

Full Length Research Paper

Metaphors suggested by teachers and students on the concept of school health

Mukadder Boydak Özan and Tuncay Yavuz Özdemir

Faculty of Education, Department of Educational Science, Firat University, Elazığ, Turkey.

Accepted 9 November, 2009

By virtue of this study conducted among teachers and students from the Technical and Vocational High Schools in Elazığ province of Turkey, it has been aimed to identify their perceptions on the concept of "school health". Within the framework of this general aim, participants were given blank questionnaires, including the statements, as "School health is like ...; because ...", and asked to fill in these blank questionnaires. Workgroup of this study in the educational term of 2008-2009, is comprised of 34 teachers and 146 students from Gazi Technical and Vocational High School, located in Elazığ Centrum. Study was conducted within the frame of "content analysis" model, being assessed within the paradigm of qualitative research. Upon reviewing each and every one of the answers given by the teachers and students, in response to the semi-structured, open-ended questionnaires they received, metaphors suggested respectively by the teachers and students were processed by analysts. Taking the views from 125 students out of the total of 146, and 30 teachers out of the total 34 into consideration, 88 valid metaphors from the students, and 29 from the teachers have been attained. Taking the generated metaphors list into consideration, it was examined how each metaphor conceptualized the concept of school health. At the next stage, correlating each metaphor image with a specific theme, a total of 10 different conceptual categories were attained. According to the outcomes, attained from the study, metaphors, being suggested by 47% of the teachers for defining school health as per their schools, were classified under the "image of negativity", those, being suggested by 19.2% of the students for defining school health as per their schools, were classified under the "well of life". Thus, metaphors, being suggested by students for defining school health, seem to reveal a much more optimistic nature, in comparison with those being suggested by teachers. It would be worthwhile to examine the professional exhaustion to the part of teachers, due to the negative developments to have occurred in their schools for the recent years.

Key words: Metaphor, organization, school health, metaphors related with school health.

INTRODUCTION

Metaphor is an essential way of transmitting meanings figuratively in terms of cultural values. Metaphor is way of expressing an opinion, object, or action, by assimilating this into a condition via a word, or proverb (Palmer and Lundberg, 1995, 80; Balcı, 1999, 33; Alvesson, 2002, 17). Presenting the visual things in their depths, as well as accelerating our interpretation processes by reifying the abstract concepts, are among the principal roles of metaphors (Balcı, 1999, 34; Gibson and Zellmer-Bruhn, 2001, 276). According to Sargut (1994), metaphors and

other symbolic forms are among the means of in-depth analysis of organizations, by enabling the anticipation of incidences and forms of behaviors unable to be explained totally (trans.: Şatır, 1998, 46).

According to Ortony (1975), metaphors are useful in the analysis of organizational culture because of three reasons (Palmer and Lundberg, 1995, 80): First; they are able to bring an incidence into open thoroughly via related experiences of the organization members. Second; they are helpful in clarifying incidences, unable to be examined fully. Third; they are more lasting in terms of affection, and perception, due to their affinity with perceived experiences. In this study, it was tried to identify the opinions of teachers and students in terms of by its

*Corresponding author. E-mail: boydakozan@hotmail.com.

employees so as to affect their behaviors as well. Organizational atmosphere, while displaying the school health via metaphors.

Problem

Organizational health, organizational culture, organizational atmosphere are among the primary and complementary concepts of educational management literature. Before reviewing the opinions of teachers and students in form of metaphors on organizational health, it would be beneficial to render explanations on these concepts.

Organizational Culture and Climate

It is hard to speak of a single definition with regard to organizational culture (Ott, 1989; Scholl, 2003). Utilization of organizational culture by analysts from various disciplines has led to the appearance of different definitions with regard to the fact in question (Gizir, 2003; Şişman, 2002; Vural, 2003). While concept of culture has been examined inexplicitly within the literature of management and organization, as the intrinsic characteristics of any one community (Allaire ve Firsirtu, 1984), thus avoided a consensus on the fact of culture (Gudykunst, 1997).

Organizational culture may be characterized as a sub-culture in comparison with the cultures of the society, in which it is situated, and as a super-culture in comparison with the sub-cultures within its body (Şişman, 2002). Organizational culture may be affected from the cultures of the various units, sections, and professional groups within its body (Schein, 1985). Organizational culture may, at the same time, also be affected from national and regional culture (Gudykunst, 1997; Morley and Shockley-Zalabak, 1997).

It is accepted that, earliest of the works on organizational culture date back to 1930's. Parallel to the changing approaches, human resources within the organizations have been emphasized and such issues as informal group, group norms, and organizational values have been pointed out (Şişman, 2002). Use of the concept of organizational culture, and start of substantial works on this subject dated back to early 1980's (Çelik, 2002; Gizir, 2003; Scholl, 2003; Şişman, 2002; Vural, 2003). First and foremost reason of the rise of interest in the concept of organizational culture is the developments in the management theory (Vural, 2003).

