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# Teacher Perceptions on the Concepts of Principal and Deputy Principal<sup>1</sup>

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## ABSTRACT

When the literature is examined, in some studies where the school administrator is considered a variable, only the school principal is considered the school administrator. In some studies, the views of the manager and assistant managers are evaluated together under the manager variable. This study aimed to reveal the metaphorical perceptions of teachers towards the principal and deputy principal to determine whether there is a difference between them and shed light on the scientific studies to be conducted. The research is qualitative, designed as a case study. The study group was formed by 289 teachers working in 9 public primary schools, 9 secondary schools and 7 high schools. The data of the study was collected by interview method and analysed by content analysis. According to the research results, there is a high level and significant difference between the concepts of principal and deputy principal according to the teachers' opinions. For this reason, these two concepts should be evaluated as two separate variables in scientific studies where the school administrator is taken as a variable.

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## 1. Introduction

Schools are among the most important formal education institutions and have significant duties and responsibilities in the education of society. School administrators have an important role and function in fulfilling these duties and responsibilities and achieving efficiency and success at schools. Leadership behaviours displayed by school administrators can influence staff, activate them, and ensure achieving more effective results (Akbaşlı, 2018). Administrators should provide direction, support, and guidance for the staff, praise their achievements, and reward them when necessary to realise their goals (Dogani, 2010). By constantly communicating with teachers, effective school administrators should take an active role in meeting the needs of the staff in regards to resources, encourage them to share knowledge, engage in innovations, and take risks (Şişman, 2012).

School principals, who play a key role in the development and improvement of schools, must also be good coordinators and catalysts (Balci, 2014), and they need to have the ability to direct teachers in activities for the development and improvement of the school and bring about innovations by influencing them. According to Hoy and Miskel (2010), school principals are leaders who take an active role in realising school goals by bringing together all the required resources and influencing and striving to develop staff. In addition, deputy principals are also strategically important administrators in schools, just as the school principals. Deputy principals can also exhibit leadership behaviours by assuming important tasks and roles in the development

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and effectiveness of the school. The principals are not solely dominant in schools regarding administration, and there are other active players (Cerit, 2008). However, in most studies, the concept of the school administrator is perceived solely as the school principal, and the views of principals and deputy principals are assessed within the same framework in studies where the variable is the administrator. Deputy principals who undertake most of the administrative tasks at schools are expected to act as educational administrators in the education and training process, and the routine works are performed according to the legislation (Köse, 2018). Some of the studies conducted on school administration and management examine the issues directly related to school principals. Still some others conducted in the field of educational administration only include school principals as educational administrators by completely leaving out the deputy principals (Akçadağ, 2014; Aküzüm, 2017; Altın & Vatanartıran, 2014; Aslanargun & Bozkurt, 2012; Büte & Balcı, 2010; Memduhoğlu & Meriç, 2014; Yıldız & Ertürk, 2019). This fact shows that deputy principals are regarded to be more in the background as educational administrators. However, the concept of school administrator should not be perceived to include only principals; it should also incorporate deputy principals who fulfil important tasks in the school and lead teachers. The deputy principals should also be effective in managing the school as an educational administrator and routine tasks and formal correspondence. School principals should elevate the deputy principals' position to educational administrators by empowering deputy principals to use their knowledge, skills, and abilities to determine and implement the school policy and integrate the internal elements by giving deputy principals more voice (Özyılmaz, 2013). Therefore, how teachers perceive these concepts is very significant at this point. In this context, the metaphorical perceptions of teachers towards the concepts of principal and deputy principal were presented in a qualitative study. Metaphors are powerful and effective concept creation tools (Çelikten, 2006) that encourage administrators to form new ways of thinking and act following this thinking style. They can also be used to determine how staff perceives administrators.

Metaphors are very powerful mental tools (Saban, 2004) that enable the transfer of meaning from one object to another with perceptual similarity (Semerci, 2007) and ensure the structuring, directing, and controlling of ideas about the emergence and functioning of events. Metaphors, which provide the opportunity to shape incomprehensible evaluations, materialise abstract ideas and present information with new paradigms with a holistic approach (Jacobs & Heracleous, 2006), provide users with the opportunity to explain their activities and ideas (Draaisma, 2007), and are used in various fields of education such as educational administration, teaching, curriculum planning, and development (Dös, 2010). By offering different perspectives, metaphors provide a better understanding of organisations just like they provide a better grasp of daily life. Therefore, they are frequently used in organisational life as well (Balcı, 2008). Metaphors which are used as an important criterion in understanding the organisational systems of schools and evaluating the behaviours and roles of school administrators in educational administration (Balcı et al., 2011), are regarded as important tools that enable the determination of how administrators are perceived by employees (Yalçın & Erginer, 2012). In this context, how school principals and deputy principals, defined in the legislation as school administrators, are perceived by teachers is important in evaluating and directing their behaviour. The perceptions regarding principals and deputy principals can affect the quality of educational activities. The perceptions can lead to the continuation of positive behaviours and help eliminate negative behaviours. Negative perceptions will contribute to behaviour change in administrators. Linn et al. (2007) emphasised that how something appears is not important; how something is perceived is important and questioned "whether the task/job shapes the perception or the perception shapes the task/job?" in preparing the future education leaders.

