

İlköğretim Okulu Öğretmenlerinin Eğitim Planlaması Süreçlerine Yönelik Kullandıkları Metaforlar

Metaphorical Images For Educational Planning: Perceptions Of Public Elementary School Teachers

Adnan BOYACI*

ÖZET

Metaforlar algılanan sosyal gerçekliğin, deneyimlerin, duyguların ve paylaşılan varsayımların seçilmiş ifadeleri olarak sosyal bilimlerde bir araç olarak ortaya çıkmıştır. Metaforik anlamlar üzerine yapılan çalışmaların sonuçları söylenen ve iddia edilenlerle, algılananlar arasındaki boşluğu doldurmanın yanı sıra nitel ve görgül araştırmalara yönelik bir arka plan oluşturur. Eğitimde sürdürülebilir gelişmeye temel oluşturan eğitim planlaması süreçlerinin başarısı ise planlama ve uygulama arasındaki uyumla belirlenir. Bu anlamıyla metaforik imajlara dayanan çözümlemeler, planlara ilişkin öznel anlamları irdelemeye yönelik yapısı ile planların uygulayıcılar tarafından nasıl algılandığına ilişkin alternatif bir çözümsel araç sunar. Başka bir ifade ile planlamaya ilişkin metaforik anlamlar, planlama ve uygulama sürecinde, uygulayıcılardaki öznel algılara dayalı sorunlardan kaynaklanan uyumsuzluğun nedenlerinin belirlenmesinde önemli görülmektedir. Bu araştırmanın amacı kamuda yer alan ilköğretim okullarında görev yapan öğretmenlerin ilköğretimde gerçekleştirilen planlama süreci ve uygulamalarına ilişkin algılarını kullandıkları metaforlar yoluyla belirlemektir. Bu temel amaca bağlı olarak araştırma nitel araştırma yöntemi benimsenerek olgubilim deseni ile gerçekleştirilmiştir. Araştırmanın katılımcılarının belirlenmesinde maksimum çeşitlilik örneklemeinden yararlanılmış ve araştırmanın verileri Eskişehir ilinde ilköğretim okullarında görev yapan 23 öğretmenden yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırmanın verilerinin çözümlenmesinde betimsel analiz tekniği kullanılmıştır. Araştırma sonuçları şunlardır; planlamanın sonuçlarına bağlı olarak öğretmenlerin eğitim sisteminin örgütsel yapısına ve sistemin, okul, öğretmen ve öğrenci boyutlarına ilişkin metaforları farklılaşmakla birlikte; örgüt sistemini mimari yapılara, dinazor ya da ahtapota, parçalı bulmaca ve örümcek ağı gibi yapılara benzetmişlerdir. Bir başka ifade ile öğretmenlerin, örgütü karmaşık ve kapsamlı bir yapı olarak algıladıkları sistemin işleyişinde hantallıktan kaynaklanan sorunların olduğunu ve süreçte öğretmenleri sistemin yürütücüsü olarak fedakar kişiler olarak değerlendirdikleri söylenebilir. Öğretmenler planlama sürecini araştırma yapılmadan gerçekleştirilen, sürekli değişiklik gösteren, alt katmanlara doğru katılımcıların görüşleri alınmayan ve amacına ulaşılması güç bir süreç olduğu şeklindeki metaforlarla ifade etmişlerdir. Ayrıca öğretmenler planlama süreci sonundaki reformların ve bu reformların oluşturduğu dönüşümün yetersiz olduğu yönünde görüşler ortaya koyarken, planlama sürecinde rollerinin çok fazla olmadığı ancak uygulama sürecinde iş yüklerinin ve sorumluluklarının oldukça fazla olduğu yönünde metaforlar kullanmışlardır.

Anahtar Kelimeler: Eğitim Planlaması, Metafor, İlköğretim, Öğretmen

Araştırma Türü: Araştırma

ABSTRACT

Metaphorical image as one way of attaining insight into such meaning is an alternative way of thinking about educational planning. Metaphor as the expression of selectivity of perceived social reality, re-conceptualization of experiences, expressions of emotions and activated forms of shared assumptions is an alternative way of thinking about educational planning. Departing from symbolic orientation, purpose of this study is to find out perceptions of public elementary school teachers about planning processes in Turkish primary education system via metaphorical images they used. The study was realized with qualitative research techniques. Phenomenological design which is used to reveal individual perceptions or point of views related to specific phenomena was employed in the study. Data was collected from 23 public elementary school teachers. Since the researcher was interested in exploring symbolic images and subjective perceptions about educational planning held by public elementary school teachers having different seniority, school, grades and branch in different elementary schools, maximum variation (heterogeneity) sampling technique was used. In analysis of open ended question in semi-structured interviews descriptive analyze technique was used. Research findings were supported with frequency tables and citations from authentic expressions of respondents. At the stage of identification and explanation of described findings, cause-effect relationships among the research findings and findings of similar researches were also used in order to increase the quality of interpretations realized by researcher. The findings were categorized and the results were discussed under four themes as "metaphors for structure of educational organizations and its components in terms of planning functions", "metaphors for planning process", "metaphors for the success of planning process depending on outcomes of reforms" and "metaphors for their perceived roles in this planning process".