While organizational culture has been included as a concept in the literature of educational management in 1980's, inclusion of the concept of organizational atmosphere therein was earlier than that. Organizational atmosphere is the total of its dominant characteristics, while creating an organizational identity, being absorbed characteristics of the behaviors and attitudes of its employees, depends more on external observations.

Organizational culture, on the other hand, comprises the fundamental values and communications being exchanged among the employees of the respective organization (Atay, 1999).

Katz and Kahn stated that, "each organization develops its own culture and atmosphere". While developing their own cultures and atmospheres, organizations meanwhile make use of certain prohibitions, customs, and ethical codes of the societies therein. Atmosphere and culture of an organization reflects the patterns and interpretations of its formal and informal values and behaviors (Ertekin, 1978: 3). Organizational atmosphere, at the same time, assesses the harmony between the values of the employees of the respective organization and the organizational culture. Organizational atmosphere is the overall environment within the organization, being developed due to the expectations of the persons therein with regard to the internal course of works, and their perceptions with regard to the level of fulfillment of their expectations (Dinçer, 1996: 211).

A number of prominent concepts, determining the efficiency and productivity of the organizations, such as internal communications, employee satisfaction, organizational loyalty, motivation, work accidents, etc., depend on organizational health. Another important point is that, organizational health as well depends on several concepts. Organizational culture and organizational atmosphere, playing major roles within organizational body, are among the factors effective on organizational health (Polatçı, 2007:142).

Organizational health

Organizational health is the capability of the organization in performing its functions of development and growth (Klinge, Lyden and Vaughan, 2001; trans.: Buluç, 2008: 4). Organizational health is an essential concept for organizations in performing their objectives, as well as in their efforts for orientation, and change. Organizations, likewise their employees, may either be healthy, or unhealthy. While unhealthy organizations fail in fully performing their functions, healthy organizations act functional. Level of organizational health is correlated with its rate of success in performing its aims and objectives (Childers, 1985: 4. trans.: Uras, 2000:1). Organizational health is not a concept to be taken into consideration singularly. It is well-known that, while organizational health is correlated with work stress, work stress is correlated with communication between employees of the respective organization as well. Organizational health concept is under the influence of organizational atmosphere and culture (Miller et al., 1999).

Organizational health concept is reviewed in various forms within literature. Educators have reviewed organizational health in terms of school management, activities, culture, and atmosphere. They have converted the relationship between employee-employer, into that between

teacher-student. Physicians have reviewed organizational health in terms of physical and mental well-beings of employees of their respective organizations, and have respectively examined physical, medical, and safety conditions thereof.

In determining organizational health, not only current conditions, but also arrangement of work schemes is taken into consideration, in order to improve organizational health in line with the attained outcomes. Whether the organizational health is at an appropriate level, or not, is a determining factor for change and renovation. Main reason is to ascertain which factors affect healthy and unhealthy organizational health. In summary, findings attained via organizational health determine the conceptual essentials for diagnosing and solving the problems (Tarter et al., 1990). By assessing the organizational health, it is aimed to ascertain stronger and weaker aspects of the organization, as well as the opportunities and threats awaiting therefore. Taking the attained data into consideration, it is aimed to benefit more from the stronger aspects, as well as to develop and strengthen the weaker aspects. In view of these information, characteristics of healthy organizations are as follows (Cicchelli, 1975):

- i) Aims and objectives are expressly clarified.
- ii) Systematic problem-solving and respective assessments are being conducted.
- iii) An organizational spirit available, as being constructive, and open to changes.
- iv) Energy and feed-back systems for growth and development are available.

In terms of organizational management, methods of working, as well as respective policies and implementations are not taken into consideration in general, unless a warning was made, or a condition of crisis occurred. Managers, in general, ignore organizational health, unless emergency conditions occurred (Nadler, 1970).

Organizational health concept with regard to schools was at first developed by Matthew Miles (1965) in the form of assimilation (metaphor) with school atmosphere. By making use of such assimilation, relationships between students, teachers, and managers are described (Hoy et al., 1990). Putting forth a model for the analysis of school health, Miles developed the following definition: "A healthy organization is the one, not only continuing its existence within its current environment, but also constantly developing in the long-term with improving competing and subsistence capabilities" (Miles, 1969: 17).

Hoy and Tarter (1997) dealt with organizational health in schools from two aspects. Firstly, school is deemed to be a social system, in which teachers, managers, and students take part for the future of the respective school. Organizational health is correlated with the reflection of internal communication between the members of this group.

Secondly, a healthy school is deemed to perform its functions in an efficient way. In a healthy school, technical, managerial, and institutional themes are in harmony with each other. School is concentrated on performing its organizational objectives, by avoiding negative pressures from external sources.