While perception emerges after actions strengthens the view that work shapes perceptions, the existence of mutual interaction must be accepted. In addition, teachers' attribution of similar or different meanings to the principal and deputy principal concepts will be a very important contribution to literature. As mentioned before, some previous studies focused only on principals by excluding deputy principals regarding administrators. In contrast, some others evaluated the views of principals and deputy principals in the same context. However, the administrative perspectives of the principals and deputy principals may differ. Combining both concepts under the school administrator variable and providing interpretations based on this combination may lead to errors in research. Therefore, how teachers perceive these concepts is rather significant. The literature review encountered no previous studies investigating the concepts of principals and deputy principals in the same context. In addition, it is believed that the present study will contribute to the literature, researchers, and practitioners by providing clues about the principals' and deputy principals' administration beliefs as school administrators and how the schools are managed. In this sense, the study

aimed to comparatively present the meanings attributed to the concepts of principal and deputy principal by teachers and the differences between these concepts by seeking answers to the following questions:

- What are the metaphoric perceptions of teachers on the principal concept?
- What are the metaphoric perceptions of teachers on the deputy principal concept?
- What are the similarities and differences between teachers' metaphoric perceptions on principal and deputy principal concepts and the conceptual categories formed by these metaphors?

## 2. Methodology

### 2.1. Research Model

This qualitative research was designed as a case study, one of the qualitative research methods. The qualitative research method is used when it is desired to obtain in-depth and comprehensive information on a subject (Patton, 2014). On the other hand, the case study offers researchers the opportunity to examine the data they obtain in a specific context closely and enables the investigation and revealing of the holistic and meaningful features of real events (Creswell, 2007; Yin, 2003). In this context, teachers' views on the principal and deputy principal concepts were examined in-depth, and the difference between these two concepts was presented.

### 2.2. Research Group

The study group in this research consisted of 289 teachers employed at nine public primary schools, nine public secondary schools, and seven public high schools (general, vocational, and technical). The convenience sampling method was used to identify the study group to ensure speed and practicality in line with the research method. 55.4% of the teachers in the study group were female (n = 160) and 44.6% were male (n = 129). 36.7% of the teachers taught in primary schools (n = 106), 32.5% in secondary schools (n = 94), and 30.8% in high schools (n = 89).

### 2.3. Data Collection Tools and Data Analysis

The interview method was used to collect data in the study. A semi-structured interview form, often used in metaphor studies in the literature and prepared according to the research topic, was used as a data collection tool. The form asked teachers to complete the following sentences: "*The principal is ....., because .....*" and "*The deputy principal is ....., because ...*". The metaphors created by the participating teachers were analysed by content analysis, one of the qualitative research methods. Content analysis can be defined as encoding and digitising what is said and written according to specified criteria. In other words, content analysis is used to organise and interpret similar data within the framework of certain categories and themes, in a way that the reader can understand (Balçı, 2015; Yıldırım & Şimşek, 2013). In this context, in line with the teachers' explanations, the metaphors with similar features were grouped, and the metaphors divided into groups were named within the literature framework and divided into conceptual categories.

### 2.4. Validity and Reliability

Validity and reliability are important concerns in any study regardless of the research design. These concepts cover the theoretical framework of the research, data collection, analysis and interpretation of data, and presentation of findings (Merriam, 2013). Within the scope of validity, the data collected with the semi-structured interview form were examined comprehensively. It was determined that 96 metaphors were developed for the principal concept and 84 for the deputy principal concept. The categories represented by these metaphors were identified, and all metaphors were included in the findings section. 2 experts (lecturers) were consulted to determine whether the metaphors collected under 12 categories for the principal and deputy principal concepts represented a conceptual category. The experts were provided with the list of metaphors and the names of the categories to ensure reliability. Experts were asked to place the metaphors into those categories. The matches made by researchers and experts were compared, and it was found that 4 metaphors were placed in different categories by experts compared to the placement of the researchers. According to the reliability calculation found by using the formula of Miles and Huberman (1994), (reliability = consensus / consensus + disagreement x100), the reliability of the research was determined as 91% (Reliability = 100 / (100

+ 4)  $\times 100 = 0.96$ ). The 4 metaphors on which there was a disagreement were re-examined with the experts, reaching a consensus. A reliability of 0.90 and above is sought in qualitative research (Saban, 2009). Accordingly, it can be argued that the reliability of this research was sufficient.

## 2.5. Ethical

This research was examined in the Ethics Committee of Human Studies in Social Sciences at Bolu Abant Izzet Baysal University and was found ethically appropriate.

## 3. Findings

### 3.1. Metaphors Produced for the "Principal" Concept

Table 1 below represents the 96 metaphors developed by teachers for the concept of the school principal.

**Table 1.** *The Metaphors Developed by Teachers for the Concept of Principal*

Metaphor	<i>f</i>	Metaphor	<i>f</i>	Metaphor	<i>f</i>
The leader	9	Organiser/regulator	4	Umbrella	2
Garrison commander	7	Pedal	4	The heart	2
The heart	7	Brain	4	Computer tower	2
The king of the jungle	6	The mother	4	The sun	2
Maestro	6	Police	3	Control desk	2
Candle	6	Team captain	3	Queen bee	2
Steering wheel	6	The father	3	Locomotive	2
Traffic cop	6	Gear	3	Camera	2
Team captain	6	Spark	3	Motherboard	2
Employee	6	Power distribution unit	3	Tree	2
Lamp	5	Microprocessor	3	Commander	1
Antibiotic	5	Wishing tree	3	Shipmaster	1
Leader	5	Mediator	3	Pioneer	1
Technical director	5	Shoe	3	Monitor	1
The mother	5	Imam	3	Landlord	1
Brain	5	The head of the household	3	Car engine	1
Organizer/regulator	5	The bell	3	Keystone	1
Beacon	5	The father	3	Stress	1
Mirror	5	Player	3	Official position	1
Framework	5	Foundation of the building	3	Technical director	1
Steel vest	4	Arbitrator	3	Brain	1
Shipmaster	4	The mother	3	Blue whale	1
Driver	4	Tree bark	3	The head of the household	1
Maestro	4	The heart	3	Organizer/regulator	1
Key	4	Lion	3	The pen	1
Brain	4	Eye	2	The moon	1
Locomotive	4	Circulation pump	2	Cogwheel	1
Light	4	Processor	2	Shield	1
The future	4	Traffic cop	2	Water	1
The father	4	The mother	2		
Records-keeper	4	Mountain of ego	2	Total	289