About the first theme, organizational structure of educational system in terms of planning functions which were gathered under three categories as building, animal and others, although metaphors produced by elementary teachers seem to represent dispersed point of view, perceived images mainly underline huge, complex and spoiled organizational structure of elementary education system. Focusing on the metaphors produced by elementary teachers, perceived images mainly indicate lack of

* Yrd. Doç. Dr., Anadolu Üniversitesi

coordination and complex network in elementary education system. Besides findings can also be elaborated with concept of 'problematic goals' in Cohen and March's (1974) 'organized anarchies' conceptualization. Depending on the metaphors produced by teachers systemic inconsistency and loose collection of perceived images concerning organizational planning appears to be compatible with concept of 'problematic goals' in Cohen and March's (1974) 'organized anarchies' conceptualization. Research findings also revealed a the sub-theme under the theme of organizational structure of educational system in terms of planning functions, which is teachers, schools and students in organizational structure of educational system in terms of planning functions. Accumulated perceptions of teachers on their roles in organizational structure of elementary education system indicate that teachers see themselves as a component which is not taken care by the system, although they see themselves sacrificing people knowing useless role in the system. Metaphorical image implies some underlining assumptions about the relationship between teacher and students: the sensitivity and vulnerability of student, student's helplessness, dependency to teacher, teachers' responsibility, which are compatible with Inbar's findings (1996: 83).

About the second theme, 'planning process' which were gathered under two categories as educational planning in general and planning practices in education. 'Octopus', 'spider on the web', 'steps of stair' 'sowing seeds by farmer', 'stages for solution', 'restoration of old house', 'the place to be reached with big steps instead of small case ladder', 'knowing which ingredients to use for cooking' and 'cooking without knowing ingredients' emerged as metaphors and images to describe educational planning process in general. For the other category, planning practices, teachers used metaphors such as 'sultanate system', 'trial and error', 'sowing without examining content of soil', 'practices not depending on research', 'incoherent practices', 'tides', 'asphalting an old bridge', The metaphors for planning process have revealed that central, complex and authoritarian structure of organizational system produce negative impacts on planning process. Since planning processes and practices are performed from top to down without making any research, they are perceived that they are temporal solutions and haven't reached their objectives. The failure of planning practice is linked with authoritarian and bureaucratic image.

About the third theme, 'the success of planning process depending on outcomes of reforms' which was gathered under two categories as reforms and transformation. Teachers used metaphors such as 'top-down vicious circle', 'building stores without having a strong foundation', 'sailing with a boat just repaired', 'a building having no foundation', 'running with high heels', 'a table with a broken leg', 'changing skin', 'arrow off the target', 'arising sun in cloudy weather', 'characterless'. Especially with the metaphors such as 'running with high heels', 'a table with a broken leg' and 'arrow off the target', teachers expressed their negative perceptions on reforms depending on planned change.

About the fourth theme, 'the elementary teachers' perceived roles in this planning process'. Most of the metaphors for elementary teachers' perceived roles in this planning process have revealed negative perceptions of teachers. Although they see themselves as a diligent, sacrificing and critical component of the system (as 'worker-bee', 'worker-ants' 'the real conductor of orchestra' 'the first stair of ladder', 'arms of the octopus'), their perception on their role in planning process is unimportant and ineffective ('ineffective element -Math: Identity element-, 'virtual folder in computer', 'trace of needle on blank sheet', 'the food which is out of sight', 'desperate performers laden by paper work', 'leaves of a tree far from root' 'production line in a factory' 'a bird living in a cage' 'A child next to last in a family' with seven children', 'porter', 'a child drawing a blank', 'human climbing ladder', 'one of the doors of the room', 'the one who is under orders').

Keywords: Educational Planning, Metaphor, Elementary Education, Teacher

Research type: Research

INTRODUCTION

Postmodern discourse has unveiled the critical connection among language, power, identity, knowledge and social structures, as well as power of the symbolic representations of language to analyze the practices, power representation and identity (Bourdieu, 1991; Foucault, 1980). Traditional understanding of neutral role of language by which communicative meanings in social domain are transferred has been challenged. The role of language as constituting component of any social practice is re-conceptualized and re-evaluated (Vadenboncoeur and Torres, 2003). Metaphors as the expression of selectivity of perceived social reality, re-conceptualization of experiences, expressions of emotions and activated forms of shared assumptions have emerged as an instrument in social sciences. With the work of Lakoff and Johnson (1980) *cognitive theory of metaphors* has evolved, which identifies metaphors as metal constructs that shape the human thinking about the world and reality.

Mastery of metaphors according to Aristotle is a sign of genius and indication of ability to see connectedness, since a good metaphor implies an intuitive perception of the similarity in dissimilar. Etymologically, metaphors mean 'to carry over' or 'to transfer' (Hunt and Menon, 1995). Metaphors are ways of reflecting facts in social world rather than that of constituting the facts and something new is constructed when a metaphor is understood (Manning, 1979; Schön, 1979). In other words metaphors as something which "resides in thought, not just in the words" (Lakoff and Turner, 1989) are essential characteristics of language which allows for creativity and envisioning alternative words. Their creative potential depends upon there being a degree of difference between subjects involved in the metaphorical process. No one metaphor can capture total nature of reality. Different metaphors can constitute and

capture the nature of social reality in different ways, each generating powerful distinctive but essentially partial kinds of insight (Ortony, 1979; Morgan, 1980).

Over the past several decades metaphors have been used in education at all level. Metaphors have been used in educational administration and leadership (Sergiovanni, 1987), organizational theory (Manning; 1979; Morgan,1980; Cornelissen, 2005), organizational change (Sackmann, 1989), professional identity (Inbar, 1991a; Volkmann and Anderson, 1997) schooling process (Inbar, 1991a) and planning (Inbar, 1991b, Verma,1993; Sandercock, 1995; Şimşek, 1997; Cutright, 1999; Harris, 2000) to evaluate the structures, construct models and to supervise the processes.