Organizational health reveals the psycho-sociological condition of the school. Determination of organizational health of schools, as being organizations, is intended for not only ascertaining the current situation, but also for arranging improvement plans accordingly (Akbaba-Altun, 2001). Medium-scale vocational education institutions in Turkey, particularly the ones in its eastern regions have been losing their statuses parallel to the changing profiles of their students as from 2000's. While such a situation affects professional efficiency of teachers, it has got negative effects also on school atmosphere, culture, and health. This study has got a distinctive aspect by ascertaining such reflections via metaphors.

THE AIM OF THE STUDY

By virtue of this study, conducted among teachers and students from the Technical and Vocational High Schools in Elazığ province of Turkey, it has been aimed to identify their perceptions on the concept of "school health" via metaphors. Within the framework of this general objective, answers to the following questions were sought:

- i) What are the metaphors being suggested by teachers and students from Technical and Vocational High Schools with regard to school health?
- ii) Under which conceptual categories may the metaphors being suggested by teachers and students with regard to the concept of "School Health" be classified?
- iii) How are the distribution of the frequencies of the metaphors being suggested by teachers and students?

This study was conducted within the frame of "content analysis" model, being assessed within the paradigm of qualitative research.

Workgroup of this study in the educational term of 2008-2009, is comprised of teachers and students from Technical and Vocational High Schools in the province of Elazığ. Its sample is comprised of teachers and students from Gazi Technical and Vocational High School, located in Elazığ Centrum. Distribution and demographical features of the teachers and students comprised within this study are displayed on Table 1, as follows:

MATERIALS AND METHODS

Data collection

In order to ascertain the metaphors being suggested by teachers and students with regard to the concept of "school health", all the

Table 1. Information on the participants.

Type of participants	f	(%)	Demographical features	f	(%)
Student	146	81.1	Male	129	71.7
			Female	17	9.4
Teacher	34	18.9	Male	23	12.8
			Female	11	6.1

participants were given to fill in the blanks of the sentence, "School health is like ...; because ...". Firstly, the participants were given the necessary explanations, and teachers and students were asked to fill in their forms as including only metaphors to be returned the day after. By including the term of "because" in this study, participants were required to present a clarifying reason with regard to the metaphors they were to suggest for describing school health. These forms being filled by all the participants were made use of as the main data source of this study.

Data analysis and interpretation

Upon reviewing each and every one of the answers given by the teachers and students, in response to the semi-structured, open-ended questionnaires they received, metaphors suggested respectively by the teachers and students were worked on. At this stage, questionnaires of the participants (25), not suggesting any metaphor, but revealing their overall opinions on school health, were eliminated. Following this process, taking the views from 125 students out of the total of 146, and 30 teachers out of the total 34 into consideration, 88 valid metaphors from the students, and 29 from the teachers have been attained. Arranging these metaphors under an alphabetical list, they were reviewed again, so as to decide on an exemplary metaphor statement as per the metaphors being suggested by participants in their questionnaires. An exemplary metaphors list was derived from such a generalization.

Taking the generated metaphors list into consideration, it was examined how each metaphor conceptualized the concept of school health. At the next stage, correlating each metaphor image with a specific conceptual category, a total of 10 different conceptual categories were attained. Exemplary metaphors list and conceptual categories list were presented in the forms of tables.

For conducting a reliability test on the study, expertise opinion was appealed, in order to see whether 117 metaphors attained from teachers and students might represent the conceptual categories, they were classified under.

In order to test the reliability of this study, the following formulation from Miles and Heberman (1994) was utilized:

$$\text{Compromise percentage (P)} = \frac{\text{Consensus (Na)}}{\text{Consensus (Na) + Dissensus (Nd)}} \times 100.$$

With regard to qualitative works, a satisfactory reliability is deemed to be attained in case of a conformity by a rate of 90% and above between the assessments from experts and those from researchers (Saban 2008: 467). Expert, being applied to with regard to the reliability test, associated only two (discipline and sun) of the total number of metaphors with categories, different from those of the researchers. Upon this assessment, a calculation was attained as $P = 115 / (115 + 2) \times 100 = 98\%$.

FINDINGS AND INTERPRETATIONS

In this section, metaphors being suggested by teachers

and students, and conceptual categories constituted accordingly, are included. Metaphors, attained from the questionnaires given to teachers and students, are listed on Tables 2a and b.

Categories, having been composed with regard to the metaphors being suggested by students and teachers, as well as the list of the metaphors classified under these categories are displayed on Tables 3a and b.

Reviewing Table 3a, among the 88 assessed metaphors, out of those being suggested by participant students, it is seen that, only 12 of that total are classified under the title of image of negativity. Overwhelming majority of the students (16) see school health as the means of knowledge and illumination. While school health is considered to be directive and instructive by 14 students, 11 students see the same as the hope of future, 10 students see it as the image of love, and another 10 as the well of life. Under the title of Image of Assiduousness, metaphors being suggested by 9 students are classified. Frequency of the students suggesting school life as Well of friendship, Well of joy, and Well of peace is 2.