Table 1 shows that teachers mostly associated the principal with the following metaphors: leader (9), garrison commander (7), the heart (7), the king of the jungle (6), conductor (6), candle (6), steering wheel (6), traffic police (6), team captain (6), and employee (6). Some metaphors, such as leader, mother, father, etc., were

included more than once in Table 1 because the same metaphors were expressed by teachers for different categories.

### 3.2. Conceptual Categories Developed from Teachers' Metaphors for the Concept of Principal and Metaphors in These Categories

The 96 metaphors developed by teachers for the concept of principal were collected under 12 conceptual categories. Table 2 below presents these categories and the metaphors included in them.

**Table 2.** *Conceptual Categories Developed from Teachers' Metaphors for the Concept of Principal and Metaphors in These Categories*

Categories	Metaphors
Metaphors Included in "The Principal as the Leader-Guide" Category	Leader (f=9), team captain (f=6), steering wheel (f=6), maestro (f=6), technical director (f=5), brain (f=5), organizer/regulator (f=5), locomotive (f=4), shipmaster (f=4), driver (f=4), imam (f=3), traffic cop (f=2), queen bee (f=2).
Metaphors Included in the Principal as the Unifier Category	Framework/skeleton (f=5), the mother (f=5), the father (f=4), team captain (f=3), foundation of the building (f=3), shoe (f=3), player (f=3), computer tower (f=2), umbrella (f=2), locomotive (f=2), tree (f=2), keystone (f=1), landlord (f=1), pioneer (f=1).
Metaphors included in the Principal as the Authoritarian Leader Category	Garrison commander (f=7), the king of the jungle (f=6), the mother (f=3), the bell (f=3), the father (f=3), mountain of ego (f=2), the pen (f=1), brain (f=1), blue whale (f=1).
Metaphors included in the Principal as the Organiser/Regulator Category	Traffic cop (f=6), brain (f=4), maestro (f=4), organizer/regulator (f=4), arbitrator (f=3), heart (f=2), motherboard (f=2), shipmaster (f=1).
Metaphors included in the Principal as the Expert (with the power of knowledge) Category	Candle (f=6), beacon (f=5), lamp (f=5), light (f=4), the sun (f=2).
Metaphors included in the Principal as the Protector Category	The mother (f=4), steel vest (f=4), tree bark (f=3), the father (f=3), lion (f=3), the head of the household (f=3), shield (f=1).
Metaphors included in the Principal as the Problem Solver Category	Leader (f=5), antibiotic (f=5), key (f=4), mediator (f=3), microprocessor (f=3).
Metaphors included in the Principal as the Supervisor Category	Brain (f=4), police (f=3), the mother (f=2), camera (f=2), control desk (f=2), the head of the household (f=1), technical director (f=1), commander (f=1).
Metaphors included in the Principal as the Energiser/Mobiliser Category	Pedal (f=4), gear (f=3), spark (f=3), the heart (f=3), cogwheel (f=1), car engine (f=1).
Metaphors included in the Principal as the Distributor-Allocator Category	The heart (f=7), power distribution unit (f=3), circulation pump (f=2), processor (f=2), organiser/regulator (f=1),
Metaphors included in the Principal as the Reflector Category	Mirror (f=5), eye (f=2), the moon (f=1), water (f=1), monitor (f=1).
Metaphors included in the "Other" Category	Employee (f=6), records-keeper (f=4), the future (f=4), wishing tree (f=3), official position (f=1), stress (f=1).

According to Table 2, the noticeable and striking metaphors in conceptual categories can be summarised as follows: Leader (f= 9), brain (f= 5), and shipmaster (f= 4) in "The Principal as the Leader-Guide" Category; framework/skeleton (f= 5) and umbrella (f= 2) in the "Principal as the Unifier" Category; the king of the jungle (f= 2) in the "Principal as the Authoritarian Leader" category; maestro (f= 4) and motherboard (f= 2) in the "Principal as the Organizer/Regulator" category; candle (f= 6) and light (f= 4) in the "Principal as the Expert (with the power of knowledge)" category; steel vest (f= 4), tree bark (f= 3), lion (f= 3) and shield (f= 1) in the "Principal as the Protector" category; antibiotic (f=5) in the "Principal as the Problem Solver" category; camera (f= 2) in the "Principal as the Supervisor" category; pedal (f= 4), gear (f= 3) and spark (f= 3) in the "Principal as the Energiser/Mobiliser" category; the heart (f= 7), power distribution unit (f= 3) and processor (f= 2) in the "Principal as the Distributor-Allocator" category; mirror (f= 5) and the moon (f= 1) in the "Principal as the

Reflector” category and the records-keeper (f= 4), the future (f= 4) and stress (f= 1) in the “Other” category. The teachers’ views, used to identify these metaphors, can be found below as direct quotes:

*Leader: “The principal is a leader who guides teachers at school, who should guide them in what they should do” (T72).*

*Brain: “Just as the brain directs people, the principal has to fulfil this task in the school” (T2).*

