# The perception levels of teachers and students related to school culture metaphors according to different types of high schools

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**Abstract**

The purpose of this study is to determine the perceptions related to "school culture" of students and teachers from different types of high schools in the province of Muş, the east of Turkey, through metaphors. With this aim, it has been researched that which metaphors are used by the teachers and the students and how the frequency distributions are. The "content analysis" method has been used. In order to determine the perceptions of different schools types, the metaphors have been piled under 11 images and the frequency distributions have been analyzed. 213 students and 46 teachers from Industrial Vocational School, Girls Vocational School, Anatolian School and Cumhuriyet (General School) that are located in the province of Muş in 2008-2009 academic year were chosen as the working group of the study. The answers given to the semi-structured and open-ended question forms were analyzed one by one. Each metaphor was associated with a conceptual image and 11 different images were gained. According to the findings, family metaphor (42) was generated mostly. The least generated metaphors were under belief image (4). The teachers weren't generated any metaphors under the entertainment image.

**Keywords**: Metaphor, organization, school culture.

## Introduction

Organization culture is one of the administration and organization studies in addition to practice. One of the important missions of the administrator is to direct the apprehensions and ideas of the ones working for him. Moreover, in order to deal with the technical activities and to study well he finds out the people who assign positive and similar meanings to these factors. The whole administration takes place within the culture; it includes not only the organizational culture but also the social-level, industrial and sub-organizational level cultures. The interest in culture increased in 1980s; this shows the interest in organization life and administration movements,

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which increase day by day. Moreover, it facilitates the development of the new organizational structures where the formal hierarchy and bureaucracy are less effective control instruments and where all ideas and beliefs are in the centre (Denison, 1996, p. 619). Moreover, we are all in universal societies in which social issues are very clear and which include multi-cultures and which increase day by day. Therefore, it is important to find out how the school is perceived, because schools have an important place in all people's lives and they are also important in the development of their behaviors.

Schools are the organizations including symbolic factors. One of these is metaphors. According to Morgan, metaphor is one of the important factors necessary to work with the organizations which are seen as complex social systems. Morgan (1997), believes that it is a key element in organizations (as cited in Kimmel, 2002). It is one of the main subject of the field literature; however, it is also used in the daily spoken language commonly. Literal theories arising recent times explain the information about the metaphors again (Punter, 2007). They reflect the thinking processes; therefore, a metaphor is a good source for the map studies of the language and idea. They are not only linguistic phenomenon but also conceptual and experiential processes which shape our world even basically (Su, 2002, p.589). A metaphor is seen as an instrument which shows how the people see the life, environment, events and objects; and which the people use to explain by using different simulations (Cerit, 2008, p. 694). Metaphors are usually seen as rhetoric used to ornament the speech, but their importance is bigger. The usage of the metaphor means seeing and thinking process which helps us to comprehend the world (Çelikten, 2006, p. 270). The metaphors we use while talking about our own organizations present us a rich source about the organizational behaviors and beliefs. Moreover, they serve as a good way to understand these behavior and beliefs and to compose the organizational culture (www. soi.org) and are commonly seen as "taking the photo" of the organization. A metaphor arises from visual culture; in other words, it means making a film of the organization or taking the photo of static or individual behavior on the contrary. (Strati, 1997, p. 309).

The concept culture is widely used in the daily language and a number of different meanings are assigned to this concept. Every scientist, writer or researcher assigns a different meaning to the concept culture and makes definitions according to this. (Yılmaz ve Oğuz, 2005). Bates (1992), defines the culture as the beliefs, values making of the life and as an intellectual frame uniting the information with the action; Morgan (1998), explains the culture as the developmental model which is reflected to the knowledge, ideology, value, rules and daily ritual system of the society. One of the issues which is seen important in the analysis of the organizations is the culture and the studies carried out in this field increase day by day (Çelik, 1997). Organizational culture,