Upon reviewing Table 3b, it is seen that 14 of the 29 metaphors, suggested by the participant teachers, are concentrated under the title of image of negativity. While five of these teachers see school health as hope of the future, four of them see the same as well of life, three of them as directive and instructive, two of them as means of information and illumination, and one of them as image of love.

With regard to the category of means of knowledge and illumination, while students suggest 16 metaphors, teachers suggest two metaphors. Respective metaphors, and their frequency distributions are displayed on Table 4.

Upon reviewing the statements of the participants with respect to this category, teachers and students consider school as an environment, in which they have easier access to knowledge. A couple of the definitions from students and teachers related with the metaphors, representing this category, are as follows:

"Like a mosque; because anyone may receive its preach" (Student) "Like a printing press; because the more knowledge being exchanged, the more number of students with high levels of knowledge increases." (Teacher).

While students suggest nine metaphors with regard to

Table 2a. Metaphors being suggested by students and their frequencies.

Name of metaphor	Frequency	Name of metaphor	Frequency	Name of metaphor	Frequency
Tree	7	Orderliness	1	Lever	1
Chatterbox	1	Drugstore	1	Pen	1
Decency	1	Joy Land	1	Heart	1
Stream	2	Joy	1	Carnation	1
Shopping center	2	Electricity	3	Ant	5
Ambulance	1	Police department	1	Book	3
Encyclopedia	1	Philosophy	1	Bridge	2
Beehive	1	Forum site	1	Valley of the Wolves	1
Military service	1	Football match	1	Bird	1
Source of knowledge	1	Newspaper	1	Culture	1
Information and Technology	1	Preparation to future	1	Lamp	2
Computer	1	Mirror of the future	1	Mine	1
Blank Sheet	1	Development	1	Civil Service	1
Mosque	1	Ship	1	Fruit	1
Living thing	3	Youth	1	Oxygen	1
Heaven	2	Rose	1	Bus	1
Prison	1	Sun	3	Important Element	1
Bag	1	Safety	1	Compass	1
Strongbox	1	Appealing Need	1	Obedient	1
Flower	1	Good behavior	1	Clock	1
Grass	3	Beauty	1	Water	5
Man searching his way in the desert	1	Hospital	4	Board	1
Mountain	1	Most important moment in life	1	Technology	1
Starfish	1	Life	1	Naughty Kid	1
Sea	1	Cell	1	Race	3
Derby match	1	Medicine	1	Blackboard	1
Discipline	1	Construction	1	Food	3
Friendship	1	Business center	1	Road	1
Smoke	1	Well-behavior	1	Home	1
World	2				
Total					125

the category of “*assiduousness*”, teachers suggest none with regard to this category. Respective metaphors and their frequency distributions are displayed on Table 5.

Upon reviewing the statements of the participants in compliance with this category, opinions, pointing out to the necessity of constant working, are seen to be suggested. Definitions from students with regard to the metaphors, representing the category of school health as “the image of assiduousness” are as follows:

“Like a beehive; because students work like bees”.

“Like a derby match;” because it takes a hard work to win”.

While students suggest two metaphors with regard to the category of “well of friendship”, teachers suggest none with regard to this category. Respective metaphors and their frequency distributions are displayed on Table 6.

Upon reviewing the statements from the students under this category, opinions, as revealing an environment, in which new friendships may be made, and the current ones may be deepened, are suggested. Opinions related with this category are as follows:

“Like a computer; because everyone make new friendships.

Table 2b. Metaphors being suggested by teachers and their frequencies.

Name of metaphor	Frequency	Name of metaphor	Frequency	Name of metaphor	Frequency
Malfunctioned car	1	Twinkle in the eye	1	Wind rose	1
Unimmunized baby	1	Rough Iron	1	Dandle board	1
Living organism	1	Teen walking with crutches	1	Historical artifact	1
Mental health of employees	1	Maintaining our culture	1	One-footed chair	1
Rotten tree root	1	Printing press	1	Clean pool	1
State property	1	Cargo ship	1	Cornerstone of society	1
Confidence in future	1	Bus	2	Sowed seed	1
Ingrown living thing	1	Important element	1	Future of country	1
Ingrown element	1	Post office	1	Half-doctor	1
Unknown land of fantasy	1	Elder with dull reflexes	1		
Total					30

Table 3a. Distribution of metaphors being suggested by students as per categories.