*Shipmaster: “The seas are sometimes calm and sometimes are wavy. In schools, teachers may not decide what to do in some situations. In such cases, the principal directs the teachers and guides them” (T210), “The principal is the person who guides the crew and the ship and ensures reaching the target” (T66).*

*Framework: “Just like the skeleton which has the ability to unite all the different bone structures in the body, the principal should have the ability to unify teachers with different abilities and personalities” (T212).*

*Umbrella: “The principal should act like an umbrella, he/she should keep all the staff together, he/she should be unifying” (T50), Umbrella: “He/she has to gather all staff under his/her wings” (T115).*

*The king of the jungle: “The principal is the top administrator in the school; he/she is the authority” (T278).*

*Maestro: “The tasks of the maestro, who combines different instruments and produces a harmonious music, is undertaken by the principal, who ensures that the teachers work regularly in the school and ensures an efficient working environment” (T206).*

*Motherboard: “It would be difficult to maintain order in the school without the principal” (T1).*

*Candle: “Radiates as much as his/her knowledge and skills” (T16).*

*Light: “Just like the light has the power of luminosity, the principal has the power of expertise that expresses his/her knowledge and skills” (T12).*

*Steel vest: “Steel vest has protective properties. The principal should protect his/her teachers against problems like a steel vest” (T14).*

*Tree bark: “The principal must surround and protect school staff like a tree bark” (T107).*

*Lion: “He/she is the guardian of where he/she is located” (T201).*

*Shield: “He/she protects the school and teachers against all kinds of negativity” (T244).*

*Antibiotic: “As antibiotics are used in the treatment of various diseases, the principal undertakes the role of antibiotics in solving the problems at school. He/she understands and resolves problems” (T193).*

*Camera: “He/she monitors and controls all the events and all tasks in the school” (T285).*

*Pedal: “He/she puts the school wheel in motion” (T17).*

*Spark: “The principal initiates the execution of school affairs” (T37).*

*Gear: “When he/she talks, all the staff acts, starts doing their jobs” (T12).*

*The heart: “When the heart does not work, that creature perishes. The principal is the centre of the school’s functions. He/she distributes and allocates the duties to the deputy principals” (T111).*

*Power distribution unit: “He/she ensures the distribution of all school-related tasks” (T57).*

*Processor: “He/she distributes tasks, shares the tasks” (T33).*

*Mirror: “The school reflects the characteristics of its principal” (T253).*

*The moon: “Reflects the acquired knowledge and skills to his/her teachers” (T133).*

*Monitor: “He/she observes our work, reflects information about our work” (T52).*

*Records-keeper: “He/she keeps dealing with paperwork, doesn’t do anything else” (T260).*

*The future: “The future of the school depends on the principal. The principal is the future for the school” (T286).*

Stress: "He/she bothers us. He/she exaggerates trivial things at school, creates tension" (T100).

### 3.3. The Metaphors Developed for The Concept of Deputy Principal

Table 3 below lists the 84 metaphors produced for the concept of "deputy principal" according to teachers' perceptions.

**Table 3.** *The Metaphors Developed by Teachers for the Concept of Deputy Principal*

Metaphor	<i>f</i>	Metaphor	<i>f</i>	Metaphor	<i>f</i>
Porter	13	Umbrella	4	Vizier	2
Bridge	13	Vacuum cleaner	4	Adhesive	2
Bee	10	Organizer/regulator	4	Gram	2
Employee	9	Chain	4	Orderly	1
Traffic sign	9	Compass	4	Doctor	1
Robot	8	Traffic sign	4	Shoelace	1
Scales	7	Assistant	3	Company commander	1
Drummer of the orchestra	6	Sibling	3	Adjustable wrench	1
Sergeant	6	Uncle	3	Horse	1
Messenger	6	Motherboard	3	Moving leg of the caliper	1
The guide	6	Dolphin	3	Unqualified employee	1
Band-aid	5	Motor	3	Assistant	1
The mother	5	Assistant	3	Artery	1
LabourLabourer	5	The mother	3	Mediator	1
Shepherd	5	Wind	3	Operating system	1
Organizer/regulator	5	Wave	3	Assistant	1
The clock	5	The mother	3	Push button	1
Coach	5	Neuron	3	Operating system	1
Navigation	5	The heart	3	Cerebellum	1
Rainbow	5	Assistant	3	Hinge	1
Qualified employee	4	Bridge	3	Postman	1
Muezzin	4	The father	3	Power	1
Advisor	4	Friend	2	Folder	1
Joker	4	Number two man	2	Pilot	1
Car wheel	4	Key	2	Chief	1
Alarm clock	4	Fixer	2	Bee	1
Alarm	4	Pasha	2		
Friend	4	Running water	2		
Flag	4	Sibling	2	Total	289

According to Table 3, teachers developed 84 metaphors for the concept of "deputy principal". Teachers mostly expressed the concept of deputy principal with the following metaphors: porter ( $f=13$ ), bridge ( $f=13$ ), bee ( $f=10$ ), employee ( $f=9$ ), traffic sign ( $f=9$ ), robot ( $f=8$ ), scales. ( $f=7$ ), drummer of the orchestra ( $f=6$ ), sergeant ( $f=6$ ), messenger ( $f=6$ ), and the guide ( $f=6$ ). Although the metaphors produced by teachers for the concept of deputy principal were generally positive, negative metaphors were also identified (such as porter ( $f=13$ ), labour labourer ( $f=5$ ), number two man ( $f=2$ ), orderly ( $f=1$ ), unqualified employee ( $f=1$ ). Bridge ( $f=13$ ), band-aid ( $f=5$ ), navigation ( $f=5$ ), joker ( $f=4$ ), umbrella ( $f=4$ ), and adhesive ( $f=2$ ) metaphors were found to be noteworthy.

### 3.4. Conceptual Categories Developed from Teachers' Metaphors for the Concept of Deputy Principal and Metaphors in These Categories

84 metaphors developed by teachers for the concept of deputy principal were collected under 12 conceptual categories. Table 4 below presents these categories and the relevant metaphors.

**Table 4.** Conceptual Categories Developed from Teachers' Metaphors for the Concept of Deputy Principal and Metaphors in These Categories

Categories	Metaphors
Metaphors included in the Deputy Principal with a Heavy Workload Category	Porter (f=13), bee (f=10), employee (f=9), labour/labourer (f=5), operating system (f=1).
Metaphors Included in the Deputy Principal as the Leader-Guide Category	Traffic sign (f=9), the guide (f=8), navigation (f=5), coach (f=5), muezzin (f=4), advisor (f=4), compass (f=4).
Metaphors Included in the Deputy Principal Who Undertakes All Tasks/ Constantly Works Category	Robot (f=8), the clock (f=5), qualified employee (f=4), joker/wildcard (f=4), the mother (f=3), assistant (f=3), fixer (f=2), running water (f=2), horse (f=1), bee (f=1), orderly (f=1), unqualified employee (f=1).
Metaphors Included in the Deputy Principal as the Communication Provider-Link Builder Category	Bridge (f=13), messenger (f=6), traffic sign (f=4), organizer/regulator (f=4), assistant (f=1), mediator (f=1).
Metaphors Included in the Deputy Principal as the Unifier Category	Rainbow (f=5), friend (f=4), chain (f=4), flag (f=4), umbrella (f=4), bridge (f=3), adhesive (f=2), hinge (f=1), folder (f=1).
Metaphors Included in the Deputy Principal as the Energiser Category	Alarm clock (f=4), alarm (f=4), car wheel (f=4), wind (f=3), wave (f=3), motor (f=3), push button (f=1), pilot (f=1), power (f=1).
Metaphors Included in the Deputy Principal as the Organiser Category	Drummer in the orchestra (f=6), organiser/regulator (f=5), vacuum cleaner (f=4), the heart (f=3), assistant (f=3), operating system (f=1), moving leg of the caliper (f=1), company commander (f=1).
Metaphors Included in the Deputy Principal as the Protector Category	The mother (f=5), shepherd (f=5), dolphin (f=3), sibling (f=3), the father (f=3), friend (f=2).
Metaphors Included in the Deputy Principal as the Number Two Man Category	Sergeant (f=6), uncle (f=3), number two man (f=2), pasha (f=2), vizier (f=2).
Metaphors Included in the Deputy Principal as the Problem Solver Category	Band-aid (f=5), assistant (f=3), key (f=2), adjustable wrench (f=1), shoelace (f=1), doctor (f=1).
Metaphors Included in the Deputy Principal the Equilibrator Category	Scales (f=7), sibling (f=2), gram (f=2), assistant (f=1), cerebellum (f=1).
Metaphors Included in the Deputy Principal as the Distributor-Allocator Category	Neuron (f=3), the mother (f=3), motherboard (f=3), postman (f=1), chief (f=1), artery (f=1).

According to Table 4, the noticeable and striking metaphors in conceptual categories can be summarised as follows: Porter (f= 13), bee (f=10), employee (f=9) and labour/labourer (f=5) in the "Deputy Principal with a Heavy Workload" Category; traffic sign (f= 9), navigation (f= 5) and compass (f= 4) in the "Deputy Principal as the Leader-Guide" Category; joker/wildcard (f= 4) in the "Deputy Principal who Undertakes All Tasks/ Constantly Works" category; bridge (f= 13) and ambassador (f= 6) in the "Deputy Principal as the Communication Provider-Link Builder" category; rainbow (f= 5), flag (f= 4), umbrella (f= 4) and adhesive (f= 2) in the "Deputy Principal as the Unifier" category; wind (f= 3) and wave (f= 3) in the "Deputy Principal as the Energizer" category; vacuum cleaner (f=4) in the "Deputy Principal as the Organiser" category; shepherd (f=5) in the "Deputy Principal as the Protector" category; band-aid (f= 5) and doctor (f=1) in the "Deputy Principal as the Problem Solver" category; scales (f=7) and gram (f=2) in the "Deputy Principal the Equilibrator" category and postman (f=1) and artery (f=1) in the "Deputy Principal as the Distributor- Allocator" category. The teachers' views, used to identify these metaphors, can be found below as direct quotes:

*Porter: "He/she carries all the burden of the school" (T30).*

*Bee: "Just as making honey is hard work, the workload of the deputy principal is like that of a bee. He/she has many tasks" (T39).*

*Labourer: "He/she carries the workload, his/her responsibility is too much, his/her workload is too much, he/she is struggling to keep up with all these" (T20).*



*Traffic sign: "Traffic signs guide us in traffic. And at school, the deputy principal tells us what and how to do it, he/she guides us" (T118).*

*Navigation: "He/she guides teachers in their success, leads them" (T208).*

*Compass: "Just like the compass helps us find our direction, the deputy principal guides and leads teachers" (T136).*

*Joker: "When necessary, they undertake the role and responsibility of security guards, teachers, officers, administrators and attendants" (T26).*

*Bridge: "He/she provides communication between teachers and the principal, helps parent-teacher communication in some cases" (T93).*

*Messenger: "In negative circumstances at schools, teachers sometimes don't talk to each other. In this case, he/she provides communication between people" (T277).*

*Rainbow: "Just as the rainbow combines different colours, the deputy principal unites teachers and employees with different views and personalities and tries to keep them together" (T79).*

*Flag: "Nations are united under one flag. The deputy principal also plays an important role in ensuring that his/her staff act in unity" (T55).*

*Wind: "When he/she talks, all teachers take action. Just like the wind moving all the leaves" (T213).*

*Vacuum cleaner: "He/she does all the work of the school, arranges things, tidies things up whether they are necessary and important or not" (T11).*

*Shepherd: "They do not want their staff to be harmed by others" (T212).*

*Band-aid: "He/she is solution-oriented, therapeutic" (T48).*

*Doctor: "He/she removes and treats distressing situations between parents, teachers, students and the principal" (T252).*

*Adjustable wrench: "He/she solves problems in most cases even when he/she does not have the authority" (T140).*

*Scales: "He/she maintains balance between the administration, teachers and students" (T15).*

*Gram: "Gram establishes the balance in shopping. The deputy principal is also a balance factor in the school" (T1).*

*Postman: "He/she distributes duties, allocates duties" (T62).*

*Artery: "Like an artery, he/she ensures that information is sent to all school staff" (T40).*

### **3.5. Similar Metaphors Developed for the Concept of Principal and Deputy Principal**

It was identified that the metaphors for principal and deputy principal concepts such as employee, the mother, organiser, coach (technical director), the heart, key, the father, mediator, and motor were similar.

### **3.6. Similar Conceptual Categories Formed by the Metaphors Developed for the Concepts of Principal and Deputy Principal**

The following categories formed according to the metaphors developed by teachers in regards to the concepts of principal and deputy principal were identified to be similar: "Leader-Guide", "Unifier", "Organiser/Regulator", "Protector", "Problem Solver", "Energiser/Mobiliser", and "Distributor-Allocator". In other words, it was identified that these categories were formed from metaphors developed for both principals and deputy principals and represented both concepts equally.

### **3.7. Different Metaphors Developed for the Concepts of Principal and Deputy Principal**

It was determined that teachers produced 69 different metaphors for the concept of principal and 71 different metaphors for the deputy principal. It was a noteworthy finding that most of the metaphors developed for the concepts of principal and deputy principal were different.

### 3.8. Different conceptual categories formed by the metaphors developed for the concepts of principal and deputy principal

It was concluded that the conceptual categories formed by teachers' metaphors on the concept of principal and deputy principal were different regarding principals. The differentiated categories included "the Principal as the Authoritarian Leader", "the Principal as the Expert" (with the power of knowledge), "the Principal as the Supervisor", and "the Principal as the Reflector". Whereas the differentiated conceptual categories in regards to deputy principals included the "Deputy Principal with a Heavy Workload", "the Deputy Principal Who Undertakes All Tasks/Constantly Works", "the Deputy Principal as the Communication Provider-Link Builder", "the Deputy Principal as the Number Two Man", and "the Deputy Principal the Equilibrator".

### 4. Conclusion and Discussion

According to the results of this research, teachers produced 92 metaphors to express the concept of principal and mostly used *leader, garrison commander, the heart, the king of the jungle, maestro, candle, steering wheel, traffic cop, team captain, employee, and guide* metaphors. The metaphors produced by teachers regarding the concept of principal were generally positive. This finding may point to the fact that teachers experienced positive perceptions regarding school principals and that school principals implemented a good management style in school management. *Garrison commander, records-keeper, mountain of ego, camera, stress, and the bell* were the negative metaphors regarding the concept of principal. Negatively expressed metaphors may be pointing to the fact that principals have adopted an authoritarian and strictly controlling management style. In this context, it can be argued that teachers regarded school principals' authoritarian and tightly controlled behaviours negatively. Positive results in such studies regarding the perception of the school principal can positively strengthen the image of principals. In contrast, the negative results will allow them to reconsider and regulate themselves (Yalçın & Erginer, 2012). Therefore, it can be thought that the emergence of negative metaphors is also important for school principals to renew themselves. Because it can be argued that today's organisations require not only leadership or administration skills but also leader administration in which the two qualities are integrated. School principals are expected to be leading administrators and the necessary official authorities equipped with leadership skills such as influencing and directing. When formal authority is combined with leadership skills, the strength and performance of school principals will increase.

The metaphors produced by teachers for the concept of principal are grouped into 12 conceptual categories: the principal as the leader-guide, the principal as the unifier, the principal as the authoritarian leader, the principal as the organiser/regulator, the principal as the expert (with the power of knowledge), the principal as the protector, the principal as the problem solver, the principal as the supervisor, the principal as the energiser/mobiliser, the principal as the distributor-allocator, the principal as the reflector and other. Among these categories, teachers expressed the principal concept as *the leader-guide category* the most, while they used *the principal as the reflector category* the least. Some of the metaphors representing the *leader-guide category* were found to be *leader, team captain, steering wheel, maestro, technical director, brain, organiser, locomotive, shipmaster, and driver*. Similarly, the following metaphors were found for school administrators in different studies: *the leader* (Browne-Ferrigno, 2003); *maestro* (Monroe, 2003); *traffic cop, locomotive, team captain, coach, compass, maestro* in the leader-guide category (Dönmez, 2008); *shipmaster, compass, driver and technical director* in the leader-guide category (Aydoğdu, 2008); *guide, organiser, writer, wind, conductor, bus driver, remote control, locomotive, leader, father, scout, machinist, and team captain* in leader-guide category (Kösterelioğlu, 2014), and *coach, ship captain, team captain and locomotive* in the school principal as a leader/guide category. The fact that the concept of the school principal is expressed by teachers the most as leader-guide brings the leadership roles of school principals to the fore. Leadership is among the most important tasks of school principals (Briggs, 2005; Loder and Spillane, 2005). School principals should be able to lead teachers and students and have the ability to interact with stakeholders inside and outside the education system. When schools are considered organisations where change and development occur, school principals have a key role in designing, monitoring, and evaluating this change and development (Mestry & Grabler, 2004). As leaders, principals should be able to guide and support teachers in distance/online education and improve their technological competence -recently a very important area in the light of new developments- so that schools will be more effective and adapt to global developments. School principals strive to increase the quality of educational activities, organise human and material resources in the school, help and guide teachers and

students when necessary (Cerit, 2008). Therefore, it can be claimed that one of the most important features of school principals is leadership skills.

*Framework/skeleton* and *umbrella* were the noteworthy metaphors encountered in the principal as the unifier category; *candle, beacon, lamp, light* and *the sun* were important findings in the principal as the expert (with the power of knowledge) category; *steel vest, tree bark* and *shield* were important metaphors in the principal as the protector category; *antibiotic* and *key* were significant metaphors in the principal as the problem solver category while *pedal, gear, spark*, and *cogwheel* attracted attention in the principal as the energiser/mobilise category; and *the heart, power distribution unit* and *circulation pump* were noteworthy in the principal as the distributor-allocator category. School principals should be unifying and integrating. Since many activities carried out in schools require teamwork (Ertürk & Argon, 2019), school principals' ability to keep teachers and other stakeholders together is regarded to be very important in terms of the school's effectiveness and efficiency of the educational activities and student achievement. School principals play a key role at schools. They should adopt a management style that unifies all stakeholders without discrimination to ensure the continuity of harmony and activities in the school by bringing all stakeholders together. At the same time, school principals should have the necessary expertise to contribute to teachers' professional development, inform them about the knowledge, skills, and competencies required by the era, and guide them in this context. Administrators who have the power of expertise in organisations can influence their staff more easily, and employees can be more willing to fulfil administrators' requests with such power. In addition, administrators with specific knowledge, skills, and experiences are perceived as reliable and credible people (George & Jones, 2008; Schermerhon et al., 2011). Therefore, administrators who have the knowledge, skills, and expertise required by educational administration at schools will easily meet the needs of teachers, contribute to their development, and be reliable and credible in the eyes of their staff.

Moreover, the administrator's expertise will make it possible to influence the teachers and therefore contribute to their willingness to carry out school activities more efficiently. This can be considered as a very important aspect for the future of the school. The protective characteristics of school principals are also important. The school principals should protect the school stakeholders like a shield or steel vest, be with them in the face of incidents, and protect their staff just like a bark protects the tree. School principals should also have the ability to solve problems that may arise at school. Teachers also see their principals as problem solvers, and they expect principals to solve problems that they encounter. When problems are not solved, they can negatively affect teachers' productivity and the school climate. Today, the management of schools needs more effort, cooperation, and exchange of ideas than ever. Therefore, it is argued that it will be difficult for school principals to manage the school independently.

According to the research results, the teachers produced 84 metaphors for the concept of deputy principal. They explained this concept mostly with the following metaphors: *porter, bridge, bee, employee, traffic sign, robot, scales, orchestra drummer, sergeant*, and *messenger*. The fact that the deputy principal is mostly compared to *porter* by teachers shows that the workload of deputy principals is indeed quite high. In this context, the workload of the school should be equally distributed among all administrators, and the deputy principals should have time to fulfil their administrative and leadership roles. Deputy principals are also defined as administrators. Therefore, bureaucratic tasks in schools should be fulfilled by clerks to reduce the workload of deputy principals and to provide them with time to devote to educational/instructional leadership opportunities. Thus, the waste of human resources in this field can be prevented by ensuring that deputy principals who are educators do not simply work as office clerks (Köse, 2018). However, since not every school has enough clerks to carry out bureaucratic tasks, these duties should be divided equally among all administrators.

Teachers generally used positive metaphors for deputy principals. However, the metaphors such as *porter, labourer, number two man, orderly*, and *unqualified employee* were negative metaphors. However, these metaphors were not directed at deputy principals themselves or their management styles; it can be argued that these metaphors were related to the task, workload, and the order of importance of the specified tasks. *Bridge, band-aid, navigation, joker, umbrella, rainbow*, and *adhesive* were found to be remarkable metaphors produced for the concept of deputy principals because quite different from the metaphors produced for the concept of principals, these metaphors pointed to a deputy principal profile that combined, unified, provided guidance, solved problems, and led teachers. In this respect, it can be argued that the duties of deputy principals at school and the teacher's expectations do not exactly match.

The metaphors produced by teachers for the concept of deputy principals were collected under 12 conceptual categories. Teachers expressed the concept of deputy principal mostly with the following categories: The deputy principal with a heavy workload, the leader/guide, undertakes all tasks/constantly works. In comparison, they expressed the concept of deputy principal the least with the "The deputy principal as the distributor/allocator" category. It can be argued that most of the metaphors that teachers developed for the concept of deputy principal emphasised their leadership characteristics because the metaphors mostly emphasised leadership (e.g. guiding, mobilising, organising, problem-solving, ensuring communication, and distributing/allocating). These results can be interpreted to mean that teachers expected deputy principals to lead more in educational activities. Wholehearted devotion of school employees to their work and exhibiting extra role-oriented behaviours, adoption of the school by all its members and stakeholders, students' affection towards the school and their willingness to attend it, and showing that school is life itself through educational studies on life requires administrators to have leadership competencies and fulfil these duties effectively (Köse, 2018). Therefore, deputy principals should fulfil their duties and roles as educational administrators in schools within the scope of leadership behaviours. This opportunity should be offered to them.

The heavy workloads of the deputy principals might have resulted in the metaphors such as *porters, bees* and *labour*. Most of the bureaucratic tasks are undertaken at schools by deputy principals. It can be argued that the use of *navigation* and *compass* in the category of deputy principal as the leader/guide; *rainbow, chain, flag, adhesive* and *hinge* in the category of the deputy principal as the unifier; *wind* and *wave* metaphors in the category of the deputy principal as the energiser/mobiliser; and *band-aid* and *doctor* metaphors in the deputy principal as the problem solver category emphasised the characteristics of deputy principals in influencing, activating, guiding, joining, and directing teachers around a goal or showed that teachers had these expectations from deputy principals. Influencing the group and the group activities towards achieving the goals, activating, directing, being effective, building strong and goal-oriented teams (combining around a goal), and problem-solving are among the features that form the basis of leadership (Lunenburg and Orntein, 1996). The deputy principal as the communication provider-link builder brings the instructional leadership capacity of the deputy principals to the fore because effective school administrators strive to provide effective communication with all school stakeholders. They also make efforts for planning instruction and realisation of these planned instructional activities. They are successful in effective listening, understanding in-group relationships, and empathising (Sezgin, 2016). For this reason, the perception of deputy principals following these manners or expectations may be important for the efficiency and productivity of schools, therefore increasing the quality of education in schools.

There are similarities and differences in the metaphor perceptions of teachers regarding the concepts of principal and deputy principal. The metaphors *employee, the mother, organiser, coach (technical director), the heart, key, the father, mediator*, and *motor* were similar metaphors produced for the principal and deputy principal concepts. Accordingly, it can be argued that both principals and deputy principals had common characteristics or were expected to have common characteristics regarding working on behalf of the school, guiding, mobilising, and solving the problems that arise.

Teachers produced 69 different metaphors for the concept of principal and 71 different metaphors for the concept of deputy principal. It was interesting to note that most of the metaphors produced for principal and deputy principal concepts were different. There were distinct and important differences between these concepts. This result shows that the perceptions of teachers towards both concepts were highly differentiated. For this reason, evaluating these two concepts together by combining them under the variable of administrator in research studies may cause errors. Hence, it will be useful to consider and evaluate these two concepts separately in scientific research.

The present study found similarities and differences between the conceptual categories formed from the metaphors produced by teachers for the concepts of principal and deputy principal. The similar conceptual categories were as follows: leader-guide, unifier, organiser/regulator, protector, problem solver, energiser/mobiliser, and distributor/allocator. Leadership characteristics of school administrators are of great importance in ensuring the effectiveness of the school (Balci & Pehlivan-Aydın, 2003). Therefore, the fact that the leadership abilities of principals and deputy principals were more prominent, or these categories were similar in both concepts is promising for the future. It is also beneficial for education's quality, effectiveness, and efficiency to ensure harmony in schools, train, and increase teachers' competencies, solve problems, and

share information, education, and training activities. Additionally, this similarity that highlighted the leadership roles of both principals and deputy principals is vital because providing them with opportunities to train and educate themselves within the scope of education and school leadership will be instrumental for developing the school, stakeholders, and community.

A difference was identified between principal and deputy principal concepts based on teacher perceptions; the conceptual categories formed by teachers' metaphors differentiated in the authoritarian, expert (possesses the power of knowledge), supervisor, and reflector categories. Additionally, they were differentiated for the concept of deputy principal in having a heavy workload, undertaking all tasks/ constantly working, providing communication-building links, being the number two man, and being an equilibrator. In other words, authoritarian, regulatory, expert, supervisory, and reflective principal categories were not among the categories created by the metaphors produced for the concept of the deputy principal. Similarly, the categories formed by the metaphors created for deputy principals were not included among those developed for the principal concept. Therefore, according to teacher views, the difference between these two concepts is high and significant. Deputy principals ensure cohesion and reconciliation between stakeholders and organise educational activities (Köse, 2018). School principals want to influence internal and external stakeholders. They can achieve this goal with the help of deputy principals they can trust and cooperate with; therefore, they want to work with deputy principals with whom they can be reliable, hardworking, and collaborative (Bursalıoğlu, 2012). In this sense, the findings of this study stated that deputy principals were perceived as leaders-guides, unifiers, energisers, regulators, problem-solvers, protectors, distributors/allocators, equilibrators, communication providers-link builders and that they are expected to carry these qualities to make it easier for the principals. It will also increase the quality of educational activities that will help them influence the elements in their internal and external environment and thus increase the quality of education. Administrators' leadership affects the learning climate, professionalism level, teacher commitment, student achievement, and teachers' morale in schools (Korkmaz, 2005). School principals may not be successful in educational leadership on their own. For this reason, deputy principals should also be regarded as educational leaders in schools, and their knowledge and skills should be utilised. Özyılmaz (2013) stated that deputy principals should be effective in school administration and the formal correspondence of the school and routine tasks.

## 5. Recommendations

In line with the results of the research, the following suggestions are presented to researchers and practitioners:

- The emergence of similar conceptual categories that highlight leadership derived from metaphors produced for the principal and deputy principal concepts necessitates the development of leader administrator competencies within the scope of education and school leadership of principals and deputy principals.
- The metaphors developed by teachers for the principal and deputy principal concepts and the conceptual categories derived from these metaphors indicated a significant and high level of difference between these two concepts. Therefore, they need to be addressed separately in studies that focus on principals' and deputy principals' training and in-service training while identifying relevant competency areas. These two concepts should be addressed as two separate variables in scientific studies, especially when school administrators are taken as variables.

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