Metaphorical expression is used widely in planning circles. Educational planning largely focus on the interaction between mental processes and social behavior (Inbar 1991b). Plan is a symbol whose meaning is subjectively perceived and constructed in cognitive domain. Metaphorical image as one way of attaining insight into such meaning is an alternative way of thinking about educational planning. The ongoing disparity between planning and implementation is a challenge in planning domain. Thus planning theory and research have mostly been characterized by the proximity to practice since the beginning of 1990s, which reflects its effects on empirical studies of planning focusing on the relationships between plans and their practical relevance to practitioners (Verna, 1990; Inbar, 1991b). Closeness or proximity to practice, as a positive attribute, is underlined by one's subjectively constructed perception depending on his or her concern. In this sense, metaphors as lens (Harris, 2000) can be considered as complementary insights in evaluating the notion of distance between theory and practice.

Purpose of the Study

Departing from symbolic orientation, purpose of this study is to find out perceptions of public elementary school teachers about planning processes in Turkish primary education system via metaphorical images they used. Within this purpose, the study addressed four questions:

1. What kind of metaphors, images or analogies were used by the elementary school teachers to describe organizational structure of educational system in terms of planning functions?
2. What kind of metaphors, images or analogies were used by the elementary school teachers to describe planning process?
3. What kind of metaphors, images or analogies were used by the elementary school teachers to describe the success of planning process depending on outcomes of reforms?
4. What kind of metaphors, images or analogies were used by the elementary school teachers to describe their perceived roles in this planning process?

METHODOLOGY

Design

Phenomenological design which is used to reveal individual perceptions or point of views related to a specific phenomena was employed in the study (Yıldırım and Şimşek, 2005). Public elementary school teachers' perceptions about educational planning were analyzed through their metaphorical images they used in their explanations during semi-structured interviews.

Participants

Since the researcher was interested in exploring symbolic images and subjective perceptions about educational planning held by public elementary school teachers having different seniority, school, grades and branch in different elementary schools, maximum variation (heterogeneity) sampling technique was used. The technique of maximum variation for purposeful sampling aims at capturing and describing the central themes that cut cross a great deal of variation. By using maximum variation (heterogeneity) sampling technique, researcher aims to get high-quality, detailed description of each case, which is useful for documenting uniqueness, and important shared patterns that cut cross cases and derive their significance from having emerged out of heterogeneity (Bogdan and Biklen, 1998; Patton, 2002; Yıldırım and Şimşek, 2005). 23 volunteer public elementary teachers were selected as the participants. In order to preserve privacy of the participants a code was given to each of them. Some characteristics of the teachers involved in the study were given below at Table 1.

Table 1. Some Characteristics of the Teachers Involved in the Study

Characteristics of the Teachers (N=23)	f
Gender	
Female	11
Male	12
Level	
Classroom teacher	12
Teacher teaching different branch	11
Seniority	
0-5 years	3
5-10 years	6
10-15 years	4
15-20 years	4
20-25 years	4
25 years and above	2

As it's seen from Table 1, participants are composed of 11 female and 12 male teachers and of 12 classroom teacher and 11 teachers teaching different branch. Besides their seniority level varies from 5 to 25 years.

Data Collection Analysis and Interpretation

Data was collected by semi-structured interviews. A total of 23 volunteer elementary school teachers from ten schools were interviewed with semi-structured interview forms developed by the researcher. Interviews were held in May and June of 2007. In order to elicit the metaphors describing educational planning, four types of open ended questions were designed. The interview schedule was initially pilot-tested on three selected elementary school teachers. All interviews were recorded by a tape recorder.

The data of the study were analyzed through descriptive analysis. Throughout the descriptive analysis following phases were traced (Patton, 2002: 453; Yıldırım and Şimşek, 2005):

Documenting of data forms: All interviews were tape-recorded and later transcribed verbatim by a professional typist by using word processing program without changing original word structure. Verbatim transcripts constituted the undigested planning perceptions of elementary school teachers. Developing some manageable classification or coding schema was the first step of the analysis (Patton, 2002: 462).

Preparing Coding Key and Coding of Data: After the documentation was completed, a coding key for interviews with each teacher was prepared. It is prepared according to documentation of answers of the questions asked in the semi-structured interview and covers all of the categories of answer. Each piece of information in the transcribed document was accurately grouped under a related category. A number was given to each line of the transcribed document so that thematic notions can easily be discerned and processed. The procedure was carefully constructed in effort to avoid any distortion of the information at primary level of analysis. Each item in each category was given a name or tag describing each intact sentence. Finally the tags under each category were compared across 23 interview transcripts for each elementary teacher and then they were grouped in their contextual similarity. This analyze procedure is called "open coding" by Strauss and Corbin (1990: 61-74).

Definition and Interpretation of Findings: Following the coding process, findings were presented as the frequency tables and defined through direct quotations from the gathered data. All the defined findings were explained and interpreted focusing on frequency values, original expressions of participants in their quotations and findings of the researches in the literature.

Reliability of the study: A pilot study had been conducted and depending on the results and feedbacks from the experts necessary arrangements had been made. After the interviews were completed, the cassettes and the whole of the documents were discussed with two experts who are eligible at qualitative data processing to portray agreements and disagreements on themes and sub-themes structured in thematic framework. For the calculation of reliability, 'Percentage of Agreement' suggested by Miles and Huberman (1994: 64) was used and 0.87 was found as a percentage of reliability. Since the metaphorical

images had to be translated into English, emphasis was put on retaining the original language structure and spirit, as given by respondents. This was done by help of two bilingual experts in two language and literature.