Categories (n=10)	f	(%)	Metaphors (n=88)	f	(%)
Means of Knowledge and Illumination	22	17.6	Medicine 1, Shopping Center 2, Encyclopedia 1, Source of Knowledge 1, Mosque 1, Sea 1, Newspaper 1, Appealing Need 1, Business Center 1, Pen 1, Book 3, Lamp 2, Sun 3, Decency 1, Technology 1, Beehive 1	16	18.1
Image of Assiduousness	15	12	Derby Match 1, Forum Site 1, Football Match 1, Construction 1, Ant 5, Race 3, Orderliness 1, Clock 1, Computer 1	9	10.2
Well of Friendship	2	1.6	Friendship 1, Joy Land 1	2	2.3
Well of Joy	2	1.6	Joy, Information and Technology 1	2	2.3
Hope of Future	11	8.8	Preparation to Future 1, Mirror of Future 1, Development 1, Youth 1, Lever 1, Bird 1, Culture 1, Mine 1, Important Element 1, Strongbox 1, Safety 1	11	12.5
Well of Peace	2	1.6	Good Behavior 1, Chatterbox 1	2	2.3
Image of Negativity	12	9.6	Military Service 1, Prison 1, Man searching for his Way in the Desert 1, Mountain 1, Smoke 1, Police Department 1, Valley of the Wolves 1, Civil Service 1, Obedient 1, Naughty Kid 1, Road 1, Stream 2	12	13.6
Image of Love	14	11.2	Stream 1, Ambulance 1, Heaven 2, Flower 1, Grass 3, World 2, Rose 1, Beauty 1, Carnation 1, Home 1	10	11.4
Well of Life	24	19.2	Tree 7, Living Thing 3, Cell 1, Heart 1, Fruit 1, Oxygen 1, Water 5, Food 3, Drugstore 1, Bag 1	10	11.4
Directive and Instructive	21	16.8	Blank Sheet 1, Discipline 1, Electricity 3, Philosophy 1, Ship 1, Good Behavior 1, Hospital 4, Most Important Moment in Life 1, Life 1, Bridge 2, Bus 2, Compass 1, Board 1, Blackboard 1	14	15.9

Table 3b. Distribution of metaphors being suggested by teachers as per categories.

Categories (n=10)	f	%	Metaphors (n=88)	f	%
Means of Knowledge and Illumination	2	7	Printing Press 1, Post Office 1	2	6.9
Hope of future	5	17	Confidence in the future 1, Important Element 1, Cornerstone of Society 1, Future of Country 1, Rough Iron 1	5	17.2
Image of negativity	14	47	Malfunctioned Car 1, Unimmunized Baby 1, Rotten Tree Root 1, State Property 1, Ingrown Living Thing 1, Ingrown Element 1, Unknown Land of Fantasy 1, Teen walking with Crutches 1, Elder with Dull Reflexes 1, Dandle Board 1, Historical Artifact 1, One-Footed Chair, Half- Doctor 1, Wind Rose 1	14	48.3
Image of love	1	3	Twinkle in the eye	1	3.5
Well of life	4	13	Living Organism 1, Mental Health of Employees 1, Sowed Seed 1, Maintaining our Culture 1	4	13.8
Directive and instructive	4	13	Cargo Ship 1, Bus 2, Clean Pool 1	3	10.3

Table 4. Metaphors under the category of means of knowledge and illumination, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Medicine	1	Business center	1
Shopping center	2	Pen	1
Encyclopedia	1	Book	3
Source of knowledge	1	Lamp	2
Mosque	1	Sun	3
Sea	1	Decency	1
Newspaper	1	Technology	1
Appealing need	1	Beehive	1
Teacher's opinion			
Printing press	1	Post office	1

Table 5. Metaphors under the category of assiduousness, and their frequency distributions.

Metaphors	f	Metaphors	f
Derby match	1	Race	3
Forum site	1	Orderliness	1
Football match	1	Clock	1
Construction	1	Computer	1
Ant	5		

“Like friendship; because we all learn friendship at school”.

While students suggest two metaphors with regard to the category of “well of joy”, teachers suggest none with regard to this category. Respective metaphors and their frequency distributions are displayed on Table 7.

Upon reviewing the statements from the students under the category of “well of joy”, opinions, as revealing an environment, in which new friendships may be made, and the current ones may be deepened, are suggested. Definitions from students with regard to the metaphors, representing this category, are as follows:

Table 6. Metaphors under the category of well of friendship, and their frequency distributions.

Metaphors	f	Metaphors	f
Friendship	1	Joy land	1

Table 7. Metaphors under the category of well of joy, and their frequency distributions.

Metaphors	f	Metaphors	f
Joy	1	Information and technology	1

Table 8. Metaphors under the category of hope of the future, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Preparation to future	1	Culture	1
Mirror of future	1	Mine	1
Development	1	Important element	1
Youth	1	Strongbox	1
Lever	1	Safety	1
Bird	1		
Teacher's opinion			
Confidence in the future	1	Future of country	1
Important element	1	Rough iron	1
Cornerstone of society	1		

Table 9. Metaphors under the category of well of peace, and their frequency distributions.