organizational strategy, organizational control and organizational structure have turned to common issues (Lloyd, Lewis and Eason, 1999, p. 94). Organization culture organizes and controls the behaviors of the organization members by means of the social norms, shared values, shared intellectual models and social identities; therefore, it makes the organization members gather around common goals and behave and think in the similar way (Scholl, 2003). According to Peter and Waterman (1983), organization culture which consists of dominant and shared values, is a structure including stories, beliefs, and slogans in the organization, which reflect to the workers as symbolic meanings. Shein (1985) defines the organization culture as norms, values, behavior styles, rituals and traditions. According to Alvesson (2002), organization culture is also one of the important issues within the organization theories, education and academic studies in addition to the application of the administration, because the concept culture is in the centre of every organizational life.

A school's culture- whether vibrant, adaptive, and thriving, or toxic and dying-affects everything associated with the school (Elbot and Fulton,2008). Students who have attended several schools can pick up the cultures immediately as they work to become part of the mix. They know things are different in a positive or negative way-something more than just rules or procedures (Peterson and Deal,2002, p. 8). Consequently, the most important characteristic of the school is that the basic material worked on is the human being. Therefore, the dimension individual is more sensitive than the dimension organization, the informal side is heavier than the formal side, and the impression area is wider than the authority area. Moreover, it has to reconcile and balance the social, political and economical values both in the school and out of the school (Bursalıoğlu, 1982; as cited in Bilir, Ay and Gürbüz, 2003).

When the literature is taken into consideration, this study has seemed to be made in order to make a contribution to the field of school culture. By using metaphors, it is aimed to determine the perceptions of teachers and students towards "school culture" according to different types of schools.

**Methods**

This study was conducted within the "content analysis" framework, one of the qualitative research models. 214 students that were randomly chosen from 10th grade class of different types of high schools in Muş city centre and 46 teachers constitute the working group of the study. The features of working group are given in Table I.

In this study, phenomenology approach, one of the qualitative methods, has been used to understand how school culture appears to others. Phenomenology is a school of thought that emphasizes a focus on people's subjective experiences and interpretations of the world. That is, the

phenomenologist wants to understand how the world appears to others (www.socialresearchmethods.net). The data of the study were collected with the semi-structured form of open ended question. The students and teachers participating to the study were asked to complete the given sentence " School culture looks like….; because, …." in order to reveal their perceptions related to school culture. In metaphor studies, "like or as" concepts are generally used to clarify the resemblance between the metaphor subject and metaphor derivation. By the help of "because" concept, the participants are asked to generate a reasonable explanation or base. (Saban and Koçkeber, 2005; as cited in Çubukçu, 2008).

In order to determine the metaphors that the students and the teachers suggested, the answers of the teachers and students were analyzed severally, at the end of this analysis, the metaphors suggested by the teachers and students were determined by a researcher and an expert. The researcher and the expert studied on the imagery of the determined metaphors separately. The reliability of the study was evaluated with Miles and Haberman (1994) formula as fallows "P (concordance coefficient)=[Na(number of judge agreements)/Na(number of judge agreements)+Nd (number of judge disagreements)]x100. At the end of the evaluation, it has been found P= % 86 which is acceptable.

**Results**

In order to determine the different types of schools' perceptions regarding to school culture, it has been reached some various results. The findings related to the metaphors that were suggested about "school culture" concept by the teachers and students who perform at the schools within the context of the study are given below.

1. The metaphors suggested by the teachers and students related to the "school culture" concept and the frequency distributions.

The metaphors suggested by the students related to "school culture" concept and frequency distributions are shown in Table II.

The study has been applied to 214 students; however, the metaphors suggested by 177 students have been evaluated; because, metaphors are used to express an idea, an object, an action, a concept or an idiom by comparing with any situation (Palmer and Lundberg, 1995, p.80). However, the other students' answers weren't evaluated as metaphors as they only explained the metaphors with long sentences and they didn't give a clear metaphor.