FINDINGS

The findings were categorized under four themes as “metaphors for structure of educational organizations and its components in terms of planning functions”, “metaphors for planning process”, “metaphors for the success of planning process depending on outcomes of reforms” and “metaphors for their perceived roles in this planning process”.

Metaphors for Structure of Educational Organizations and Its Components In Terms of Planning Functions

This theme “metaphors for structure of educational organizations and its components in terms of planning functions” was portrayed as two sub-themes as “metaphors for organizational structure of educational system in terms of planning functions” and “metaphors for teachers, schools and students in organizational structure of educational system in terms of planning functions” and findings were presented Table 2 and Table 3.

Table 2. Metaphors for Organizational Structure of Educational System in Terms of Planning Functions

Metaphors (N=23)	f
Building	6
Empty building	1
House (Getting united under same roof)	1
A building without a strong foundation	1
Big construction	1
Apartment building	1
Building with laying foundation	1
Animal	2
Octopus	1
Fossilized dinosaur	1
Others	14
Referee	1
Plumbing system	1
Giving syrup according to one's pulsation	1
Honeycomb in beehive	1
Anthill	1
Spider's web	1
Hierarchical order	1
Clown	1
Jigsaw puzzle	1
Complicated math problem	1
Highway map	1
Big cauldron	1
Old plane tree	1
Flea market	1

About organizational structure of educational system in terms of planning functions, a total 22 metaphors were produced by 23 respondents (Table 2). Metaphors were gathered under three categories which were Building, Animal and Others. As it' seen from frequency distribution, more than half of the

metaphors, gathered under ‘Other’ category, do not have similarity, approximately one third of them were match: Building=6 and Animal=2.

Mathematics teacher Yasemin underlined the complexity of organizational structure and said “*It likes a complex mathematical problem. You have to think various parameters...Since there is a need to think and do simultaneously, you have to do something that everything is gone be all right.*” and science teacher Sibel said “*Actually it’s a big structure like a plane tree or old tree. There are many boughs. In this sense it also likes an octopus.*” On the other hand classroom teacher İbrahim focused on features of center-periphery relationship and likened organizational structure to ‘highway map’ and say “*Well a highway map comes to my mind. With cross roads, traffic signs and asphalt roads, the center is ok but the roads connecting cities to centers are damaged.*” Besides art teacher Davud called attention to effects of temporal features of educational plans on organization and likened organizational structure to a jigsaw puzzle. He said “*When you say organizational structure and planning, the first word coming to my mind is a jigsaw-puzzle. I liken organizational structure in terms of planning to a jigsaw puzzle. Because it seems that we haven’t constructed a coherent educational system. I mean as government changes every new government is making a new plan and disordering the existing one like a jigsaw puzzle.*”.

Within the question about organizational structure of educational system in terms of planning functions, respondents also produced metaphors about teachers, schools and students in organizational structure. A total 19 metaphors were produced by 23 respondents (Table 3).

Table 3. Metaphors for Teachers, Schools and Students in Organizational Structure of Educational System in terms of Planning Functions

Metaphors (N=23)	f
Teachers	9
Gramophone record from old times	1
Octopus	1
Small rooms under roof	1
Robot	1
Sacrificing people	1
Producer	1
Dervish	1
People climbing on a ladder which is not strong	1
Sportsmen	1
Schools	5
Prison cell	2
Drum	1
Poultry house	1
Pawn in chess	1
Students	5
A mass having frustration	1
Objects indicating results of work	1
Chickens in poultry house	1
Spectators	1
Electro Cardio Gram	1

Science teacher Kemal called attention to the ineffective status of teachers and said “*Teachers who are not aware of educational plans like a robot. They are just appointed to perform what is told.*” Similarly classroom teacher Can emphasized the isolated position of teachers in organizational structure when the plans came to scene. He likened teachers to dervishes (religious people) and expressed himself as “*I think teachers a little bit like dervishes in dervish lodge in old times. I know that dervishes to whom people counsel because of respectful status in society dedicate their life to search the trace of wisdom. They lead an isolated and simple life and deprive themselves of worldly goods. In this sense teachers in this system are expected to lead a simple life and to be learned people and servant. We have been trying to that... we’ll learn the one who’s under order.*” On the other hand about the current school system in

organizational structure Fatma underlined disfunctionality of school system in spite of existence of institutional reform plans. She used drum as a metaphor to describe current school system in organizational structure within a planning conjecture and said “*I liken schools to a drum. The sound is good if you are far...But, as you know, inside of a drum is empty. All children are nice and smart. You know the reforms in school system ...I think we do not develop a system to gear the children with skills.*”.

Metaphors for Planning Process

Metaphors used by elementary school teachers to describe planning process were presented in Table 4.