Metaphors	f	Metaphors	f
Good behavior	1	Chatterbox	1

“Like a joy land; because classes go by full of joy”
 “Like fun; because it is fun to learn something”

While students suggest two metaphors with regard to the category of “hope of the future”, teachers suggest none with regard to this category. Respective metaphors and their frequency distributions from the participants are displayed on Table 8.

Upon reviewing the respective opinions of teachers and students on their schools, it comes to the fore that, school is an important factor for developing the individuals to their future lives. Opinions related with this category are as follows:

“Like the mirror of future; because the more you work, the better your future gets” (Student).
 “Like rough iron; because the more skilled the blacksmith is, the better forged the iron may become” (Teacher).

While students suggest two metaphors with regard to the category of “well of peace”, teachers suggest none with regard to this category. Respective metaphors under this category, and their frequency distributions are displayed on Table 9.

Upon reviewing the respective statements, students express their content and ease from the environment in their schools. Definitions from students with regard to the metaphors, representing the category of school health as “the well of peace” are as follows:

“Like safety; because it makes you feel secure.”

With regard to the category of “image of negativity”, students suggest 12, and teachers suggest 14 metaphors. Respective metaphors and their frequency distributions are displayed on Table 10.

Upon reviewing the respective opinions, it is noteworthy

Table 10. Metaphors under the category of image of negativity, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Military service	1	Valley of the wolves	1
Prison	1	Civil service	1
Man searching for his way in the desert	1	Obedient	1
Mountain	1	Naughty kid	1
Smoke	1	Road	1
Police department	1	Stream	2
Teacher's opinion			
Malfunctioned car	1	Teen walking with crutches	1
Unimmunized baby	1	Elder with dull reflexes	1
Rotten tree root	1	Dandle board	1
State property	1	Historical artifact	1
Ingrown living thing	1	One-footed chair	1
Ingrown element	1	Half- doctor	1
Unknown land of fantasy	1	Wind rose	1

Table 11. Metaphors under the category of image of love, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Stream	1	World	2
Ambulance	1	Rose	1
Heaven	2	Beauty	1
Flower	1	Carnation	1
Grass	3	Home	1
Teacher's opinion			
Twinkle in the eye	1		

that, opinions of 47% of the participant teachers, related to their schools, are in tune with this category. With regard to those from the students, 9.6% of the participants express opinions within the scope of this category. Despite being lesser in number among the total of the participants of this study, it is noteworthy that, participant teachers apply to metaphors in tune with the image of negativity. Opinions, representing this category, are as follows:

“Like a chatterbox, because no one does its work on time” (Student).

“Like a prison; because you cannot get out of there as you like” (Student).

“Like a malfunctioned car; because it cannot accommodate itself to modern technology” (Teacher).

“Like an ingrown living thing; because it is preferred to maintain education with same old materials” (Teacher).

While 14 students suggest 10 metaphors with regard to the category of “image of love”, one teacher suggests one metaphor respectively. Suggested metaphors and their frequency distributions are displayed on Table 11.

Upon reviewing the respective opinions, it is noteworthy that, one teacher and 14 students suggest opinions in tune with this category. Definitions from students with regard to the metaphors, representing the category of school health as “the image of love” are as follows:

“Like world; because it encompasses all the beauties” (Student).

“Like home; Because I feel like I am at home” (Student).

While 24 students suggest 10 metaphors with regard to the category of “well of life”, 4 teachers suggests 4 metaphors respectively. Metaphors, suggested by students and teachers, and their frequency distributions are displayed

Table 12. Metaphors under the category of well of life, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Tree	7	Oxygen	1
Living thing	3	Water	5
Cell	1	Food	3
Heart	1	Drugstore	1
Fruit	1	Bag	1
Teacher's opinion			
Living organism	1	Sowed seed	1
Mental health of employees	1	Maintaining our culture	1

Table 13. Metaphors under the category of directive and instructive, and their frequency distributions.

Student's opinion			
Metaphors	f	Metaphors	f
Blank sheet	1	Most important moment in life	1
Discipline	1	Life	1
Electricity	3	Bridge	2
Philosophy	1	Bus	2
Ship	1	Compass	1
Good behavior	1	Board	1
Hospital	4	Blackboard	1
Teacher's opinion			
Cargo ship	1	Clean Pool	1
Bus	2		

on Table 12.

Upon reviewing the statements from the participants under this category, a consideration as being the basic need of life, such as water, oxygen, etc., is seen. Opinions related with this category are as follows:

“Like a tree; because it produces the oxygen for our living” (Student)

“Like a seed sowed in soil; because it grows healthily, while being fed with water and sun” (Teacher)

While 21 students suggest 14 metaphors with regard to the category of “directive and instructive”, four teachers suggest three metaphors respectively. Respective metaphors and their frequency distributions are displayed on Table 13.

Upon reviewing the respective opinions from the participants, they describe the school health as a guide, paving the path to success. Related opinions are as follows:

“Like a ship; because its route decided” (Student).

“Like a cargo ship; because with its experience derived

from its captain, it sails confidently to its specified destination.” (Teacher)

RECOMMENDATIONS

In the eastern provinces of Turkey with lower industrial development, statuses of vocational schools reveal differences in comparison with those in other provinces. While vocational schools in industrial regions provide opportunities for easier employment, in industrially undeveloped regions, children, or their parents see vocational schools as the last chance to obtain a degree. We may discern such a tendency among the metaphors on school health, being suggested by the participant teachers of this study.

Metaphors from students and teachers are classified under 10 different conceptual categories. Conceptual categories of “image of love, means of knowledge and illumination, hope of the future, directive and instructive, well of friendship, image of negativity, image of assiduousness, well of life, and well of joy”, composed in terms of this study.

Upon reviewing opinions in tune with the conceptual category of “means of knowledge and illumination”, while teachers suggest two metaphors of this kind related to their schools, students suggest 22 opinions respectively. Difference between the numbers of metaphors being suggested in tune with this category by the students and teachers is thought-provoking. Metaphors under the conceptual category of image of assiduousness are suggested only by students. Upon reviewing these opinions, working is seen to be taken into consideration as the basic condition for success. Under the conceptual category of “well of friendship”, suggested only by students, opinions, pointing to the creation of an environment suitable for developing new ties of friendship, come to the fore. Under the conceptual category of “well of joy”, metaphors of which again suggested only by students, it is agreed upon the opinion that, educational activities are maintained at a joyful environment. In tune with the conceptual category of hope of the future, the common opinion, derived from 11 metaphors from students, and five from the teachers, is that, school health is an important asset for the individuals in their developments towards their future lives. Students, suggesting the two metaphors under the title of well of peace, describe school health as a concept, in which they may feel content. Image of negativity is a conceptual category worthy of consideration. Majority of the teachers describe school health by suggesting metaphors in tune with image of negativity. This is the most noteworthy point throughout the entire study. Metaphors, in tune with the conceptual category of image of love, are suggested mostly by the students. 14 metaphors, out of the total 15, under this category come from students. Thus, it may be suggested that, students approach to school health more endearingly than the teachers. While 24 of the metaphors in tune with the conceptual category of well of life come from students, teachers suggest four metaphors in kind. Upon reviewing these metaphors, the opinion, that school health is under a constant development hand in hand by students and teachers, comes to the fore. While 21 of the metaphors in tune with the conceptual category of directive and instructive come from students, teachers suggest four metaphors in kind. Common point among the opinions of the participants is that, school health is a “guide” on the road to success.

In accordance with the outcomes, attained from this study, metaphors being suggested by students with regard to school health as per their schools, are more optimistic than those being suggested by teachers. While 47% of the metaphors being suggested by teachers are concentrated under the title of the image of negativity, such a fact may arise from the heavy workload burdened on them, or from their economical discomforts, or from the level of their professional exhaustion.

While enrolments to technical and industrial vocational high schools were conducted via centralized examination system by MEB (Ministry of National Education) until 2000's, nowadays students may enroll to these schools without

being subjected to examination. Such a development has eased the enrolment of students with lower levels of knowledge capacity to these schools, and negatively affected the effective instructing environment of teachers. It is also thought that, this has caused most of the metaphors being suggested by teachers with regard to school health tending to concentrate under the image of negativity.

At this point, decision-takers are to conduct studies on assessing the professional exhaustion levels of teachers, and to take precautions to eliminate such a problem accordingly. Provided that a more selective attitude is to be assumed in the enrolments to vocational high schools, it is anticipated that, teachers' negative opinions on this issue may certainly subside.

Teachers and students may be asked to bring out metaphors with regard to different concepts and facts (school, school health, student and teacher, etc.) on “school health”, and do so by assembling various work-groups. For instance, students, teachers, and administrators may form separate groups. Having the outcomes of such studies dealt with and discussed in routine assemblies of teachers, or in seminars on assessment of educational processes, will provide great benefit in developing, and examining the perspectives of teachers and students with regard to the concept of school health, as well as in the professional behaviors of teachers.

REFERENCES

- Akbaba-Altun S (2001). Örgüt sağlığı. Ankara: Nobel Yayın Dağıtım.
- Allaire Y, ve Firsirotu ME (1984). Theories of Organizational Culture. *Organization Stud.*, 5:193-226.
- Alvesson M (2002). *Understanding Organizational Culture*. London: Sage Publications.
- Atay O (1999). Örgüt kültürü ve süreci. <http://iktisat.uludag.edu.tr/dergi/3/atay/atay2.html>. [Erişim Tarihi: 20/05/2008]
- Aytaç S (2002). “Çalışma Psikolojisi Alanında Yeni Bir Yaklaşım: Örgütsel Sağlık”, *Endüstri İlişkileri ve İnsan Kaynakları Dergisi*.
- Balcı A (1999). *Metaphorical Images of School: School Perceptions of Students, Teachers and Parents from Four Selected Schools* (In Ankara). Doktora Tezi. Ankara O.D.T.Ü. Eğitim Bilimleri Bölümü.
- Buluç B (2008). “Ortaöğretim Okullarında Örgütsel Sağlık İle Örgütsel Vatandaşlık Davranışları Arasındaki İlişki”. *Türk Eğitim Bilimleri Dergisi*
- Cicchelli JJ (1975). “Assessing the Organizational Health of School Systems”, *Annual Convention of The American Association of School Administrators*.
- Çelik V (2002). *Okul Kültürü ve Yönetimi* (3. baskı). Ankara: Pegem A Yayıncılık.
- Çubukçu Z (2008). İlköğretim Ve Orta Öğretimdeki Öğrenci Ve Öğretmenlerin Öğretmen Kavramına İlişkin İleri Sürdükleri Metaforlar, *Proc. Intl. Conf. Educ. Sci.*, 1: 551-559.
- Diñer Ö (1996). *Stratejik Yönetim*, 3. Baskı, İstanbul, Beta Yayınları
- Ertekin Y, Örgüt İ, (1978). *TODAİE Yayınları*, Ankara.
- Gibson CB, Zellmer-Bruhn ME (2001). *Metaphors and Meaning: An Intercultural Analysis of the Concept of Teamwork*. *Admin. Sci. Q.* Cilt: 46. s. 274-303.
- Gizir S (2003). Örgüt Kültürü Çalışmalarında Yöntemsel Yaklaşımlar. *Kuram ve Uygulamada Eğitim Yönetimi*, 35374-397.
- Gudykunst, WB (1997). *Cultural Variability in Communication*. *Commun. Res.* 24(4): 327-348.

- Hoy WK, Tarter CJ, ve Bliss JR (1997). Organizational climate, school health and effectiveness: A comparative analysis. *Educ. Admin. Q.*, 26(3): 260-279.
- Miller RE, Mark A, Griffin ve Peter M. Hart (1999). "Personality and Organizational Health: The Role of Conscientiousness", *Work Stress*, 13(1):7-19.
- Morley DD, ve Shockley-Zalabak P (1997). Organizational Communication and Culture: A Study of 10 Italian High-Technology Companies. *J. Bus. Commun.* 34(3): 253-268.
- Nadler L (1970). "How is Your Organizational Health?", *Management of Personnel Quarterly*, 9(1): ss.18 29.
- Ott JS (1989). *The Organizational Culture Perspective*. Chicago: Dorsey Press. (Chapter 3. Organizational Culture: Concepts, Definitions, and a Typology).
- Palmer I, Lundberg CC (1995). *Metaphors of Hospitality Organizations*. *Cornell Hotel Restaurant Admin. Q.* Cilt: 36, Sayı: 3, s. 80-85.
- Saban A (2008). Okula İlişkin Metaforlar, Kuram ve Uygulamada Eğitim Yönetimi, 55: 459-496.
- Schein EH (1985). *Defining Organizational Culture İçinde Shwardz ve Ott (1996). Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass.
- Scholl RW (2003). *Organizational Culture-the Inducement System*. <http://www.Cba.uri.edu/school/Notes/Culture.html>. [Erişim Tarihi 28/12/2008].
- Şatır Ç (1998). *İletişim Sistemi Olarak Örgüt Kültürü ve Metaforlarla Analizi*. Doktora Tezi. Eskişehir Anadolu Üniversitesi Sosyal Bilimler Enstitüsü.
- Şişman M (2002). *Örgütler ve Kültürler*. Ankara: Pegem A Yayıncılık.
- Tarter CJ, Wayne K, Hoy ve Robert B. Kottkamp (1990). "School Health and Organizational Commitment", *J. Res. Dev. Educ.* 23(4): ss.236 241.
- Uras M (2000). *Lise Öğretmenlerinin Örgüt Sağlığının Moral, Yenilikçilik, Özerklik, Uyum Ve Problem Çözme Yeterliği Boyutlarına İlişkin Algıları*. Pamukkale Üniversitesi-Denizli Eğitim Fakültesi Dergisi, Özel Sayı:7.
- Vural BA (2003). *Kurum Kültürü*. İstanbul: İletişim Yayınları.
- Polatçı S (2007). *Atatürk Üniversitesi, İktisadi Ve İdari Bilimler Dergisi*, Cilt 21, Sayı 1, Yıl, Sayfa 137-154.
- Miles MB (1969). *Planned Change & Organizational Health: Figure and Ground*. In F.D. Corver & T. J. Sergiovanni (Eds), *Organizations and Human Behavior*. New York: Mc Graw Hill, p. 375-391.