According to the obtained findings, the students developed 81 metaphors. That the number of students is 33 who explain school culture with family metaphor is noteworthy. According to this, it can be said that most of the students see school culture as their second home or second family. Following family metaphor, most frequently used metaphors are seen as culture (16) and life (6);

therefore, it can be thought that the students may consider their schoolmates and the knowledgeable and experienced teachers as a social activity and as a real life because of the limited social and cultural activities in the province of Muş. In parallel of this, guide (4), tree (4) and love (4) are seen among the most frequently used metaphors related to school culture. From the metaphors that the students suggested, these examples can be given:

"Like *life*, because nearly all of our lifes passes at schools." ( Girls Vocational School (GVS)/student).

"Like **environment**, because all of the people around us go school"(GVS/student).

"Like **family**, because, members of family respect each other despite different views of life."(Anatolian High School (AS)/student).

"Like **family**, because we reflect our family at school. Although they don't gain the family culture, school teaches a culture like family culture." ( Industrial and Vocational High School (IVS)/student).

"Like **endearment**, because, it makes us learn how to treat people around us. It can be understood from the endearment of teachers towards us." ( General School (GS)/student).

The metaphors suggested by teachers related to school culture and frequency levels are shown in Table III. According to the findings, the teachers developed 37 metaphors with regard to "school culture". The teachers used tree (4) and flowers garden (3) metaphors most frequently. The metaphors following these metaphors are factory, forest, rainbow and family metaphors. According to this, it can be thought that teachers consider school culture as an institution where varieties, beauties and productivities exist.

A few examples from the metaphors related to "school culture" suggested by the teachers are given below:

"Like **rainbow**, because it looks like an harmony of beautiful and pure children" (AS/teacher).

"Like a **tree**, because while the tree is sprouted, it seems as if new individuals join it. And this combines the various cultures"(GS/ teacher).

"Like **Gloxinia** (a kind of flower), because it grows while you look after it, meet the needs if it, so you grow up new generations" (GVS/teacher).

However, when the Table III is analyzed, it can be seen that some negative images like prison (1), mafia (1), invisible danger (1), chameleon (1), paradox (1), insomnia (1) and hell (1) are used in a dramatic way. According to this, it can be thought that because of some various reasons, the teachers perceive school culture negatively. So these examples can be given about this:

"Like **prison**, because in both of them difficulties are experienced" (AS/teacher).

"Like *insomnia*; because, although you want to sleep, you can't manage to sleep, and school system has been tried to placed like it, but it hasn't been achieved yet, voluntary chaos" (IVS/teacher).

2. The images according to the shared features of the metaphors related to "school culture" that suggested by the teachers and students of different types of high schools and the frequency distributions.

The metaphors related to "school culture" suggested by the teachers and students have been tipped under 11 titles. The distributions of the tipped images according to different types of schools and the frequency levels are given in Table IV.

At the end of the study the obtained metaphors have been gathered under 11 images. When the Table IV is analyzed, it is understood that most of the schools perceive school culture as family image (42) and knowledge image (37). And the other images orderly; settlement image (27), life image (26), drawback image (20), basic needs image (19), regulation image (18) and amusement image (15) are stated. When the table is inspected, it is recognized that the least frequency levels are seen in informatics image (8) and belief image (4).

When the frequency levels of images are analyzed according to the types of schools, the highest frequency levels seen in family image (16), knowledge image (15), life image (12) and tolerance image (9) are suggested by General High school's students and teachers. This situation can be explained with the number of the students of $10^{th}$ grade classes which is higher than the other schools'. Among the metaphors suggested related to school culture according to different types of high schools, it is seen that the highest frequency levels suggested by Industrial and Vocational High School are drawback image (7) and basic needs image (6). According to these numbers, although the students and the teachers in this high school have a negative school culture image, they perceive the school culture as an indispensible basic need. On the other hand, when the results of the Industrial and Vocational School are analyzed, it attracts attention that informatics image (0) and belief image (0) haven't been mentioned compared with the other school types. On the contrary to the expectations, that Industrial and Vocational High School hasn't liken school culture to informatics image, the reasons like not using informatics in the school environment or individually being lack of using informatics skills may cause.

When the data of Girls Vocational High School are analyzed, the highest frequency levels are seen in regulation image (6). When it is compared with the other schools, drawback image (6) and settlement image (8) follow the regulation image. According to this, that the students of Girls Vocational High School are mostly consisted of girls may be the reason of perceiving school culture as regulation image and settlement image. That the students' possession emotions, seeing school as

a secondary space and using comparisons of regulation image may be due to the psychological features of girls. However, that Girls Vocational High School gives the highest frequency levels to the drawback image following Industrial Vocational High School may show the involuntary and negative emotions regarded to school culture of that school.

The highest frequency levels of Anatolian High School compared to the other types of schools are settlement image (9), entertainment image (6), informatics image (4) and belief image (3). According to this, it can be said that Anatolian High School perceives school culture as a campus and adopts it. Besides, it is noteworthy that Anatolian High School has the highest frequency levels in the entertainment image. Therefore, it can be deducted that the students perceive school culture as an entertainment culture and like school. That the frequency levels of informatics image are high in the Anatolian High School compared with the other types of schools may show that the education is conducted out of informatics, it uses the facilities or individually using informatics skills are higher than the other types of schools'. While the belief image isn't mentioned by the other school types, it has the highest frequency levels in Anatolian High School. This can be commented that the individually beliefs are reflected within school culture.

The metaphors suggested by the teachers and students were tipped under 11 images by the researchers. The images and the metaphors titled under the images are given successively in the tables below. In Table V, the metaphors suggested by the teachers and students under family image and frequency levels are given. According to the Table V, 41 students and 3 teachers generated metaphors concerning to family image and examples are given below:

*"Like **family**; because, both the teachers and managers are spending effort for the favor of students" (AS/student).*

*"Like **house**; because, we have education both at the school and at home. Teachers like our parents, and students like our brother and sisters. That is why it likes home" (GS/student).*

*"Like **fraternity**; because everybody learns fraternity, endearment and solidarity here" (GS/student).*

*"Like **endearment**; because we also experience the endearment at school apart from our homes" (IVS/student).*

The metaphors under the title of knowledge image are given in Table VI. Under knowledge image, 17 metaphors were generated. According to the Table VI, 32 students and 5 teachers generated metaphors concerning to knowledge image and some examples are given below:

*"Like **civilization**; because it is the first place where we learn culture and civilization" (IVS/student).*

*"Like **architecture**; because an architect shapes work, a teacher shapes student" (GVS/teacher).*

*"Like a **guide**; because it shows what to do or not to do" (GS/ student).*

*"Like a **ship** because the sea likes knowledge. Guess that school is a sea so the ships are its culture. The captain is the manager, the crew are the students. Only with these people the ship can work" (IVS/teacher).*

The metaphors suggested by the teachers and the students under the title of settlement image and the frequency levels are given in Table VII. Under the settlement image, 12 metaphors were generated. According to the Table VII, 16 students and 8 teachers generated metaphors concerning to settlement image and some examples are given below:

*"Like a **forest**; because despite being various, they live together" (GVS/student).*

*"Like **neighborhood**; because every kind of events and people live in a neighborhood, and so do at schools" (AS/student).*

*"Like a **field**; because both of them shows a development after some accumulation, time and efforts" (GVS/teacher).*

The metaphors suggested by the teachers and students were generated under the title of life image. The results are given in Table VIII. According to the Table VIII, 19 students and 7 teachers generated metaphors concerning to life image and some examples are given below:

*"Like **living**; because people improve themselves by learning while living" (GS/ student).*

*"Like **grain**; because ever person likes grain. Every grain is a different feature and different personality" (GVS/student).*

*"Like **tree**; because if it grown up well, it gives good crops but if it isn't grown up well, it produces bad, like lazy students"(AS/student).*

The metaphors suggested by the students and the teachers are given under the title of drawback image in Table IX. 16 Under the title of Drawback image, 16 metaphors were generated. According to the Table IX, 12 students and 8 teachers generated metaphors concerning to drawback image and some examples are given below:

*"Like **prison**; because there are difficulties in both of them" (AS/teacher).*

*"Like a **war** between two countries; because there is a rule between students and teachers difficult to understand" (AS/student).*

*"Like **insomnia**; because school systems have been tried to establish but it hasnt achieved yet, like as trying to sleep but cant"(IVS/student).*

The metaphors suggested by the teachers and students under the title of basic needs image and the frequency levels are given in Table X. Under this image, 11 metaphors were generated. According to the Table X, 13 students and 6 teachers generated metaphors concerning to basic needs image and some examples are given below:

*"Like **water**; because it is among the most needed things of human beings. Earth cannot be without water. School is also a need for us like it" (GS/student).*

*"Like soup; because although the ingredients are different it turns a delicious taste" (GVS/student).*

*"Like dough; because it is a kind of craft business that shapes students, guides them and prepare them for life" (IVS/student).*

The metaphors suggested by the teachers and students under the title of regulation image and the frequency levels are given in Table XI. Under this image, 12 metaphors were generated. According to the Table XI, 16 students and 12 teachers generated metaphors concerning to regulation image and some examples are given below:

*"Like army; because various cultures comes together and are directed according to rules as in the army" (GS/student).*

*"Like a compound; because if there is a mistake in a compound, it doesn't work. Therefore, it looks like a compound. You can find different friends at the same time" (GS/student).*

The metaphors suggested by the teachers and students under the title of tolerance image and the frequency levels are given in Table XII. Under this image, 10 metaphors were generated. According to the Table XII, 13 students and 4 teachers generated metaphors concerning to tolerance image and some examples are given below:

*"Like prose poem; because teachers should side with a flexible education. The poems without punctuations and meter are the most creative poems. In an unrestraint school culture, creative individuals can be grown up" (IVS/ teacher).*

*"Like a Chinese costume; in a Chinese costume, each colors and the way of sewing has a specific story. Like this costume, school forms a special culture" (GS/ student).*

The metaphors suggested by the students and the teachers are given under the title of entertainment image and the frequency levels are given in TableXIII. Under this image, 13 metaphors were generated. According to the Table XIII, 15 students and 0 teachers generated metaphors concerning to entertainment image and some examples are given below:

*"Like chocolate; because, our teachers are very sweet." (IVS/teacher)*

*"Like football; because everybody has an aim. Everybody wants to pass his rival." (AS/student).*

*"Like chewing gum; because it never frays." (GS/student).*

The metaphors suggested by the students and the teachers are given under the title of informatics image and the frequency levels are given in Table VIX. Under this image, 7 metaphors were generated. According to the Table VIX, 7 students and 1 teachers generated metaphors concerning to informatics image and some examples are given below:

*"Like internet; because you can find what information you want."(AS/student)*

*"Like printer, because, you can take what printout you want. As in the school, you can grow up the students however you want and make hem join with the society as you like." (AS/teacher).*

The metaphors suggested by the students and the teachers are given under the title of belief image and the frequency levels are given in Table XV. Under this image, 3 metaphors were generated. According to the Table XV, 3 students and 1 teachers generated metaphors concerning to belief image and some examples are given below:

*"Like* **religions***; because it makes human mature." (GVS/student).*

*"Like* **Islam***; because a school's aim is to make people grown up humanistic and good as the aim of Islam religion." (AS/ student).*

**Discussions**

In order to determine the different types of schools' perceptions regarding to school culture, it has been reached some various deductions. First of all, in the east of Turkey, it can be seen that educational standards of the high schools aren't sufficiently meet the modernism and the expectations of students and teachers when we look at the results of the study.

It has been arisen that the students and the teachers associate school culture to family culture. Despite different school types, from the answers gained from the all the schools, family metaphor looms large. Therefore, reconciling school culture and schools as an educational home with family metaphor enables the students and teachers to adopt the schools. However, from the answers gathered from the schools, both students and teachers have generated negative metaphors under drawback image. Negative metaphors can be appeared most because of the involuntary students who are sent to Girls Vocational School with their family force. Particularly considering the answers gathered from the vocational schools, it can be deducted that the conditions, facilities, values, beliefs and approaches should be revised.

Under the title of entertainment image, the teachers haven't generated any metaphors. According to this, it can be said that because of the environment where they work and the conditions of the region, the teacher haven't generated any metaphors related to entertainment. According to this result, it can be concluded that the teachers are not happy enough in the schools where they perform their duty. Performing duty in a discontented place for teachers affects vocational satisfaction directly and negatively. If there is not a satisfaction in a place, there cannot be mentioned about productivity. In order to prevent such unsatisfactory situations, school leaders have principal responsibilities. They can take some precautions to make the staff motivated.

At this point, studies to determine the professional burn out levels of teachers should be implemented and some precautions to solve this problem should be taken by the authorities. It is thought that if the registrations of students to the vocational school make carefully and selectively, it can reduce the negative behaviors and approaches to some extent. Moreover, the results of such

kind of studies should be considered and discussed in educational sciences lessons in order to guide the trainees at universities.

Each school has an own culture. The values, beliefs, norms, stories, ceremonies and symbols of school constitute this culture. The culture in schools should be constituted as to enable the staff and students socialize and transfer the cultural inheritance from past to future.

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# APPANDIX

# TABLES

## Table I: The features of Working Group

| Type of participants | Industrial and Vocational High School (IVS) | Girls Vocational High School(GVS) | General High School(GS) | Anatolian High School(AS) | Total |
|---|---|---|---|---|---|
| Student | 48 | 42 | 79 | 45 | **214** |
| Teacher | 10 | 16 | 10 | 10 | **46** |
| **Total** | **58** | **58** | **89** | **55** | **260** |

Table II: The metaphors suggested by the students related to "school culture" concept and frequency distributions

| Metaphor | f | Metaphor | f | Metaphor | f | Metaphor | f |
|---|---|---|---|---|---|---|---|
| Family | 33 | Parents | 1 | House | 3 | Endearment | 4 |
| Ethics | 2 | Fraternity | 1 | Book | 2 | Learning | 2 |
| Civilization | 1 | Improving mind | 1 | Store knowledge | 2 | Library | 1 |
| Business | 1 | Brain | 1 | Cultural center | 1 | Culture | 16 |
| Guide | 4 | Treasury | 1 | Tree | 4 | Air | 1 |
| Life | 7 | Future | 1 | Star | 1 | Cinema | 1 |
| Theater | 1 | Picnic | 1 | Chocolate | 2 | Ball | 1 |
| Football | 1 | Basketball | 1 | Love | 1 | Entertainment cente | 2 |

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| Compound of stars | 1 | Gum | 1 | Colorful balloons | 1 | Zoo | 1 |
|---|---|---|---|---|---|---|---|
| Internet | 1 | Computer | 2 | Television | 1 | Satellite | 1 |
| Space | 1 | Costume | 2 | Rubber | 2 | Bus station | 1 |
| Class | 2 | Field | 2 | Neighborhood | 3 | World | 2 |
| Village | 1 | Province | 2 | Aquarium | 1 | Flower garden | 1 |
| Forest | 2 | Country | 1 | Community | 3 | Religions | 1 |
| Fan | 1 | Islam | 2 | Traditional costume | 1 | Army | 3 |
| Environment | 1 | Organ | 1 | Group | 3 | Nature | 3 |
| Ant nest | 1 | Market house | 1 | Compound | 1 | Bazaar | 1 |
| Tourist | 1 | Rainbow | 3 | Orchard | 1 | Old culture | 2 |
| Flock of sheep | 1 | Adjustment | 1 | Tea | 2 | Soup | 2 |
| Appetizers | 2 | Food | 1 | Land | 1 | Karate expert | 1 |
| Seasons | 1 | Prism | 1 | Water | 3 | Total: 82 | 177 |