Table 4. Metaphors for Planning Process

Metaphors (N=23)	f
Educational Planning in General	10
Octopus	2
Cooking without knowing ingredients	1
Spider on the web	1
Steps of stair	1
Restoration of an old house	1
Knowing which ingredients to use to cook	1
Sowing seeds by farmer	1
Stages for solution	1
The place to be reached with big steps instead of small-case letter	1
Planning Practices in Education	24
Top-down practices	2
Sultanate system	1
Tailoring a cloth without trying on	1
Practices not depending on research	6
Trial and Error	2
An activity without further consideration	1
Movements of a mouse in a labyrinth	1
Anxious personality	1
Sowing without examining content of soil	1
Incoherent practices	6
Tides	1
Asphalting an old bridge	1
Chameleon	1
Bandage for wounds	1
Jumping grasshopper	1
Cell phone	1
Practices not attaining the goal	10
Stubborn lame donkey	1
Steps of lumber elephant	1
Obeisant human	1
Reversed pyramid	1
Taking something from cauldron with ladle	1
Managing a giant with small brain	1
Explaining agriculture to those who have never been in a village	1
Bringing sea to an inland city	1
Writing on the surface of water	1
Pounding water in a mortar	1

About planning process, a total 34 metaphors were produced by 23 respondents (Table 4). Metaphors were gathered under two main categories which were Educational Planning in General (f=9) and Planning

Practices in Education (f=24). Approximately more than two thirds of metaphors were gathered category named 'Planning Practice in Education' within four sub-categories.

Classroom teacher Pervin underlined the fact that planning in education does not focus on structural transformation and she likened planning to restoration of an old house. She expressed her opinions as "There is a need to think over what education plans like. It likes a house which is tried to be renovated by repairing partially. The goal is to transform it into a luxury house. Thus plans do not go beyond restoration of an old house" Similarly Classroom teacher Sezgin likened educational planning in general to cooking without knowing ingredients and used trial error metaphor for planning practices not depending on research. He said "Planning... If I want to cook, first of all I have to decide which meal I'll prepare. I should know what kind of ingredients I need for cooking. I mean I should make a good plan before cooking or I have to take an education and then to be trained in the kitchen of chief before cooking. Instead of that it's believed that the best way for learning is to learn by doing. In this sense, planning has been made by just doing daily. Unfortunately this understanding has invaded planning stage. I think general belief is that if I get necessary education, I can manage somehow at the end. Planning likes somehow a trial and error process. People making plans in this country do not know either planning process or are not aware of the fact that ingredients of the meal are not found in this country."

About incoherent practices of plans classroom teacher Mustafa said "Imagine an old bridge constructed hundred years ago. Whatever you do to renew the old bridge, asphaltting and adding modern barriers to sides, all of them is temporal. One day it'll fall down. I think it's necessary to construct a safe and strong bridge and then to deal with details and visual appearance." English teacher Havva likened planning practice to tailoring a cloth without trying on by emphasizing the top down feature of planning practices. She expressed her opinions as "Well, what does it like? I think it likes tailoring a cloth without trying on. They are looking at from far, assuming the weight and height of the person and by saying he or she seems 1.80 cm they are cutting the fabric and tailoring the cloth. Then they are asking 'why doesn't it fit on?' It likes tailoring by just visual estimation." Art teacher Sebnem called attention to planning practices not depending on research. In this sense for her movement of a mouse in labyrinth is the best appropriate metaphor describing this. She said "What do I liken?... It likes movements of a mouse in a labyrinth. You are drawing the ways in labyrinth and putting the mouse on a way in labyrinth and then providing instructions."

Metaphors for the Success of Planning Process Depending On Outcomes of Reforms

Metaphors used by elementary school teachers to describe success of planning process depending on outcomes of reforms were presented in Table 5.

Table 5. Metaphors for the Success of Planning Process Depending on Outcomes of Reforms

Metaphors (N=23)	f
Reforms	11
Top-down vicious circle	2
Building stores without having a strong foundation	2
Blooming of a flower	1
Sailing with a boat just repaired	1
A building having no foundation	1
Running with high heels	1
A table with a broken leg	1
Painting a house	1
Serving ice-cream in winter	1
Transformation	6
Changing skin	1
Arrow off the target	1
Arising sun in cloudy weather	1
Characterless	1
Storm	1
Tornado effect	1

About success of planning process depending on outcomes of reforms, a total 19 metaphors were produced by 23 respondents (Table 5). Metaphors were gathered under two main categories which were Reforms (f=11) and Transformation (f=6). Approximately more than two thirds of metaphors were gathered under category named 'Reforms'.

Classroom teacher Meral described success of planning process depending on outcomes of reforms with 'top-down vicious circle' metaphor. She said "Planning reforms do not provide a total transformation in the system. Because reform plans are performed as a top down practice. They are practiced for a while and then a new one is invented. It likes a vicious circle." Similarly science teacher Şebnem likened reform plans to painting a house. She said "Reform plans like a painting a house. If there is a leakage in the ceiling, you can paint to cover. It seems everything is all right and beautiful but sometime later trace of leakage appears again because you haven't fixed it. Since reform plans focus just on reforming rather than structural transformations they enable people to feel relieved and a cheerful atmosphere is created but at the end you always see the leakage in the ceiling." On the other hand classroom teacher Ömer described transformations emerging as an outcome of reforms as a changing skin at organizational level. He said "I liken reform plans to changing skin at organizational level. We try to live industrial revolution continuing almost one hundred years within ten years. A social confusion has been living and reform plans are partially successful. We have to much focus on pilot practices in different regions." For math teacher, Berrin transformation as a result of reform plans likes tornado effect. She expressed herself as "I liken the outcomes of reforms plans to a tornado effect. After a tornado you have to rebuild your house which is better than the old one. Reform plans provide a transformation. Every reform plan is sweeping unnecessary daily habits. Teachers try to renew themselves and to be best in their profession. But for some teachers regarding reform plans as a forcing process, there must be something encouraging them to be part of plans in the planning process."

Metaphors for Their Perceived Roles in the Planning Process

Metaphors used by elementary school teachers to describe their perceived roles in the planning process were presented in Table 6.

