is being managed, deep thinking and logical decisions are vital."*

   Nature-environment element:

• *P.F.E.33: "Managing a school is like managing an anthill. There are lots of different types of jobs and human behaviour."*

• *F.E.47: "Managing the school is like the seasons. The seasons differ in each period. The school climate is also constantly changing. Sometimes there is positive and warm weather and at times negative and cold weather."*

   Family element:

• *O.F.18: "Managing a school is like being a father. Being protective and watchful."*

• *P.F.E.45: "Running a school should be like a marriage. Sacrifice is required to keep the family together. Sacrifice and patience are both significant to keep the school together."*

   Equipment element:

• *F.E.66: "Managing the school is like scales. Positive and negative things should be kept in balance."*

• *E.F.75: "Managing the school should be like a wheel system. It should be carried out in a way that does not disturb the system through what is taking place in the school, like the teeth connected."*

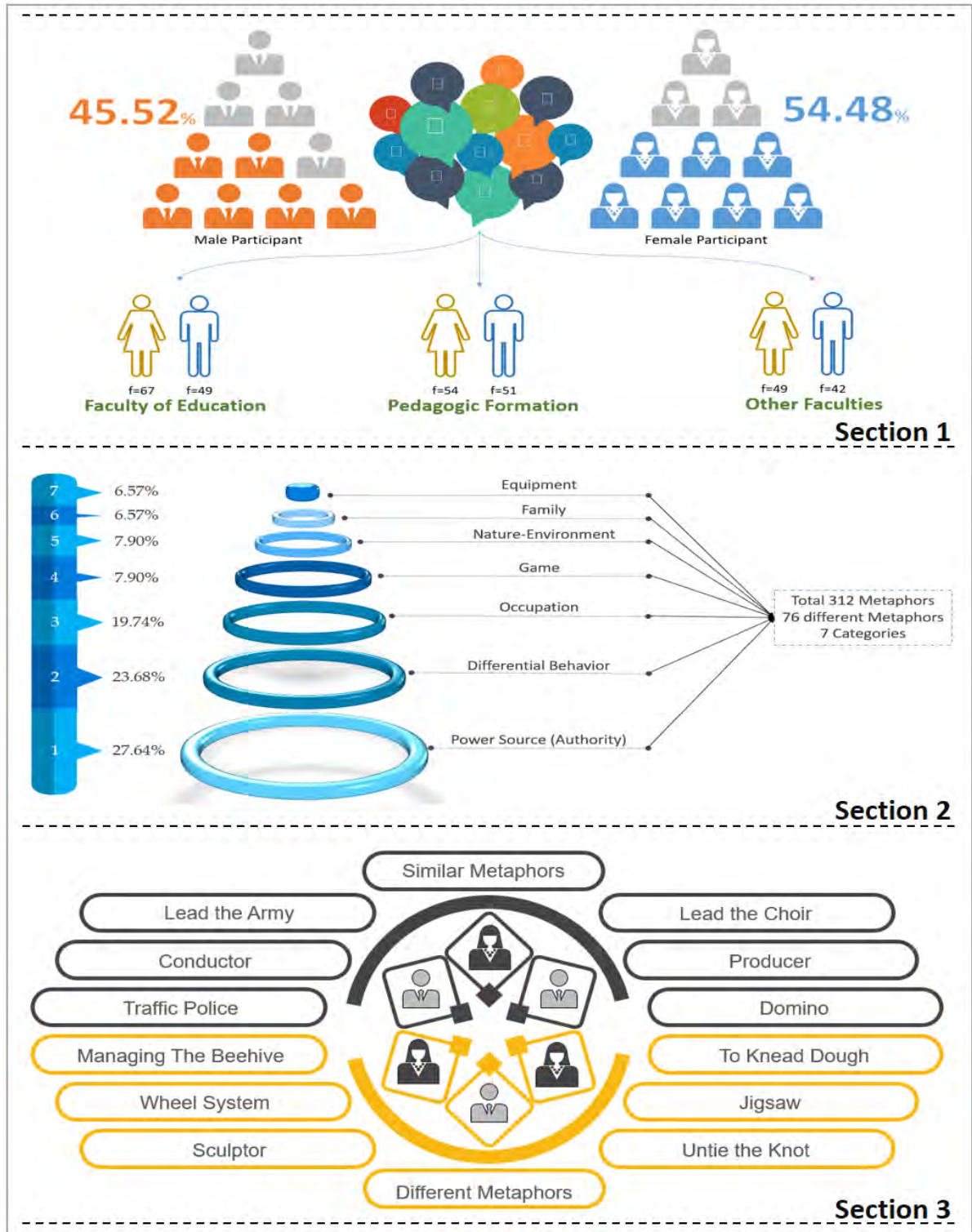A summary infographic for metaphor application is presented in Figure 1.

Figure 1. Summary infographic as a result of metaphor application

The second problem situation of the research is "Under which codes, categories and themes were the answers given by the university students to the semi-structured open-ended interview questions grouped?". The themes, categories and codes created in this context are illustrated in Table 5.

Table 5. Content analysis results for open-ended interview questions

Themes	Categories	Codes	(f)
School Administrator and School Leadership	Positive	Being a guide	56
		Decision-making like a leader	47
		Being a hierarchical power	43
		Seeing the future	29
		Working collaboratively	21
		Being practice-oriented	17
		Being a family	15
	Negative	Not being alone	36
		Taking full responsibility	23
		Adhere to the rules	16
		Be inexperienced	9
		Total	**312**
Elements that Govern the School	Person/Title	The Principal	105
		Assistant director	84
		Teacher	36
		Family	21
	Document	Law	41
		Regulation	16
		Social norm	7
		Social media	2
		Total	**312**
Effective Leadership Characteristics	21st Century Skills	Critical thinking	76
		Inquiry thinking	42
		Creative	28
		Coping with stress	17
		Multi-criteria decision making	8
	Affective Skills	Not being merciful	56
		Being fair and equal	44
		Have a conscience	25
		Be respectful	10
		Be firm	6
		Total	**312**

When what Table 5 signifies is pondered, it is comprehended that the opinions of university students consist of 3 themes and 6 sub-categories. The most repeated code in the school administrator and school leadership theme was *"being a guide", "the principal"* in the theme of elements that manage the school, and *"critical thinking"* in the theme of effective leadership characteristics.

4. Discussion and Conclusions

In this study, in which the opinions and metaphorical perceptions of university students regarding the concept of school management were interpreted, two different applications were carried out. In the first stage, the metaphor application was used. University students taking part in the metaphor application were divided into three different categories. In the first group, there were students from the faculty of education; in the second group, there were students who received pedagogical formation education; and in the third group, there were students from other faculties (theology, science-literature, sports sciences). A total of 312 university students participated in the metaphor application and at the end 7 sub-categories, and 76 different metaphors were produced. Sub-categories were determined as the power source (authority), behaviours of different nature, profession, game, nature-environment, family, and equipment. These determined categories unveil differences supported by the literature. To cite an example, the power source (authority) element (Bishop, 2019; Hernández-Amorós & Martínez-Ruiz, 2018; Kara & Bozbayındır, 2019; Kasapoğlu, 2016; Leblebici, 2008; Morgan, 1998; Örücü, 2014; Saban, 2008) behaviours of different nature element (Kara & Bozbayındır, 2019; Memduhoğlu, 2011), nature-environment element (Arık & Yılmaz, 2017), family element (Fire, 2016; Doğan, 2014; Nalçacı & Bektaş, 2012), equipment element (Kara & Bozbayındır, 2019; Linn, Sherman & Gill, 2007; Özdemir & Orhan, 2019) categories show similarities with other metaphor studies in the literature. Profession element and game element categories are the metaphor categories exclusive to this study.

When the metaphors created by the university students in the faculty of education were scanned, it was determined that the metaphors, to put differently, conductor (10), lead the choir (6), manage team (6), command the army (4), run a country (4), brain (4), to be a mother (4), acrobat (4), combining the parts (4), wheel system (4), administer the state (3), captaincy (3), manage a company (3), to be a father (3), gardener (3), laying the building foundation (3), educate people (3), playing chess (3), manage a family (3), raising a child (3), sculptor (3), water (3) and mind game (3) were the most frequently repeated.

When the metaphors created by university students receiving pedagogical formation education are examined commander (7), director (5), sultan (5), command the army (4), rule the people (4), scales (4), captaincy (4), conductor (3), administer the state (3), manage company (3), anthill (3) and brain (3) metaphors are the most repeated metaphors. When the metaphors created by university students in other faculties are examined commander (5), traffic police (5), jungle king (5), administering the prison (4), construction (4), manage factory (4), command the army (3), ploughing fields (3), chauffeur (3), drive a car (3), mason (3), emperor (3), mechanic (3), sultan (3) and rule the people (3) metaphors are the most preferred.

Allegedly, the students in the education faculties came up with the highest and the students in other faculties the least number of metaphors. Similar results were arrived at in the metaphor study by Salman, Yılmaz, and Ergün (2021). It has been highlighted that participants from the faculty of education produced more metaphors than university students who received pedagogical formation education. When the metaphors produced are evaluated, the metaphors yielded by the participants from the education faculty in view of the concept of school management are mostly the ones within the disciplinary boundaries of social sciences and educational sciences. The participants were inclined to visualizing the concept of school management solely as an element of authority, power and pressure, and they associate it with different areas. On the other hand, it can be uttered that university students who received pedagogical formation education and the ones in other faculties mostly associated metaphors with social life and daily life, made explanations referring to a hierarchical order, and saw school management as a sign of power and authority. There can be valid reasons of this situation. University students studying in the faculty of education learn about and spend restricted time in the school, parents, and students throughout their education. This can pave the way for a thinking closer to the epistemologies of educational sciences. Albeit, as university students outside the education faculty are invloved in normal/daily life, the metaphors they create can take a direction pointing out to this understanding.

In the second stage of the research, semi-structured open-ended interview questions were posed. In the university students' point-of-view, school administrators were claasified as a leader in two different sub-categories. There are positive aspects in the first category and negative aspects in the second category. When one is to translate the positive aspects, the codes of *"being a guide, decision making like a leader and being a hierarchical power"* come to the fore. The literature supports these findingss. Yalçın and Erginer (2012) reported in their study that *the guiding feature of the managers* is the most eminent metaphor result. Zembat, Tunçeli, and Akşin (2015) communicated in their study that *the school administrator's guiding feature* is the most produced metaphor category. The second category has negative dimensions. Among the negative aspects, the codes of *"school administrators' being alone and taking all the responsibility"* are the mostly emphasized opinions. Baştan, Tetik, and Kasımay (2014) underlined that students describe school principals as *"disciplined and lonely people sitting in their rooms"*. Örücü (2014) stated in their study that negative metaphors for school administrators are higher in number than positive metaphors. Likewise, Dönmez (2008) limelights that negative metaphors produced for school management are more intense.

When the theme of elements governing the school is looked into, two categories emerge: person/title and document. Among these categories, *"The Principal", "Assistant Director"* and *"Law"* are the most trending codes. Leithwood (2005) underscored in their study that the successful people who manage the school are the principals, who do execute this work with the help of laws. When the theme of effective leadership

characteristics is examined, two sub-categories, 21st century and affective skills draw the attention. One can accentuate that university students attach importance to *"Critical thinking and inquiring thinking"* skills as the 21st-century skills in an effective leader and expect them to be compassionate, fair and equal in terms of the affective skills to be possessed. In their metaphor study on school management, Bozkurt and Aktaş (2022) affirmed that the assumed place of school administrators resituate itself particularly in times that affect the whole society, such as the COVID-19 pandemic, and that owning leadership traits, taking over critical responsibilities and struggling emerge as the salient roles. This implies that the participants are aware of the changing faces and facets of school management for the new millenium an deven for micro-level time periods of extraordinary sort like the pandemic.

5. Implications

There are some key points that stand out as a result of the research:

• University students in the education faculty produced metaphors more intensely than the students enrolled in the pedagogical formation education program and than the ones in other faculties, and the metaphors produced by them are closely related to the (meta)language of educational sciences. This situation can mirror itself in the curriculum making for schools of education and for other programs/departments. Particularly bearing in mind that the students of the pedagogical formation program are also teacher candidates, despite time constraint, the curriculum of this program can be enriched to help the attendees gain the professional perspective of being and becoming a teacher.

• University students primarily produced metaphors in the power source (authority) category with negative connotations. This is striking taking into account the dynamics of the 21st century as it appears that the "orthodoxy" of management is still 'in the air' and hence it is being felt by the young teacher candidates either through their limited experience gained in the schools or through their lived experiences as former students. Novel insights into management and therefore leadership should find a place in particular in Türkiye through which empowering stakeholders, shared and distributed ways of leading the school and more democratic environments can be possible. This can be made sure by handling the theoretical and practical sides of the area in an egelatarian manner.

• University students stated that a school administrator with leadership characteristics should have the characteristics of *"being a guide and making decisions freely".* University students expressed that the principal elements that govern the school are the *"school principal and the laws."* Moreover, it was put forth that an effective leader should have developed *"critical thinking, inquiry thinking, compassion, fairness and equality skills."* University students in this reserach are actually potential followers, members and stakeholders of the system as prospective professionals. These can be

counted as expectations from a school leader as they tell a lot about the expected behavior and capacity on the part of a school principal as the leader.

• There is a viewpoint of the research that stands out. In studies on school management, mostly university students from the faculty of education. In contrast, there are three different sample groups in this study. The preference of university students from the faculty of education, pedagogical formation education program and other faculties reveal the different being of this study. The sharings of this group as the participants of this study are invaluable to compare the gained image of schools, school management, school leadership and education system being stakeholders other than teacher candidates who receive intense courses on the "what" and "how" of education.

6. Limitations and Future Research

Within the scope of the research, the concept of school management was examined by considering university students. At this point, the limited aspects of the research can be developed by working with other stakeholders such as parents, teachers, students, and administrators along with communities, who are the members of the school ecosystem. The research sample is limited to a state university located in the Western Black Sea region of Turkey. The number of samples and application areas can be elevated in order to further enhance the widespread effect of the application results and to make more comprehensive generalizations.

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