Table III: The metaphors related to "school culture" suggested by teachers and frequency levels

| Metaphor | f | Metaphor | f | Metaphor | f | Metaphor | f |
|---|---|---|---|---|---|---|---|
| Family | 2 | Emotions | 1 | Ship | 1 | Oyster | 1 |
| Architecture | 1 | Rubber band | 1 | Gospel | 1 | Tree | 4 |
| Language | 1 | Life | 1 | Collective Life | 1 | Living | 1 |
| Prison | 1 | Invisible danger | 1 | Insomnia | 1 | Hell | 1 |
| Mafia | 1 | Chameleon | 1 | Paradox | 1 | Water | 1 |
| Pizza | 1 | Backwater | 1 | Bake house | 1 | Dough | 1 |
| Salad | 1 | Cosmopolite | 1 | Prose poem | 1 | Rainbow | 2 |
| Mirror | 1 | Pigment | 1 | Religions | 1 | Forest | 2 |
| Factory | 2 | Flowers garden | 3 | Field | 1 | Printer | 1 |
| Prism | 1 | | | | | Total: 37 | 46 |

Tablo IV: The frequency distributions of the metaphors suggested by the teachers and the students according to the school types.

| Images/ School Types | Girls Vocational School | Industrial and Vocational School | Anatolian High School | General High School | Total |
|---|---|---|---|---|---|
| Family image | 8 | 12 | 6 | 16 | 42 |
| Knowledge image | 10 | 9 | 3 | 15 | 37 |
| Settlement image | 8 | 3 | 9 | 7 | 27 |
| Life image | 5 | 5 | 4 | 12 | 26 |
| Drawback image | 6 | 7 | 3 | 4 | 20 |
| Basic needs image | 5 | 6 | 3 | 5 | 19 |
| Regulation image | 6 | 4 | 2 | 6 | 18 |
| Tolerance image | 2 | 3 | 3 | 9 | 17 |
| Entertainment image | 1 | 5 | 6 | 3 | 15 |
| Informatics image | 1 | 0 | 4 | 3 | 8 |
| Belief image | 1 | 0 | 3 | 0 | 4 |
| Total | 53 | 54 | 46 | 80 | 233 |

Table V: School culture metaphors under family image and the frequency distributions

| School culture as family image | Student f | Teacher f |
|---|---|---|
| Family | 33 | 2 |
| Endearment | 4 | - |
| House | 3 | - |
| Fraternity | 1 | - |
| Emotions | - | 1 |
| Metaphor=5 | 41 | 3 |

Table VI: School culture metaphors under knowledge image and the frequency distributions

| School culture as knowledge image | Student f | Teacher f |
|---|---|---|
| Culture | 15 | - |
| Guide | 4 | - |
| Store Knowledge | 2 | - |
| Book | 2 | - |
| Learning | 2 | - |
| Brain | 1 | - |
| Ship | - | 1 |
| Treasury | 1 | - |
| Oyster | - | 1 |
| Culture center | 1 | - |
| Library | 1 | - |
| Civilization | 1 | - |
| Vocational culture | 1 | - |
| Improving mind | 1 | - |
| Architecture | - | 1 |
| Gospel | - | 1 |
| Rubber band | - | 1 |
| Metaphor=17 | 32 | 5 |

Table VII: School culture metaphors under settlement image and the frequency distributions

| School culture as settlement image | Student f | Teacher f |
|---|---|---|
| Flowers garden | 1 | 3 |
| Forest | - | 2 |
| Neighborhood | 3 | - |
| Field | 2 | 1 |
| World | 2 | - |
| Factory | - | 2 |
| Class | 2 | - |
| Province | 2 | - |
| Aquarium | 1 | - |
| Village | 1 | - |
| Community | 1 | - |
| Country | 1 | - |
| Metaphor=12 | 16 | 8 |

Table VIII: School culture metaphors under life image and the frequency distributions

| School culture as life image | Student f | Teacher f |
|---|---|---|
| Tree | 4 | 4 |
| Living | 6 | 1 |
| Air | 2 | - |
| Life | 2 | - |
| Language | - | 1 |
| Future | 1 | - |
| Collective life | - | 1 |
| Grain | 1 | - |
| Space | 1 | - |
| Star | 1 | - |
| Metaphor=10 | 19 | 7 |

Table IX: School culture metaphors under drawback image and the frequency distributions

| School culture as drawback image | Student f | Teacher f |
|---|---|---|
| **Chameleon** | - | 2 |
| **Discipline** | 2 | - |
| **Law** | 2 | - |
| **Old culture** | 2 | - |
| **Army** | 1 | - |
| **Hell** | - | 1 |
| **Invisible danger** | - | 1 |
| **Prison** | - | 1 |
| **Flock of sheep** | 1 | - |
| **Adjustment** | 1 | - |
| **Prearmy** | 1 | - |
| **Paradox** | - | 1 |
| **War** | 1 | - |
| **Customs** | 1 | - |
| **Insomnia** | - | 1 |
| **Mafia** | - | 1 |
| **Metaphor=16** | 12 | 8 |

Table X: School culture metaphors under basic needs image and the frequency distributions

| School culture as basic needs image | Student f | Teacher f |
|---|---|---|
| **Water** | 3 | 1 |
| **Tea** | 2 | - |
| **Soup** | 2 | - |
| **Bake house** | 1 | 1 |
| **Salad** | 1 | 1 |
| **Appetizers** | 2 | - |
| **Dough** | - | 1 |
| **Pizza** | - | 1 |
| **Food** | 1 | - |
| **Backwater** | - | 1 |
| **Land** | 1 | - |
| **Metaphor=11** | 13 | 6 |

Tablo XI: School culture metaphors under regulation image and the frequency distributions

| School culture as regulation image | Student f | Teacher f |
|---|---|---|
| **Army** | 3 | - |
| **Nature** | 3 | - |
| **Community** | 3 | - |
| **Mirror** | - | 1 |
| **Environment** | 1 | - |
| **Traditional costume** | 1 | - |
| **Karate expert** | 1 | - |
| **Ant nest** | 1 | - |
| **Compound** | 1 | - |
| **Organ** | 1 | - |
| **Pigment** | - | 1 |
| **Market house** | 1 | - |
| **Metaphor =12** | 16 | 12 |

Tablo XII: School culture metaphors under tolerance image and the frequency distributions

| School culture as tolerance image | Student f | Teacher f |
|---|---|---|
| Rainbow | 3 | 2 |
| Costume | 2 | - |
| Rubber | 2 | |
| Prose poem | 1 | 1 |
| Cosmopolite | - | 1 |
| Seasons | 1 | - |
| Orchard | 1 | - |
| Bus station | 1 | - |
| Bazaar | 1 | - |
| Tourist | 1 | - |
| Metaphor =10 | 13 | 4 |

Table XIII: School culture metaphors under entertainment image and the frequency distributions

| School Culture as entertainment image | Student f | Teacher f |
|---|---|---|
| Chocolate | 2 | - |
| Entertainment center | 2 | - |
| Love | 1 | - |
| Basketball | 1 | - |
| Football | 1 | - |
| Ball | 1 | - |
| Zoo | 1 | - |
| Picnic | 1 | - |
| Colorful balloons | 1 | - |
| Chewing gum | 1 | - |
| Cinema | 1 | - |
| Theater | 1 | - |
| Compound of stars | 1 | - |
| Metaphor=13 | 15 | 0 |

Table VIX: School culture metaphors under informatics image and the fruquency distributions

| School culture as informatics image | Student f | Teacher f |
|---|---|---|
| Computer | 2 | - |
| Internet | 1 | - |
| Prism | 1 | - |
| Television | 1 | - |
| Satellite | 1 | - |
| Space | 1 | - |
| Printer | - | 1 |
| Metaphor=7 | 7 | 1 |

Table XV: School culture metaphors under belief image and the frequency distributions

| School culture as belief image | Student f | Teacher f |
|---|---|---|
| Religions | - | 1 |
| Islam | 2 | - |
| Fan | 1 | - |
| Metaphor=3 | 3 | 1 |