Table 6. Metaphors for Elementary School Teacher's Perceived Roles in Planning Process

Metaphors (N=23)	f
Perceived Roles	27
Worker-bee	2
Virtual folder in computer	2
Robot	2
Desperate performers laden by paper work	2
Trace of needle on blank sheet	1
Worker-ants	1
Porter	1
Pawn in chess	1
A child drawing a blank	1
Arms of the octopus	1
The real conductor of orchestra	1
Human climbing ladder	1
The first stair of ladder	1
Production line in a factory	1
One of the doors of the room	1
A bird living in a cage	1
A child next to last in a family with seven children	1
Leaves of a tree far from root	1
The food which is out of sight	1
The one who is under orders	1
Ineffective element (Math: Identity element)	1
Torches (for new teachers) Museum (old teachers)	1
The last hole of clarinet	1

Classroom teacher Sezgin, about roles of teacher in planning process underlined ineffective roles in strict hierarchy by saying *“We are just performer and people taking order. I want to underline our roles as performers of orders.”* similarly Dilek as an English teacher express herself as *“I liken organizational structure to a chess. We are pawns in chess.”* Another English teacher Banu said *“I liken role of teachers in planning process to a child next to last in a family with seven children. They haven’t got an effective role. They are just above their students in a planning hierarchy.”* On the other hand Kadir described their role as taking order and expressed himself as *“A teacher likes the one who is under order in a sultanate system. They do what is told. We are at application stage not at the planning stage.”* Classroom teacher Mustafa described roles of teacher within an imaginary content He told a short story: *“Imagine a village. There is a man helping everyone, taking initiative and doing main jobs. I liken the status of teacher to invitation of everybody in the village except the man doing all jobs. Planning process disregards the persons who do job.”* Besides Sezgin described teachers’ role in planning process by saying *“Maybe we are not the chief in the kitchen but we’ll consent to be chief waiter who can easily enter the kitchen. Maybe we can’t cook a meal for a large group of people coming for a formal meeting, but we can cut onions or peeling potatoes and have some initiative for preparing and cooking meals. I think this is our right.”* Art teacher Pervin also called attention to ignored roles of teachers in planning process. She explained this; *“Their role which is ignored is that they are real conductor of an orchestra. Teachers are the most important element of educational system. They are bridge between what is done and what is intended to do. Plans are preserved and get meanings in their mind. Any plan which ignores opinions of teachers likes a bridge to be fall down. The opinions, view and critics of teachers should be included in plans before they are practiced.”*

RESULTS AND DISCUSSION

About the first theme, organizational structure of educational system in terms of planning functions which were gathered under three categories as building, animal and others, although metaphors produced by elementary teachers seem to represent dispersed point of view, perceived images mainly underline huge, complex and spoiled organizational structure of elementary education system. In this sense teachers used metaphors such as ‘big construction’, ‘apartment building’, ‘octopus’, ‘spider web’, ‘complicated math problem’ and ‘jigsaw puzzle’ to describe the organizational structure. Besides, within this complexity, teachers used metaphors such as ‘building laying foundation’, ‘fossilized dinosaur’, ‘old plane three’, ‘flea market’ and ‘giving syrup according to one’s pulsation’ to describe systemic inconsistency, temporal features of organizational planning. The findings could be elaborated with the theory of “loose-coupled systems” which underlines the idea that within manifests of loosely coupled systems often are situations where several means can produce the same result lack of coordination, absence of regulations, highly connect networks with very slow feedback times (Weick 1976; Balci, 1992). Focusing on the metaphors produced by elementary teachers, perceived images mainly indicate lack of coordination and complex network in elementary education system. Besides findings can also be elaborated with concept of ‘problematic goals’ in Cohen and March’s (1974) ‘organized anarchies’ conceptualization. One of the components of the theory assumes that organizations have problematic goals and appears to operate on a variety of inconsistent and ill-defined preferences. It can be described better as a loose collection of changing ideas than as a coherent structure. It discovers preferences through action more often than it acts on the basis of preferences. Depending on the metaphors produced by teachers systemic inconsistency and loose collection of perceived images concerning organizational planning appears to be compatible with concept of ‘problematic goals’ in Cohen and March’s (1974) ‘organized anarchies’ conceptualization.

Research findings also revealed a the sub-theme under the theme of organizational structure of educational system as a result planning process, which is teachers, schools and students in organizational structure of educational system in terms of planning functions. Concerning teachers’ perceived roles in organizational structure of educational system as a result of planning processes, teachers used metaphors such as ‘gramophone record from old times’, ‘octopus’, ‘small rooms under a roof’, ‘robot, sacrificing people’, ‘producer’, ‘dervish’, ‘people climbing on a ladder which is not strong’ and ‘sportsmen’. Accumulated perceptions of teachers on their roles in organizational structure of elementary education system indicate that teachers see themselves as a component which is not taken care by the system, although they see themselves sacrificing people knowing useless role in the system. About the role of schools in organizational structure of educational system as a result of planning processes, ‘prison cell’,

'drum', 'poultry house' and 'pawn in chess' emerged as the metaphors used by teachers as a result of planning processes. Teachers' shared images originated from the metaphors they produced underline that there is a discrepancy between the role perceptions of teachers and social and legal discourse produced for teachers. The metaphor of 'prison cell' was also a common image in Inbar's (1991) and Cerit's (2006) study. For role of students in organizational structure of educational system as a result of planning processes teachers used metaphors such as 'a mass having frustration', 'objects indicating results of work', 'chickens in poultry house', 'spectators' and 'Electro Cardio Gram'. The metaphors produced by teachers for students focus on a perception that they are the objects of education process, which is just affected and have no initiative. This group of metaphorical image implies some underlining assumptions about the relationship between teacher and students: the sensitivity and vulnerability of student, student's helplessness, dependency to teacher, teachers' responsibility, which are compatible with Inbar's findings (1991: 83). However the perceptions conveyed with metaphors contradict potential of student for development and linked with planning process.

About the second theme, 'planning process' which were gathered under two categories as educational planning in general and planning practices in education. 'Octopus', 'spider on the web', 'steps of stair' 'sowing seeds by farmer', 'stages for solution', 'restoration of old house', 'the place to be reached with big steps instead of small case ladder', 'knowing which ingredients to use for cooking' and 'cooking without knowing ingredients' emerged as metaphors and images to describe educational planning process in general. For the other category, planning practices, teachers used metaphors such as 'sultanate system', 'trial and error', 'sowing without examining content of soil', 'practices not depending on research', 'incoherent practices', 'tides', 'asphalting an old bridge', 'taking something from cauldron with ladle', 'reverse pyramid', 'managing a giant with small brain', 'writing on a surface of water' and 'explaining agriculture to those who have never been a village'.

The metaphors for planning process have revealed that central, complex and authoritarian structure of organizational system produce negative impacts on planning process. Since planning processes and practices are performed from top to down without making any research, they are perceived that they are temporal solutions and haven't reached their objectives. The failure of planning practice is linked with authoritarian and bureaucratic image. Besides, especially metaphors such as 'movements a mouse in labyrinth', 'writing on a surface of water' and 'pounding water in mortar' indicate perceptions of anarchy and disbelief for planning process. Firestone (1980) asserted that bureaucratic image of schools contrasted with images of legislature and anarchy according to goals, control mechanisms, coordination patterns and boundary maintenance.

About the third theme, 'the success of planning process depending on outcomes of reforms' which was gathered under two categories as reforms and transformation. Teachers used metaphors such as 'top-down vicious circle', 'building stores without having a strong foundation', 'blooming of a flower' 'sailing with a boat just repaired', 'a building having no foundation', 'running with high heels', 'a table with a broken leg', 'painting a house' and 'serving ice-cream in winter' 'changing skin', 'arrow off the target', 'arising sun in cloudy weather', 'characterless', 'storm' and 'tornado effect'. The fossilized metaphor can be summed up in two words and a symbol: 'reform is progress' or 'reform = progress' (Lakoff and Johnson, 1980). The belief that evolutionary change (indirect change and directed change) results in progress and the claim that an external reality exists from which objective knowledge can be extrapolated provides legitimate backyard, which is the perceived reason behind the reforms (Craig, 2005: 201). In other words 'reform is progress' metaphor perpetuates the belief that directed change can speed up or intensify movement toward desired ends in the field of education as technically rationally conceived (Schön, 1979). The reform projects a moral message that reform depending on planned change is good for the nation, for economic growth, for wellness of human being, for individuals and for institutions. However the perceptions could be different. In this study, metaphors for the success of planning process depending on outcomes of reforms have revealed negative perceptions of teachers. Especially with the metaphors such as 'running with high heels', 'a table with a broken leg' and 'arrow off the target', teachers expressed their negative perceptions on reforms depending on planned change. In their expressions, there is a disparity between intended goals of reforms and teachers' perceptions. Although they see reforms depending on planned change in a positive way ('blooming of a flower', 'changing skin', 'arising sun in cloudy weather'),

their perceptions underline that transformations originated from planned reforms are perceived ineffective ('top-down vicious circle', 'building stores without having a strong foundation', 'running with high heels', 'a table with a broken leg').

About the fourth theme, 'the elementary teachers' perceived roles in this planning process', teacher used metaphors such as 'worker-bee', 'worker-ants' 'the real conductor of orchestra' 'the first stair of ladder', 'arms of the octopus', 'the last hole of clarinet', 'pawn in chess', 'ineffective element (Math: Identity element), 'virtual folder in computer', 'trace of needle on blank sheet', 'the food which is out of sight', 'desperate performers laden by paper work', 'leaves of a tree far from root' 'production line in a factory' 'a bird living in a cage' 'A child next to last in a family' with seven children', 'porter', 'a child drawing a blank', 'human climbing ladder', 'one of the doors of the room', 'the one who is under orders', 'torches (for new teachers) museum (old teachers).

As expected from research conducted by Lakoff and Johnson (1980) and Munby (1986; 1987), the teachers conceptualized and reconceptualized their teaching roles through metaphor. Through metaphor they described personal practical knowledge that shapes their understanding of their perceived role (Pajak, 1986) in planning process. Most of the metaphors for elementary teachers' perceived roles in this planning process have revealed negative perceptions of teachers. Although they see themselves as a diligent, sacrificing and critical component of the system (as 'worker-bee', 'worker-ants' 'the real conductor of orchestra' 'the first stair of ladder', 'arms of the octopus'), their perception on their role in planning process is unimportant and ineffective ('ineffective element -Math: Identity element-, 'virtual folder in computer', 'trace of needle on blank sheet', 'the food which is out of sight', 'desperate performers laden by paper work', 'leaves of a tree far from root' 'production line in a factory' 'a bird living in a cage' 'A child next to last in a family' with seven children', 'porter', 'a child drawing a blank', 'human climbing ladder', 'one of the doors of the room', 'the one who is under orders').

Verma (1998) argues that a method of similarities is one component of "new rationality". This new rationality is characterized as focusing on "similarities over distinctions, connections over fungibility and purposes over means" and metaphors can be tools grasping the new rationality. By elaborating metaphorical images of educational planning held by elementary school teachers, a bridge between the subjectively perceived metaphorical meanings and their expressions is offered. In using metaphorical approach it's assumed that the choice of language is not accidental and represents more than surface meaning of the concepts. The very choice of certain metaphor might represent some of deep structure of language. Thus it may thus serve as a link between tacit knowledge which is not readily accessible and clear (Inbar, 1996: 78). However, metaphors are not capable of bringing the full content of message and only represent mental process of selection. They just provide an emphasis of perception, which is a selected feature of whole phenomena. Hence they tend to produce one sided insights (Morgan, 1986). In this sense they are not generalizable. In this study, the wide range of metaphorical images, revealing multiple realities of the planning phenomena could be a fruitful springboard for further qualitative and quantitative studies on planning concept in elementary education system.

References

- Balcı, A. (1992). Eğitim örgütlerine yeni bakış açıları: kuram-araştırma ilişkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 25 (1).
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge: Polity Press.
- Bogdan, R.C.and Biklen, S.K. (1998). *Qualitative research in education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- Cerit, Y. (2006). Öğrenci, öğretmen ve yöneticilerin okul kavramıyla ilgili metaforlara ilişkin görüşleri. *Kuramdan Uygulamaya Eğitim Bilimleri*, 6 (3).
- Cohen, M. D. and March, J.G. (1974). *Leadership and Ambiguity: The American College President*. New York, NY: McGraw-Hill.
- Cornelissen, J.P. (2005). Beyond compare: metaphor in organizational theory. *Academy of Management Review*, 30 (4), 751-764.
- Craig, C., J. (2005). The epistemic role of novel metaphors in teachers' knowledge constructions of school reform. *Teachers and teaching: theory and practice*, 11 (2), 195-208.

- Cutright, W., M. (1999). A Chaos-Theory Metaphor for Strategic Planning in Higher Education: An Exploratory Study. (Doctoral dissertation, University of Tennessee at Knoxville). *Dissertation Abstracts International*.
- Firestone, W.A. (1980). Images of schools and patterns of change. *American Journal of Education*, 88 (4), 459-87.
- Foucault, M. (1980). Power/knowledge: selected interviews & other writings 1972-1977. (Ed. Colin Gordon.) New York: Pantheon Books, 1980.
- Harris, N. (2000). Practice through a lens: A metaphor for planning theory. *Journal of Planning Education and Research*, 19 (3), 309-315.
- Hunt, S.D. and Menon, A. (1995). Metaphors and competitive advantage: Evaluating the use of metaphors in theories of competitive strategy. *Journal of Business Research*, 33 (2), 81-90.
- Inbar, D. (1991a). The free educational prison: metaphors and images. *Educational Research*, 38 (1), 77-92.
- _____. (1991b). A metaphorical insight into educational planning. *Journal of Educational Administration*, 29 (3), 23-37.
- Manning, P.K. (1979). Metaphors of the field: varieties of organizational discourse. *Administrative Science Quarterly*, 24, 660-671.
- Miles, M. B. & Huberman A.M. (1994). *Qualitative data analysis: An expanded source book*. Thousand Oaks, CA: Sage Pub.
- Morgan, G. (1980). Paradigms, metaphors and puzzle solving in organization theory. *Administrative Science Quarterly*, 28, 601-607.
- Munby, H. (1986) Metaphor in the thinking of teachers: an exploratory study, *Journal of Curriculum Studies*, 18 (2), 197-209.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago, IL: University of Chicago Press.
- _____. (1989). *A field guide to poetic metaphor*. Chicago: University of Chicago Press.
- Ortony, A. (1979). Metaphor: A multidimensional problem. Ortony (ed.): *Metaphor and thought*. Cambridge: Cambridge University Press.
- Pajak, E.F. (1986). 'Psychoanalysis, teaching, and supervision', *Journal of Curriculum and Supervision*, 1, (2), 122-131.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. California: Sage Publication.
- Segiovanni, T. J. (1987). Metaphorical use of theories and models in supervision: building a science. *Journal of Curriculum and Supervision*, 2 (3), 221-232.
- Sackman, S. (1989). The role of metaphors in organizational transformations. *Human Relations*, 42 (6), 463-485.
- Sandercock, L. (1995). Voices from the borderlands: a meditation on a metaphor. *Journal of Planning Education and Research*, 14 (2), 77-88.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Pub.
- Schön, D. A. (1979). Generative metaphor: A perspective and problem setting in social policy. Ortony (ed.): (254-283), *Metaphor and thought*. Cambridge: Cambridge University Press.
- Şimşek, H. (1997). Metaphorical images of an organization: power of symbolic constructs in reading change. *Higher Education*, 33 (3), 283-307.
- Weick, K.E. (1976). Educational organizations as loosely coupled systems, *Administrative Science Quarterly*, 21, 1-19.
- _____. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14, 516-531.
- Vadeboncoeur, J. A & Torres, M. N. (2003). Constructing and reconstructing teaching roles: a focus on generative metaphors. *Discourse: Studies in Cultural Politics of Education*. 24 (1), 87-102.
- Verma, N. (1993). Metaphor and analogy as elements of theory of similarity for planning. *Journal of Planning Education and Research*, 13 (1), 13-25.
- Verma, N. (1998). *Planning metaphors*. Lanham MD: Lexington Books.

Volkman, M.J & Anderson, M.A. (1997). Creating professional identity: Dilemmas and metaphors of a first-year chemistry teacher. *Science Education*, 83 (3), 293-310.

Yıldırım, A. & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayınları.