Political Economy and Management of Education

RESEARCH ARTICLE

Teachers' Metaphorical Perceptions on the Determination of Primary School 1st Grade Branches and Classroom Teachers through E-School System

Murat Ekinci

Graduate Student, Batman University Institute of Graduate Education Department of Occupational Health and Safety

Correspondence:
Murat Ekinci
E-mail: ekincimuratpdr@gmail.com

Abstract: The purpose of this study is to reveal teachers' metaphorical perceptions regarding the determination of primary school 1st grade branches and classroom teachers through the e-school system. The study group in the research consists of primary school teachers working in the central district of Batman province in the 2024-2025 academic year. In the study, qualitative data collection design through metaphors, one of the qualitative research methods, was employed in defining and explaining the metaphors uttered by primary school teachers based on the expression *'determination of primary school 1st grade branches and classroom teachers through the e-school system'*. For the selection of the participants who will constitute the study group of the research, maximum diversity sampling method, one of purposeful sampling methods, was used. The data of the study were collected through a semi-structured metaphor form that included the statement *'Determination of primary school 1st grade branches and classroom teachers through the e-school system is like ....because ....'* Content analysis and descriptive analysis methods were used to analyse the data. At the end of the research, it was seen that the expression 'Determination of primary school 1st grade branches and teachers through e-school system' was expressed by teachers with 71 different metaphors. It was determined that 39 of these metaphors reflected positive, 7 negative and 25 both positive and negative perceptions. In addition, 8 different themes *(Uncertainty, Diversity, Equivalence, Equality, Fairness, Convenience, Standardisation, Transparency)* emerged according to the reasons expressed by the teachers while creating the metaphors and the similar

characteristics of the metaphors. Teachers perceived 'Determination of primary school 1st grade branches and teachers through e-school system' as uncertainty the most. Following the theme of *Uncertainty*, the theme of *Fairness* and the themes of *Equality and Diversity*, respectively, are the themes perceived most by teachers. Based on these findings, suggestions regarding the review and evaluation of teachers' views on 'Determination of primary school 1st grade branches and classroom teachers through the e-school system' are presented.

Keywords: Teacher, Branch, E-school, 1st grade, Metaphor.

Introduction

Education and training is one of the key processes that shape the future of individuals (Öncü et al., 2023). Teachers, who constitute the main building block of this process, play a critical role in the success of the education system and students (Çelikten, 2005; Dilekçi, 2023; OECD, 2005). Teachers' guidance is of great importance in terms of individual development and academic success for primary school students (Türk and Çevik Kansu, 2024). However, the process of students' selecting teachers and placement in classes has been transformed under the influence of educational policies and technological innovations (MoNE, 2024). Today's rapid change and transformation process precludes educational institutions from not being affected by these changes and developments (Şabano, 2023). As of 2010, Turkey has been implementing a registration system based on the placement of students in educational institutions that are closest to their residential addresses. In accordance with the Official Gazette of the Republic of Türkiye, 26 July 2014, no: 29072, students have to be enrolled in the primary school closest to their residence address registered in the National Address Database, except in compulsory cases. The system, which obliges students to be placed and enrolled in the school closest to their residence address, is called Address Based Population Registration System. The implementation of the Address Based Population Registration System causes parents to be unable to make school preferences for their children, yielding various negative consequences. Parents who do not have the opportunity to choose a school may tend to prefer teachers, and when the school administration allows these demands, conflicts may arise between teachers. Furthermore, some parents may resort to such methods as changing the official address information falsely and may put pressure on the school administration to select teachers (Yürük-Tatar and Dağ, 2024; Gül and Şimşek, 2022). Notably the

primary school period is a fundamental stage in which the child's mental development and the skills he/she will need in the future are shaped. Therefore, parents attach great importance to choosing the most suitable school and teacher for their children. Considering the current conditions of national education and the needs of the future, this quest is justified by parents (Yürük Tatar and Dağ, 2024; Beamish and Morey, 2013). Since schools are the most important settings where children learn outside the home, the selection of schools and teachers has become a global concern for parents (Feng et al., 2020).

Based on the results of the study conducted by Aydın and Ünsal (2022), classroom teachers' planned lessons, activity-based teaching, attaching importance to the achievement of all students, regular sharing measurement and evaluation results with parents and students, being experienced and disciplined are effective factors in terms of parents' preference for teachers. In addition, the fact that classroom teachers have strong communication and co-operation skills, approach their profession and students with affection, and are self-sacrificing, hardworking and compassionate are also among the reasons why they are preferred by parents.

Prior to the 2024-2025 academic year, school administrations were responsible for the placement of the students who would enrol the first grade of primary school, the balanced formation of the classes based on the determined criteria and the determination of the teachers who would work in the classes. Accordingly, Paragraph 1 of Article 11 of the Regulation on Preschool Education and Primary Education Institutions of the Ministry of National Education (2014): 'New enrolments in pre-school education and primary education institutions start on the first working day of July. The registration process is carried out through the e-school system based on the residential address information in the national address database established in accordance with the provisions of the Population Services Law No. 5490 dated 25.04.2006.' In Türkiye, the 'e-school project' is an application launched in 2007 within the Ministry of National Education (Gürel, 2016) and can be considered as one of the most important projects in the history of the ministry (Gürel, 2017). The increase in technological integration in education systems has popularised the use of digital tools in decision-making processes (İslamoğlu et al., 2024). After the 20th century, the countries of the world started to integrate 'e-transformation' applications into their state structures in order to reorganise and reshape the processes from obtaining information to trade along with the development of technology (İbil, 2012; Sarıtaş et al., 2013). With the 'e-school project', which is one of the e-transformation projects in Türkiye, schools are able to perform registration procedures,

grade entries, transfer incoming and outgoing student procedures, absent student procedures, exam information, application and preference procedures for central exams (DPY-B, LGS, etc.), document procedures (certificate of appreciation, certificate of achievement, certificate of honour, etc.), weekly course schedule entries, as well as the processes regarding documents received, e-card, written averages of the classes, announcements and information entries on many screens (Nartgün and Argon, 2024). The fulfilment of registration procedures by school administration through the e-school system has been accompanied by many problems. Some of these problems can be listed as follows: School principals' turning registrations into an opportunity to increase school revenues and meet their needs (Korkmaz, 2005), making attempts to create resources other than the appropriations sent by the Ministry of National Education by citing the insufficiency of the existing resources (Kavak et al., 1997), and parents' exerting pressure on school administrations to choose the teacher they want, enrol in the class they want, and change classes. In fact, certain studies on this subject (Dağ et al., 2020; Çetin and Şenaras, 2018; Türk and Kıroğlu, 2018) unearthed that parents' exercise influence over school principals mostly on the selection of classroom teachers and classes. It has been reported that these pressures are experienced more intensely especially at the onset of the academic year, that primary school principals have serious problems with parents regarding teacher selection (Dağ et al., 2020), and that parents gravitate towards the teacher whose name is heard the most for their children who will start primary school (Çetin and Şenaras, 2018). It has been seen that school principals have difficulties in convincing parents about issues such as cooperation in the education process and especially teacher selection, where parental support is of great importance. Besides, Yüksel's (2019) research shows that the problems experienced are the subject of complaints in the relevant units of the Ministry of National Education. In the complaints, it has been observed that there are various problems in primary schools regarding the process of determining the class teacher and accepting students from outside the registration area. Among the most common complaints are allegations of injustice in the processes of branch preference and teacher selection for students in the first grade of primary school. Depending on the complaints, it has been found that the continuous fundraising as donations under different names is a common situation, which poses a significant problem (Yüksel, 2019). In addition to the intensive workload in schools, the fact that these and similar problems cannot be solved on the spot and that they are carried to investigation or court processes increases the workload and leads to loss of morale and motivation. This situation causes waste of valuable time in education and decreases productivity (Polat and Esen, 2022; Yüksel, 2019). The pressure put by parents on teacher and class

determination gives rise to various problems in the educational environment (Yücel et al., 2023), creates additional workload and stress on school administrators and teachers, and has become a situation that negatively affects equality of opportunity in education (Salma et al., 2023). In order to prevent such problems, to make the process more fair, transparent and manageable (Bayar and Balcı, 2023), and to increase efficiency in education, the Ministry of National Education has developed a new system. The new system coming into force was added to subparagraph d of paragraph 6 of Article 11 of the relevant regulation of the Ministry. Article 11, paragraph 6, subparagraph d of the Ministry of National Education Regulation on Preschool Education and Primary Education Institutions:

"d) (Addition: RG-14/10/2023-32339) The classes and teachers of students enrolled in primary school are determined by the Ministry through the e-School system by lottery method. Class changes in primary school can be made by the school administration upon the written request of the parent, upon receiving a reasoned opinion report prepared by the counselling service, only once in that academic year."

With the amendment to the relevant regulation announced in the Official Gazette of the Republic of Türkiye, 14 October 2023, Issue: 32339, it has been put into practice to automatically determine the classes and class teachers of 1st grades in primary school through e-school system as of the 2024-2025 academic year. Works and procedures related to student enrolment have been stated to be determined on the basis of population records as of the date of realisation. The students in the classes will be determined within the framework of the algorithm developed by MoNE Information Systems and e-school system by taking into account the criteria such as the number of boys/girls in the class, birth dates, having received preschool education, being a special education/inclusion student, being a foreign student, having deceased or divorced parents, having a sibling to be enrolled at the same grade level, having more than one student with the same name, being absent continuously in the previous academic year and being left to repeat the class with the request of the parents or with the decision of the branch teachers' board.

Purpose and Importance of the Research

The main purpose of this study is to examine the metaphorical perceptions of teachers regarding the determination of 1st grade teachers and classes through the e-school system. Class and teacher selection, which has become an increasingly important issue at the primary school level in Türkiye, appears to be a serious problem in some cases. Studies (Şenaras and Çetin, 2018; Türk

and Kıroğlu, 2018) show that parents exercise influence over school administrations on issues such as teacher preference, changing teachers and enrolling in a certain class. Although the Turkish Education System does not give parents the right to directly choose a school for their children, parents can make school choices through various indirect and unofficial means. Inasmuch as students' primary school enrolment is based on the Address Based Population Registration System (ADNKS), parents who are restricted in choosing a school may demand to have more voice in teacher selection in order to overcome this limitation (Dağ et al., 2020).

In light of the related literature, it is observed that studies such as parents' preference for teachers, pressures on school principals and teachers regarding teacher selection, difficulties encountered on the subject, teacher views on parental pressure, and teacher views on teacher selection by parents have been conducted (Yürük-Tatar and Dağ, 2024; Bayar and Balcı, 2023; Yücel et al., 2023; Aydın and Ünsal, 2022; Dağ et al., 2020; Şenaras and Çetin, 2018; Jacob, B. A., and Lefgren, L., 2007).

As can be understood from the related studies, teachers' views on the selection of branches and teachers have been the focal point of several studies. However, no specific study in the related body of literature that directly analyses the perceptions of teachers through metaphors about the system that was launched in the 2024-2025 academic year with the changes made by the Ministry of National Education was encountered. In this respect, the current study is the first study in Türkiye to examine teachers' perceptions regarding the novel system, which was started to be implemented by the Ministry of National Education in the 2024-2025 academic year, through metaphors. The opinions of teachers, who are at the centre of the education and training process, on the registration system implemented for the first time since the 2024-2025 academic year are extremely significant. In this context, the aim of the study is to investigate the metaphorical perceptions of teachers regarding the determination of classes and teachers in the 1st grade through the e-school system. To this end, the following questions were sought in the research:

i.   What are the metaphorical perceptions of teachers regarding 'the determination of 1st grade branches and classroom teachers through e-school system'?

ii.   Under which conceptual categories and themes are these metaphors categorised in terms of their justifications?

Method

Research Model

The research, which adopts qualitative research design, aims to unearth the mental images that teachers have about 'determining 1st grade branches and teachers through e-school system' through metaphors. Qualitative research is divided into many conceptual designs (Merriam, 2018). In this study, *qualitative data collection design through metaphors* was preferred in defining and explaining the metaphors created by teachers based on the practice of 'determining the 1st grade branches and classroom teachers through the e-school system' (Yıldırım and Şimşek, 2016). In the research, metaphors were used in accordance with this design and the metaphors obtained were analysed. Themes were created and analysed according to their similarities with the metaphors created. It is thought that teachers attribute different meanings to this system, which was implemented for the first time by the Ministry of National Education. In order to reveal these meanings, it is thought that it would be appropriate to use metaphors that enable individuals to make sense of their perceptions, to identify similar and different aspects of two objects and to recognise the relationships between these objects (Dilekçi, 2019; Palmquist, 2001). In addition, the subjectivity of experiences in revealing thoughts using metaphors can be stated as the main feature that distinguishes this research method from other qualitative approaches (Mertens, 2010).

Study Group

The study group in the research consists of primary school teachers working in the central district of Batman province in the 2024-2025 academic year. The maximum diversity sampling method, one of the purposeful sampling methods, was used to select the participants of the research (Creswell, 2012; Patton, 2018). Maximum diversity sampling method is used to ensure that the research group consists of the widest possible range of individuals. This method aims to make the research results more comprehensive and generalizable by selecting individuals with different characteristics (Yağar and Dökme, 2018). In order to ensure the desired diversity of participants in the study group, teachers working in different primary schools were included in the study. In this regard, 108 teachers voluntarily participated in the study. Of the teachers, 50.92% (55) were female and 49.08% (53) were male. The professional seniority of 17,59% (19 people) of the teachers is 1-5 years, 21,30% (23 people) 6-10 years, 28,70% (31 people) 11-15 years, 19,45% (21 people) 16-20 years and 12,96% (14 people) 21 years and above. It was determined that 21,30% (23 people) of the teachers participating in the study were between 21-30 years old, 39,82% (43 people) were between

31-40 years old, 33,33% (36 people) were between 41-50 years old and 5,55% (6 people) were 51 and over. When the number of 1st grade classes in the schools where the teachers participating in the study work is analysed, it is seen that 11,10% (12 people) have 5 classes, 25% (27 people) have 6 classes, 20,40% (22 people) have 7 classes, 32,40% (35 people) have 8 classes and 11,10% (12 people) have 9 classes. Furthermore, as for the number of teachers in the schools where the teachers work, it was determined that 47,22% (51 people) were between 21-40, 44,45% (48 people) and 8,33% between 61-80.

Data Collection Instruments and Data Collection

Previous studies in the literature (Bozkurt, 2020; Dilekçi et al., 2021; Jensen, 2006; Kaya and Dilekçi, 2021; Saban, 2008; Schmitt, 2005) in which metaphors were used were examined in order to prepare the data collection instrument. Subsequently, a two-part data collection tool was developed by considering the common statements in this study. The first part consisted of questions regarding teachers' personal information. The second, however, involved the semi-structured statement *"Determination of primary school 1st grade branches and classroom teachers through the e-school system is like ....because ...."* which aims to determine the teachers' perceptions on *"Determination of primary school 1st grade branches and classroom teachers through the e-school system"*. Through this sentence, while the word *"like"* was used to determine which metaphor was evoked by the teachers' perceptions concerning the determination of primary school 1st grade classes and teachers via the e-school system, it was attempted to reveal the justifications of the metaphors created through the section starting with *"because"*. The metaphors identified by the teachers constituted the main data source of the study.

In the study, data were collected from teachers working in primary schools in the central district of Batman province. Prior to the data collection phase, the teachers were informed about the research topic and that the data would be used for scientific purposes, and it was stated that participation was voluntary. The data collection instrument, which was prepared in two parts, was presented face-to-face, directly to the teachers. The data were collected face-to-face from the teachers within two weeks (09.12.2024-20.12.2024). At the end of this period, 119 teachers included in the scope of the research were reached. However, 11 metaphors were found to be inaccurate and excluded from the study on the grounds that the justifications were not meaningful or did not match the metaphor. Therefore, the raw data in the study consisted of the opinions obtained from 108 teachers.

Data Analysis

The data were analysed by content analysis and descriptive analysis methods commonly utilized in qualitative research (Miles and Huberman, 1994). Content analysis is the process of collecting and organising similar data in line with certain concepts and themes and interpreting them in a way that the reader is able to understand easily. Nevertheless, descriptive analysis is a research technique using direct quotations to reflect the views of the participants as they are (Creswell, 2012; Yıldırım and Şimşek, 2016).

The data were analysed through different phases: *'Coding and sorting phase, sample metaphor image compilation phase, category development phase, validity and reliability phase'* (Saban, 2008; as cited in Kaya and Dilekçi, 2021). Initially, in the *coding and sorting phase*, the metaphors uttered by the teachers and their justifications were elaborated. The data failing to explain the metaphor, were irrelevant to the subject, and could not be linked in any way between the metaphor and the justification were excluded from the study (n=119-11=108 data). To cite an example towards the aforementioned situation, the statement *"Determining primary school 1st grade branches and classroom teachers through the e-school system is like a smart phone because it is smart"*, there was no connection between the metaphor and its justification. After similar expressions were extracted, coding was done to determine which teacher the data belonged to. In this regard, the expression of 'V15' was written at the end of the directly quoted expressions. This expression represents the item expressing the opinion of teacher number 15 in the data set about the metaphor and its justification. In the process of *compiling sample metaphor images* in the second stage, the metaphors produced by the participants were listed alphabetically. This process was performed in order to test whether the justifications expressed by the participants for the same metaphor were similar or not. In the following phase, *category development*, the metaphors were grouped and divided into categories and themes based on the justifications of the metaphors. In the last phase, with the aim of increasing the validity and reliability of the research, observer triangulation method was employed to strengthen the external validity. In this context, the data were analysed by two different experts. In addition, Miles and Huberman's (1994) formula (Reliability = Agreement / (Agreement + Disagreement) x 100) was applied. The agreement between the experts and the researchers was calculated and it was determined that 85% agreement was achieved. Although the reliability coefficient of 0.85 obtained in the study is accepted as sufficient and satisfactory for qualitative research (Miles and Huberman, 1994), the validity and reliability of the

findings were tried to be placed on a stronger basis by considering qualitative factors such as the transparency of the process due to the nature of metaphor analyses and the clarity of coding based on expert opinions. Regarding the themes on which agreement was not achieved, the experts and researchers re-examined and compromised, thus the categories and themes were finalised. In order to ensure internal validity, a total of 108 data were analysed using the adequate participation strategy and the adequacy of the answers was ensured (Merriam and Tisdell, 2015). In addition, direct quotations from the participants were included in the study to increase internal validity (Creswell, 2012; Yıldırım and Şimşek, 2016).

Findings

In this section, the findings obtained through data analysis within the research are presented.

Metaphors regarding the Determination of Primary School 1st Grade Branches and Classroom Teachers via e-school System

Teachers expressed 71 different metaphors concerning the determination of 1st grade classes and teachers through the e-school system. Although 54 of these metaphors were expressed once by the teachers, 17 of them were expressed more than once. In Table 1, the frequency and percentage of expression of the metaphors uttered by the teachers on the determination of 1st grade branches and classroom teachers through the e-school system are given.

Table 1

Frequency (f) and Percentage (%) Values Regarding The Metaphors On The Determination Of 1st Grade Branches and Classroom Teachers Through The E-School System

No	Metaphor	F	%	No	Metaphor	f	%
1	Equal-arm balance	7	6.500	41	Life and living	1	0.925
2	National lottery ticket	6	5.550	42	Share certificates	1	0.925
3	Game of chance	5	4.650	43	Medicine	1	0.925
4	New Year's raffle	5	4.650	44	Colleague	1	0.925
5	Justice	4	3.700	45	Fate and destiny	1	0.925
6	Lottery	4	3.700	46	Snow	1	0.925
7	Rainbow	3	2.800	47	Siblings	1	0.925
8	Scale of justice	2	1.850	48	Mixed nuts	1	0.925
9	Correct practice	2	1.850	49	Drawing system	1	0.925
10	Equality of opportunities	2	1.850	50	Neighbour	1	0.925
11	Sun	2	1.850	51	Watermelon bought from grocery	1	0.925
12	Hitting the white	2	1.850	52	Musical instrument	1	0.925
13	Watermelon	2	1.850	53	What it should be	1	0.925
14	Drawing of lots	2	1.850	54	Pandemic vaccine	1	0.925
15	Drawing method	2	1.850	55	Puzzle pieces	1	0.925
16	Robot	2	1.850	56	Guide	1	0.925

17	Ball of chance	2	1.850	57	Russian roulette	1	0.925
18	Spark of justice	1	0.925	58	Salad	1	0.925
19	Fair system	1	0.925	59	Unselected fruit and vegetables	1	0.925
20	Ensuring justice	1	0.925	60	Fortune	1	0.925
21	Fish swimming in the current	1	0.925	61	Bird of fortune	1	0.925
22	Flowing clear water	1	0.925	62	Cookware	1	0.925
23	Algorithm	1	0.925	63	Balance	1	0.925
24	Constitution	1	0.925	64	Bingo	1	0.925
25	Survey	1	0.925	65	Christmas bingo	1	0.925
26	Different flowers in the garden	1	0.925	66	Roadmap	1	0.925
27	Bushes in the garden	1	0.925	67	Machine	1	0.925
28	Five fingers	1	0.925	68	Computer	1	0.925
29	Cloudy water	1	0.925	69	Clean water	1	0.925
30	Living organisms	1	0.925	70	Glass wall	1	0.925
31	Raffle	1	0.925	71	Clear sky	1	0.925
32	Democracy	1	0.925				
33	Mismatch of gears	1	0.925				
34	Coming into the world	1	0.925				
35	Ethics	1	0.925				
36	Equality	1	0.925				
37	Equality charm	1	0.925				
38	Planting different trees in the forest	1	0.925				
39	Belated smile	1	0.925				
40	Being fair	1	0.925	**Total**		**108**	**100**

As can be seen in Table 1, the frequency (f) ranges of the metaphors used by the teachers regarding the determination of 1st grade branches and classroom teachers through the e-school system vary between 1 and 10 (0.9% and 9.3%). When the metaphors are analysed, it is seen that the most repeated metaphor is the metaphor of *'equal arm balance'* (f=7; 6,50%). This metaphor was followed by *'national lottery ticket'* (f=6; 5,55%), *'game of chance'* and *'New Year's lottery'* (f=5; 4,65%), *'justice'* and *'lottery'* (f=4; 3,70%), *'rainbow'* (f=3; 2,80%), *'scale of justice, correct practice, equality of opportunity, sun, hitting the white, watermelon, lottery, drawing method, robot, ball of chance'* (f=2; 1,85%). 54 metaphors were expressed only once by the teachers. Considering the most repeated metaphors and all metaphors, it can be said that 39 of the teachers' perceptions regarding the determination of 1st grade classes and teachers through the e-school system are positive, 7 are negative and 25 reflect both positive and negative perceptions. Accordingly, when the perceptions of the teachers towards the determination of 1st grade classes and teachers through the e-school system were analysed with their justifications, it was determined that they were *'positive, negative, both positive and negative'*. Based on the teachers' perceptions of *"positive, negative, both positive and negative"* regarding the determination of 1st grade branches and

classroom teachers through the e-school system, the metaphors were tried to be explained with the themes created in line with the metaphor justifications.

Themes Generated from the Metaphors in Line with the Perceptions of Teachers Regarding the Determination of 1st Grade Branches and Classroom Teachers via E-school System

When the metaphors produced by the teachers about the determination of 1st grade branches and classroom teachers through the e-school system were examined, they were divided into 8 different themes based on their similar characteristics. These themes were named as *'Uncertainty, Diversity, Equivalence, Equality, Fairness, Convenience, Standardisation, Transparency'.*

Table 2

Frequency (f) and Percentage (%) Values Of The Themes Of The Metaphors Regarding The Determination Of 1st Grade Branches and Classroom Teachers Through The E-School System

Themes	Metaphors	Number of Metaphors (*n*)	Frequency of Metaphors (*f*)	Percentage (%)
Uncertainty	National lottery ticket (6), Game of chance (5), New year's raffle (5), Lottery (4), Watermelon (2), Drawing of lots (2), Drawing system (2), Ball of chance (2), Fish swimming in the current (1), Cloudy water (1), Raffle (1), Coming into the world (1), Life and living (1), Share certificates (1), Colleague (1), Fate and destiny (1), Neighbour (1), Watermelon bought from grocery (1), Pandemic vaccine (1), Russian roulette (1), Unselected fruit and vegetables (1), Chance (1), The bird of fortune (1), Bingo (1), Christmas bingo (1)	25	45	41.66
Fairness	Justice (4), Scale of justice (2), Correct practice (2), Hitting the white (2), Spark of justice (1), Fair system (1), Ensuring justice (1), Constitution (1), Democracy (1), Ethics (1), Belated smile(1), Being fair (1), Medicine (1)	13	19	17.60
Diversity	Rainbow (3), Different flowers in the garden (1), Bushes in the garden (1), Five fingers (1), Siblings (1), Mixed nuts (1), Musical instrument (1), Puzzle pieces (1), Salad (1), Cookware (1)	10	12	11.10
Equality	Equal arms balance (7), Equality of opportunities (2), Sun (2), Equality (1), Equality charm (1), Snow (1), Drawing system (1), What it should be (1), Balance (1)	9	17	15.74

Standardization	Algorithm (1), Survey (1), Computer (1), Machine (1)	4	4	3.70
Transparency	Clear sky (1), Flowing clear water (1), Glass wall (1), Clean water (1)	4	4	3.70
Convenience	Guide (1), Robot (1), Road map (1)	3	4	3.70
Equivalence	Living organisms (1), Mismatch of gears (1), Planting different trees in the forest (1)	3	3	2.80
	Total	**71**	**108**	**100**

As seen in Table 2, a total of 71 different metaphors were identified by the teachers. It has been found that the most frequently expressed theme by teachers is *'Uncertainty (f=45; 41,66%)'*. This theme is followed by *'Fairness (f=19; 17,60%), Equality (f=17; 15,74%), Diversity (f=12; 11,10%), Convenience, Standardisation, Transparency (f=4; 3,70%), Equivalence (f=3; 2,80%)'* based on the frequency of the metaphors reported. The themes formed by the metaphors and teachers' opinions are presented below through direct quotations.

The theme of Uncertainty: In this theme, teachers produced 25 different metaphors, representing 41.66% of the total. The reasons why teachers regard the determination of 1st grade classes and teachers through the e-school system as *"Uncertainty"* are stated in the conclusion and discussion section.

The most frequently used metaphors under this theme are *national lottery ticket (f=6), game of chance (f=5), New Year's lottery (f=5), lottery (f=4), watermelon (f=2), drawing lots (f=2), drawing method (f=2) and ball of chance (f=2), life and living (f=1)*. A section of the teacher opinions representing this theme are as follows:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **national lottery ticket** because it is not known what kind of classroom profile both the teacher and the student will encounter. The result can be positive or negative for the student and the teacher. There is uncertainty." (V78)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **game of chance** because it is uncertain how the student profile in the class will be because a good student may sometimes come across a bad group of students and an uninterested teacher, while unsuccessful and uninterested students may sometimes come*

across a good and successful group of students and an interested and good teacher. The luck factor is effective." (V60)

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **New Year's raffle** because surprises can happen in an unknown way. It creates excitement. Class and teacher selection is prevented, but it is not known what kind of result will emerge." (V26)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **lottery** because it is uncertain what kind of student profile will be encountered. Whoever is lucky!" V22)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a drawing method because what will happen is going to be known later. The result can be pleasing or disappointing." (V37)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **ball of chance** because the luck factor is effective for both the student and the teacher. It is uncertain who will get what." (V27)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **life and living** because it is full of surprises. It is uncertain what will be encountered." (V90)*

The theme of Equity: In this theme, teachers produced 13 different metaphors, representing 17.60% of the total. The reasons why teachers regard the determination of 1st grade branches and classroom teachers through the e-school system as *"Fairness"* are given in the conclusion and discussion section.

The most frequently identified metaphor in this theme is the metaphor of *justice (f=4)*. Subsequent to this metaphor, *justice scales (f=2), correct practice (f=2) and hitting the white (f=2) were expressed twice. The metaphors of justice spark (f=1), fair system (f=1), ensuring justice (f=1), constitution (f=1), democracy (f=1), ethics (f=1), belated smile (f=1), being fair (f=1) and medicine (f=1)* were expressed once. Section of the teacher opinions representing this theme are as follows:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **justice** because it is a positive situation. It has been a fair practice for students, teachers and parents." (V31)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system seems to be the **correct practice** because there are equal class distributions; it eliminates jealousy and class differences between teachers." (V84)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **fair system** because the class structures to be formed are equalised. A more democratic structure is formed among teachers." (V92)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **democracy** because injustice is prevented through this practice.' (V71)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **belated smile** because it has eliminated the class selection situations that have caused favouritism and discussions for years. It is a late practice. It has been a more fair and equal implementation." (V88)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **being fair** because choosing a teacher or a class is against equality. Therefore, it has been fair to be determined by the system." (V6)*

The theme of Diversity: In this theme, teachers produced 10 different metaphors, representing 11.10% of the total. The reasons why the teachers consider the determination of 1st grade branches and classroom teachers through the e-school system as *"Diversity"* are given in the conclusion and discussion section.

The most frequently expressed metaphor under this theme is the *rainbow metaphor (f=3)*, followed by the metaphors of *different flowers in the garden (f=1), bushes in the garden (f=1), five fingers (f=1), siblings (f=1), mixed nuts (f=1), musical instrument (f=1), puzzle pieces (f=1), salad (f=1) and cookware (f=1)*. Section of the teacher opinions representing this theme are as follows:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **rainbow** because all colour tones have unique beauty and create a riot of*

colours by harmonising each other. Students with different characteristics and profiles have their own characteristics and create harmony in the classroom environment." (V42)

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **different flowers in a garden** because each flower has a unique place with its different characteristics. It adds colour to the environment." (V2)*

- *"The determination of 1st grade branches and classroom teachers through the e-school system is like **five fingers** because each finger has a different size and characteristic and each has different functions. They all come together to form a unity. It completes the big picture." (V45)*

- *"The determination of 1st grade branches and classroom teachers through the e-school system is like siblings because each sibling in a family has a different character, creating a difference and colour in the family. A class with students with different characteristics is like siblings in a family. They complement each other." (V43)*

- *"The determination of 1st grade branches and classroom teachers through the e-school system is like a **musical instrument** because each string produces a different note and sound, creating integrity, richness and harmony. Along with the system in practice, students with different characteristics will come together in a classroom environment and create a richness and integrity." (V52)*

- *"The determination of 1st grade branches and classroom teachers through the e-school system is like **puzzle pieces** because each student is like a unique piece. When each of these pieces finds its place in the right class, it completes the big picture. A successful classroom setting is formed." (V1)*

The theme of Equality: In this theme, teachers produced 9 different metaphors, representing 15.74% of the total. The reasons why the teachers regard the determination of 1st grade branches and classroom teachers through the e-school system as *"Equality"* are stated in the results and discussion section.

The most frequently produced metaphor in this theme is the metaphor of *equal arm balance* (f=7). Following this metaphor, the metaphors of *equality of opportunities (f=2), sun (f=2), equality (f=1), equality charm (f=1), snow (f=1), drawing system (f=1), what it should be (f=1) and balance*

(f=1) were expressed once each. Sections of teacher opinions representing this theme are as follows:

- "*The determination of 1st grade branches and classroom teachers through the e-school system is like an **equal-arm balance** because it prevents level differences between classes. It ensures equal and fair distribution of all classes. It maintains balance.*" (V11)

- "*The determination of 1st grade branches and classroom teachers through the e-school system is like the **equality of opportunities** because the student profile at every level is gathered under the same classroom setting.*" (V99)

- "*The determination of 1st grade branches and classroom teachers through the e-school system is like the **sun** because it is distributed equally to everyone.*" (V17)

- "*The determination of the 1st grade branches and classroom teachers through the e-school system is like **equality** because everyone is treated based on the principle of equality, the selection of teacher and student has been eliminated.*" (V32)

- "*The determination of the 1st grade branches and classroom teachers through the e-school system is like **snow** because it provides an equal and fair distribution where it happens.*" (V54)

- "*The determination of the 1st grade branches and classroom teachers through the e-school system is like a **balance** because it provides equality and balance.*" (V61)

The theme of Standardisation: In this theme, teachers produced 4 different metaphors, representing 3.70% of the total. The reasons why teachers see the determination of 1st grade branches and classroom teachers through the e-school system as *"Standardisation"* are given in the conclusion and discussion section.

All the metaphors expressed under this theme, *algorithm (f=1), survey (f=1), computer (f=1) and machine (f=1)* were repeated once. Sections of teacher opinions representing this theme are as follows:

- "*The determination of the 1st grade branches and classroom teachers through the e-school system is like an **algorithm** because it was created in a certain order and the special situations of the students were ignored.*" (V100)

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **computer** because it ignores the human aspect, emotions and special situations of students." (V105)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **machine** because it has ignored the special situations and individual differences of students." (V104)*

The theme of Transparency: In this theme, teachers produced 4 different metaphors, representing 3.70% of the total. The reasons why teachers consider the determination of 1st grade branches and classroom teachers through the e-school system as *"Transparency"* are stated in the conclusion and discussion section.

All metaphors produced under this theme that were repeated once each were as follows: *clear sky (f=1), clear flowing water (f=1), glass wall (f=1) and clean water (f=1).* Some of the teacher opinions representing this theme are given below:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **clear sky** because the system is in the centre with all its openness. It is transparent and clear because no one interferes. It is prevented from being muddied." (V108)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **clean water** because it was applied transparently to everyone. No one was favoured. The algorithm was implemented transparently for everyone." (V106)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **clean water** because just as water becomes cloudy when it is interfered with, a similar cloudiness occurs when classes are interfered with. The system prevented this turbidity. It provided a heterogeneous distribution." (V73)*

The theme of Convenience: In this theme, teachers produced 3 different metaphors, representing 3.70% of the total. The reasons why the teachers regard the determination of 1st grade branches and classroom teachers through the e-school system as *"Convenience"* are stated in the results and discussion section.

All the metaphors produced in this theme, *guide (f=1), robot (f=1) and road map (f=1)* were repeated once. Sections of teacher opinions representing this theme are as follows:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **guide** because it has facilitated the administration's work. It eliminated the indecision and uncertainty of the assignment of students to classes." (V103)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **road map** because classes are determined depending on a certain algorithm. In this process, the work of the school administration and the teacher is facilitated and the classes show a heterogeneous distribution." (V51)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like a **robot** because the system works like a robot and assigns students to classes based on a certain algorithm. It has completely eliminated the school administration's trouble of registration process." (V53)*

The theme of Equivalence: In this theme, teachers produced 3 different metaphors, representing 2.80% of the total. The reasons why teachers see the determination of 1st grade branches and classroom teachers through the e-school system as *"Equivalence"* are given in the conclusion and discussion section.

All metaphors produced under this theme that were repeated once each were as follows: *living organisms (f=1), mismatch of gears (f=1) and planting different trees in the forest (f=1).* Sections of teacher opinions representing this theme are presented below:

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **living organisms** because it is like living things living on land and in water. No living organism living on land can live in water, and no creature living in water can live on land. The classroom environment is similar to this. If the student does not receive education in a classroom appropriate to his/her level, he/she becomes blunt and ineffective." (V5)*

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like **planting different trees in a forest** because each type of tree grows in a certain climate and environment. If the right and similar types of trees are not together, the*

forest cannot grow in a healthy way. The classroom environment is also like this. If student profiles that are compatible with one other are not together, the classroom environment will be unbalanced." (V3)

- *"The determination of the 1st grade branches and classroom teachers through the e-school system is like the **mismatch of gears** because each gear is designed to work at a certain speed. If there are different and incompatible gears, the system will not work." (V4)*

Conclusion and Discussion

The main purpose of this study is to examine teachers' metaphorical perceptions regarding the determination of 1st grade classes and teachers through the e-school system. In this regard, the similarities and differences between the perceptions of the teachers were determined and elucidated. Answers were sought to the questions *"What are the metaphorical perceptions of teachers regarding 'the determination of 1st grade branches and classroom teachers through e-school system?"* and *"Under which conceptual categories and themes are these metaphors categorised in terms of their justifications?"*. In the study, teachers expressed 71 different metaphors on the determination of 1st grade classes and teachers through the e-school system. While 54 of these metaphors were uttered once by the teachers, 17 of them were expressed more than once. When the metaphors are analysed, it is seen that the most repeated metaphor is the metaphor of *"equal-arm balance"*. This metaphor is followed by the metaphors of *"national lottery ticket", "game of chance", "New Year's raffle", "justice", "lottery"* and *"rainbow"*. Considering the most repeated metaphors and all metaphors, it can be said that 39 of the teachers' perceptions pertaining to the determination of 1st grade classes and teachers through the e-school system are positive, 7 are negative and 25 reflect both positive and negative perceptions. Accordingly, the perceptions of the teachers concerning the determination of 1st grade branches and classroom teachers through the e-school along with their justifications have revealed that they were *"positive, negative, both positive and negative"*. From this point of view, the metaphors were intended to be explained with the emerging themes in line with their justifications. As for the metaphors produced by the teachers for the determination of 1st grade classes and teachers through the e-school system, it was seen that these metaphors were divided into 8 different themes due to their similar characteristics. These themes are respectively: *"Uncertainty, Fairness, Diversity, Equality, Standardisation, Transparency, Convenience, Equivalence"*. It has been found that the most frequently expressed metaphors by teachers are in the *Uncertainty* theme. In this study, the reasons why the

determination of 1st grade classes and teachers through the e-school system is seen as uncertainty by the teachers are as follows: "It is uncertain what kind of a picture will be encountered, the results can be both good and bad, the teacher and student profile may be incompatible, the chance factor is effective, some classes may consist of students with good readiness, while in some classes the opposite may be the case, it is not known what will be brought along with the practice."

No specific study that directly analyses teachers' views and perceptions on the automatic registration system in primary schools in order to prevent parents' choice of teachers has been encountered in the related literature. However, there are some studies and news reports concerning parents' choice of teachers and the effects of this situation on educational processes. In a study by Bayar and Balcı (2023), teachers' views on the selection of teachers by parents were investigated. In the current study, teachers stated that parents attach importance to certain criteria as academic achievement, gender, trust, recommendation by close environment and the world view of the teacher. Among the consequences of the selection of teachers, negativities such as crowded classrooms, level differences between classes, competition between teachers and an increase in teachers' ego level were mentioned. This situation may yield uncertainty and dissatisfaction among teachers. Furthermore, educators argue that giving parents the right to choose teachers will enhance the quality of education, encourage teachers to work harder and ensure fairness in education. On the other hand, some teachers and parents reacted to the announcement by the Ministry of National Education that primary school enrolment would be conducted automatically through the e-school system in 2024 and that parents would not be able to object or request changes. This, however, caused uncertainty and anxiety among teachers. Although some educators consider the automatic enrolment as a good decision, others think that this practice will not suffice for solving the problem completely. These findings indicate that teachers have different opinions regarding the automatic enrolment system implemented to prevent parents' preference for teachers and that this may have both positive and negative consequences.

According to the expression and frequency of metaphors, the theme of *Uncertainty* is followed by the theme of *Fairness*. In the study, the reasons why the determination of 1st grade branches and classroom teachers through the e-school system is deemed as fairness by teachers can be listed as prevention of the preference of teacher, class and student, the elimination of discrimination, the prevention of level differences between classes, and being seen as a fair practice for all stakeholders of education and training. Though there are a limited number of direct studies

on this subject, certain related studies demonstrate that teachers have a positive view on such practices. In a study carried out by Ocak and Yamaç (2011), the attitudes of teachers and parents towards registration districts were examined. In this study, it was determined that teachers' attitudes towards the implementation of enrolment zones were positive, showing that teachers find such practices, which prevent parents from choosing a teacher, fair and positive. In addition, given the fact that the current practices lead to injustices and that parents' choice of teachers creates inequality of opportunity, it is thought that automatic enrolment systems can preclude such injustices and assures a fairer distribution.

Based on the expression and frequency of metaphors, the theme of *Fairness* is followed by the theme of *Diversity*. In the present study, the reasons why the determination of the 1st grade branches and classroom teachers through the e-school system is seen as diversity by the teachers can be given as follows: having students from all levels in one class creates integrity, creates a positive diversity by providing a mixed structure, and thanks to the system put into practice, students with different characteristics come together in a classroom environment, forming a richness and creating a unity in general. The fact that enrolments are made automatically through the system in primary schools in order to prevent parents' preference for teachers increases in-class diversity and enables students to receive education together with their peers with different characteristics. There is evidence that this practice contributes positively to students' social and academic development. In a study examining the effect of classroom communication on student achievement, it was reported that positive classroom interactions increase students' academic achievement. The coexistence of students with different socio-cultural backgrounds can contribute positively to learning processes by improving communication skills (Bayraktutan, 2008; Demirdağ, 2018).

The findings of this study reveal that teachers evaluate the 1st grade branch and teacher assignments made through the e-school system in a multidimensional way. While the uncertainty theme stands out with the unpredictability of the results of the process, uncertainty about the student profile, and the perception of dependence on chance (Öztürk and Koşar, 2021), the fairness theme draws attention thanks to the emphasis on the egalitarian aspect of the application that eliminates discrimination (Yılmaz Öztürk and Uygun, 2023). The theme of diversity is based on the belief that the coexistence of different student characteristics will provide richness and integrity in the education setting. These three themes show that teachers have both concerns and hopes concerning

the same implementation. It is noteworthy that Uncertainty and Fairness are the two themes most frequently accentuated by teachers. This reveals that teachers cannot be sure of individual results despite the fair intentions of the system and that the perception of randomness is still strong (Ertürk, 2018). Therefore, it can be concluded that educational policies and centralised practices should be supported not only by technical fairness, but also by transparency, predictability, pedagogical relevance and perceived fairness, and that the trust of stakeholders such as teachers, students and parents in the process depends on these factors (Çavuşoğlu and Şeker, 2024).

According to the expression and frequency of metaphors, the theme of *Diversity* is followed by the theme of *Equality*. In the study, the reasons why the determination of 1st grade branches and classroom teachers through the e-school system is regarded as equality by the teachers can be presented as follows: representing equality, preventing inequality by determining all classes with an equal system for everyone, providing equal conditions for everyone by eliminating the selection of student and teacher, and eradicating bias and unfairness. In primary schools, automatic enrolment through the system to prevent parents' teacher preferences can be an important step towards ensuring equal opportunities in education. This practice aims to eliminate biases and injustices in the selection of teachers and classrooms by aiming to ensure that all students receive education under equal conditions. With this new practice launched by the Ministry of National Education (MoNE), students are assigned to a class and a teacher by lottery. In this way, equal opportunities are created for all students, eliminating the need for parents to make a choice and minimising inequalities among students. Moreover, it is aimed to enhance the quality of education through equal distribution among teachers. In a study on the development of social justice in educational settings, recommendations such as ensuring equality in physical and material facilities among schools, positive discrimination against disadvantaged students and fair resource distribution to all schools came to the fore among the amendments that can be made in the education system. It was stated that such practices would support equality of opportunity in education and contribute to students receiving education under equal conditions (Kasapoğlu Tankutay, 2024).

Depending on the production and frequency of metaphors developed by teachers, the theme of *Equality* is followed by the themes of *Standardisation, Transparency* and *Convenience*, which have an equal number of metaphors (f=3). In this study, the reasons why teachers consider the determination of 1st grade branches and classroom teachers through the e-school system as *"Standardisation"* can be listed as follows: the system is operated in a uniform manner and the

special situations of the students are ignored, the personal, social and academic differences of the students are ignored, the human aspect, emotions and special situations of the students are overlooked. In education, it is of great importance for the effectiveness of learning processes that students are educated in classroom environments which are appropriate to their own levels, taking into account their individual differences (Turgut et al., 2016). A study on this subject emphasises the significance of approaches such as differentiated instruction. Each student has their own learning speed, interests and abilities. Therefore, teaching processes are required to be adapted depending on these individual differences. When students have no opportunity to receive education in accordance with their level, they may experience difficulties in their learning processes and this may negatively affect their academic success (Çam and Acat, 2023). In addition, the fact that students receive education in classrooms that are suitable for their level can support their learning processes. This practice aims to optimise students' learning experiences by bringing them together with their peers at a similar academic level (Bloom, 1976). In this study, the reasons why teachers regarded the determination of 1st grade branches and classroom teachers through the e-school system as *"Transparency"* can be listed as follows: the process is carried out in an open and transparent manner for all stakeholders, the system is open and the rules are clearly applied and external interventions are not allowed. The automatic determination of primary school 1st grade classes and teachers through the e-school system aims to ensure that the process is executed in a transparent and fair manner. The current practice ensures that the process is clear for all stakeholders and that its rules are clearly implemented and external interventions are not permitted. According to the '"Ministry of National Education Primary School 1st Grade Branches and Classroom Teachers and Secondary School 5th Grade", it is aimed to automatically determine branches and classroom teachers in primary school 1st branches and classroom teachers in secondary school 5th grades via e-school as of the 2024-2025 academic year. Among the principles set out in this directive are that the best interest of the student is taken into account at every stage and the procedures are carried out by automatic lottery method according to the criteria determined through e-school. In this way, it is aimed to carry out the process in an open and transparent manner for all stakeholders. As the reasons why teachers consider the determination of 1st grade class branches and teachers through the e-school system as *"Convenience"*, they stated that the system reduces the workload of the school administration, eliminates the indecision about which branch and classroom teacher the students will be assigned to, and minimises the concerns of the school administration about the registration process by functioning like a decision mechanism. The e-

School system eases the workload of the school administration by automating the procedures related to student and teacher assignments. Thus, school administrators can manage these processes by spending less time and resources (Günbayi and Turan, 2013).

The last theme according to the production and frequency of metaphors is the *Equivalence* theme. In this theme, teachers produced 3 different metaphors, representing 2.80% of the total. Regarding the reasons why the teachers see the determination of 1st grade branches and classroom teachers through the e-school system as 'Equivalence', they emphasised that the system applied would have negative consequences by stating that the coexistence of students who are compatible with each other and at similar levels would be more beneficial in terms of academic success, and that homogeneous class distribution rather than heterogeneous class distribution model would be more efficient for both students and teachers. Previous research on the effects of homogeneous class distribution in order to increase students' academic achievement demonstrates that this approach may have positive results under certain conditions. In a study conducted on gifted students, homogeneous grouping was found to have positive effects on academic achievement, critical thinking and creative thinking (Çalışkan and Tan, 2024). However, there is a variety of opinions in the literature on whether homogeneous class distribution is always the best approach for all student groups. Factors such as socio-economic status of students, self-efficacy and motivation were also found to have significant effects on academic achievement (Sarıer, 2016).

Limitations and Recommendations

This study has certain limitations. The study was conducted only with teachers working in public schools. The scope of the research was limited to Batman province. The views of the participants were collected through a semi-structured interview form, which kept the data collection process within a certain framework.

According to the findings obtained as a result of the research, some recommendations are presented. Based on the finding that the perceptions of the teachers about the determination of primary school 1st grade branches and teachers through the e-school system are generally positive and both positive and negative perceptions are considerable, it is thought that the opinions of the teachers on this issue need emphasis. Informative studies can be conducted to reduce the perceived uncertainty of the implemented system. In order to reduce the perception of uncertainty among teachers, detailed information regarding how the assignments made through the e-school system

work can be provided. Seminars can be organised in schools for teachers and parents to explain the functioning of the system. Informative documents on frequently asked questions about the system can be prepared by MoNE and distributed to schools. In order to increase the fairness in class distribution, a balanced class distribution can be ensured by taking into account the academic readiness levels, special needs and individual differences of the students by considering the student profile. Although teachers are not able to make major changes to their classes determined by the system, they may be allowed to suggest some minor adjustments. Open and transparent communication can be ensured to address parents' concerns. By explaining to parents more clearly that the prevention of teacher preference is intended to ensure equal opportunities in education, a feedback mechanism can be created that includes the criticisms and demands frequently received from parents. Pedagogical approaches to support diversity in the classroom can be strengthened. In this respect, teachers can be provided with trainings on differentiated teaching methods in order to ensure that the different levels of students contribute positively to the learning processes, and it can be ensured that the diversity in the classroom is considered as a richness and that it is emphasised that the education of different students together provides social and academic contributions. Monitoring and evaluation mechanisms can be developed to strengthen equality in education. The effects of the e-school system can be evaluated by systematically taking the opinions of teachers and administrators. Researches measuring the effects of the placements made through the e-school system on the quality of education can be supported and the system can be continuously improved. Moreover, researches can be conducted to measure the effects of assignments made through the e-school system on student achievement, teacher motivation and parental satisfaction in the long term. In this way, the process can be improved for all stakeholders of education by conducting regular scientific studies on the positive and negative aspects of the system. These recommendations can contribute to making class and teacher assignments made with the e-school system more fair, transparent and effective. Ultimately, a fair, transparent, healthy and safe educational environment provides teachers with important opportunities to reach the determined goals. In such an environment, teachers can freely make decisions about the educational process, express and implement their innovative ideas (Çay and Eratay, 2019). Studies to investigate the effects of the placements administered through the e-school system on the quality of education can be supported and the system can be continuously improved. Moreover, research can be conducted to measure the effects of assignments made through the e-school system on student achievement, teacher motivation and parental satisfaction in the long term. Thus, the process can be improved for all

stakeholders of education by conducting regular scientific studies on the positive and negative aspects of the system. These suggestions may contribute to making the class and teacher assignments implemented through the e-school system more fair, transparent and effective. Consequently, the implementation of branch and classroom teacher determinations through the e-school system more fairly, transparently and functionally will enhance the quality of educational environments and support teachers' more effective participation in decision-making processes. Such an environment will allow teachers to develop their innovative ideas more freely (Çay and Eratay, 2019).

References

Aydın, S. ve Ünsal, S. (2022). Öğretmen ve veli görüşlerine göre sınıf öğretmenlerinin tercih edilme nedenleri. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, *55*(1), 183-218.

Bayar, A. ve Balcı, M. (2023). Bir eğitim sorunsalı olarak okullarda veliler tarafından yapılan öğretmen seçimine yönelik öğretmen görüşleri. *EKEV Akademi Dergisi*, (95), 1-14. https://doi.org/10.17753/sosekev.1257356

Bayraktutan, Ş. (2008). *İlköğretim okullarında sınıf içi iletişimin öğrenci okul başarısına etkisi (İstanbul ili Kartal ilçesi örneği)*. [Yüksek Lisans Tezi, Beykent Üniversitesi, Sosyal Bilimler Enstitüsü].

Beamish, P. ve Morey, P. (2013). School choice: What parents choose. *TEACH Journal of Christian Education*, *7*(1), 26-33. https://doi.org/10.55254/1835-1492.1199

Bloom, B. S. (1976). *İnsan nitelikleri ve okulda öğrenme*. (Özçelik, D. A.). Pegem Akademi.

Bozkurt, A. (2020). Koronavirüs (Covid-19) pandemisi sırasında ilköğretim öğrencilerinin uzaktan eğitime yönelik imge ve algıları: Bir metafor analizi. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi, 6*(2), 1-23. https://doi.org/10.29065/usakead.777652

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson.

Çalışkan, K. ve Tan, S. (2024). Homojen gruplamanın özel yetenekli öğrenciler üzerindeki etkileri: Bir sistematik literatür taraması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, *25*(2), 191-207. https://doi.org/10.21565/ozelegitimdergisi.1117630

Çam, Ş. S. ve Acat, M. B. (2023). Öğretmenlerin farklılaştırılmış öğretim yaklaşımını uygulama ve buna ilişkin yetkinlik düzeyleri. *Muş Alparslan Üniversitesi Eğitim Fakültesi Dergisi*, *3*(1), 96-120.

Çavuşoğlu, N. ve Şeker, Z. (2024). İlkokul öğretmenlerinin örgütsel adalet algılarının incelenmesi. *International Journal of Original Educational Research*, *3*(2), 60-77.

Çay, E. ve Eratay, E. (2019). Özel eğitim okulunda çalışan öğretmenlerin iş sağlığı ve güvenliği seminerine ve sonraki uygulamalara yönelik görüşleri. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, *38*, 26-45. https://doi.org/10.33418/ataunikkefd.524611

Çelikten, M. (2005). Öğretmenlik mesleği ve özellikleri. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *1*(19), 207-237.

Dağ, N., Pamuk, D. K. ve Özdemir, S. M. (2020). Okul müdürlerinin öğretmenleri, öğrencileri ve velileri ikna etmede zorlandıkları konular. *Gazi Eğitim Bilimleri Dergisi, 6*(3), 277-299. https://doi.org/10.30855/gjes.2020.06.03.002

Demirdağ, S. (2019). Öğrenci çeşitliliğine ilişkin öğretmen görüşleri. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, *52*(1), 1-28.

Dilekçi, Ü. (2019). Okul yöneticilerinin "kapsayıcı eğitim" kavramına ilişkin algıları: Bir metafor analizi çalışması. *14. Uluslararası Eğitim Yönetimi Kongresi Tam Metin Bildiri Kitabı*, 84-90.

Dilekçi, Ü. (2023). Eğitim ve 21. yüzyıl becerileri. İçinde *Eğitime Giriş* (Edt. Ümit Dilekçi), 313 - 339. Ankara: Pegem Akademi Yayıncılık.

Dilekçi, Ü., Limon, İ. ve Sezgin Nartgün, Ş. (2021). Prospective teachers' metaphoric perceptions of "student, teacher and school". *Kastamonu Education Journal*, *29*(2), 403-417.

Ertürk, R. (2018). Öğretmenlerin örgütsel adalet ve örgütsel kimlik algıları arasındaki ilişkinin incelenmesi. *Journal of Education, Theory and Practical Research, 4*(1), 89-98. https://doi.org/10.16986/HUJE.2018036553

Feng, X., Harkness, S., Super, C. M., Welles, B., Bermudez, M. R., Bonichini, S., Moscardine, U. ve Zylicz, P. O. (2020). Parents' concepts of the successful school child in seven western

cultures. *New Directions for Child and Adolescent Development*, *2020*(170), 143-170. https://doi.org/10.1002/cad.20337

Gül Öztürk, A. ve Koşar, S. (2021). Öğretmenlerin örgütsel adalet algıları üzerine bir olgubilim çalışması. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 41*(3), 1951-1991. https://doi.org/10.17152/gefad.949312

Gül, İ. ve Şimşek, İ. (2022). Opinions of school administrators about the transition system to secondary education. *Journal of Human and Social Sciences*, *5*(1), 1-17. https://doi.org/10.53048/johass.996491

Günbayi, İ. ve Turan, F. (2013). Milli eğitim bakanlığı bilişim sisteminin bir alt sistemi olarak e-okul uygulamasına ilişkin ilköğretim okullarındaki yönetici, öğretmen, öğrenci ve veli görüşleri: bir durum çalışması. *İlköğretim Online*, *12*(1), 1-22.

Gürel, E. (2016). *E-okul sisteminin ilkokul yöneticileri ve öğretmenleri tarafından değerlendirilmesi (Pendik ilçesi).* [Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü]. YÖK Ulusal Tez Merkezi https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Gürel, E. (2017). E-okul sisteminin yönetici ve öğretmenler tarafından değerlendirilmesi. *Anadolu Bil Meslek Yüksekokulu Dergisi*, *45*, 7-25.

İbil, H. (2012). *E-okul sistemi uygulaması hakkında okul yöneticilerinin görüşleri* [Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi]. YÖK Ulusal Tez Merkezi https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

İslamoğlu, A., Yılmaz Toplu, N., Ercan, Ş. ve Kahraman, E. (2024). Türkiye eğitim sisteminde dijital araç kullanımı: Fırsatlar ve zorluklar çerçevesinde bir inceleme. *Ulusal Eğitim Dergisi*, *4*(1), 260-271. https://doi.org/10.5281/zenodo.10600555

Jacob, B. A. ve Lefgren, L. (2007). What do parents value in education? An empirical investigation of parents' revealed preferences for teachers. *The Quarterly Journal of Economics*, *122*(4), 1603-1637. https://doi.org/10.1162/qjec.2007.122.4.1603

Jensen, F. N. (2006). Metaphors as a bridgetounderstandingeducationalandsocialcon-texts. *International Journal of Qualitative Methods, 5*(1), 1-17. https://doi.org/10.1177/160940690600500104

Kavak, Y., Ekinci, E. ve Gökçe, F. (1997). İlköğretimde kaynak arayışları. *Kuram ve Uygulamada Eğitim Yönetimi*, *11*(11), 309-320.

Kaya, A. ve Dilekçi, Ü. (2021). Covid-19 salgını sürecindeki acil uzaktan eğitime ilişkin ebeveynlerin algıları: Bir metafor analizi çalışması. *Trakya Eğitim Dergisi, 11*(3), 1621-1636. https://doi.org/10.24315/tred.933889.

Korkmaz, İ. (2005). İlköğretim okullarının karşılaştıkları finansman sorunları. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (14), 429-434.

Merriam, S. B. (2018). *Nitel araştırma, desen ve uygulama için bir rehber* (Çev. Ed.: S. Turan). Ankara: Nobel Akademik Yayıncılık.

Merriam, S. B. ve Tisdell, J. E. (2015). *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass.

Mertens, D.M. (2010). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods*. California: Sage.

Miles, M. B. ve Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. California: SAGE Publications.

Milli Eğitim Bakanlığı (2024). Cumhuriyetin 100. Yılında öğretmenlerin gözüyle teknoloji ve eğitim bölgesel çalıştayları raporu. https://www.meb.gov.tr/meb_iys_dosyalar/2024_03/15112203_OGRETMENLERIN_GOZ UYLE_TEKNOLOJI_VE_EGITIM_BOLGESEL_CALISTAYLARI_RAPORU.pdf

Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği (2014, 26 Temmuz). *T.C. Resmi Gazete* (Sayı: 29072). Erişim adresi: https://www.resmigazete.gov.tr/eskiler/2014/07/20140726-4.htm

Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği (2023, 14 Ekim). *T.C. Resmi Gazete* (Sayı: 32339). Erişim adresi: https://www.resmigazete.gov.tr/eskiler/2023/10/20231014-1.htm

Nartgün, Ş. S. ve Argon, T. (Ed.) (2024). *Türk eğitim sistemi ve okul yönetimi*. Pegem Akademi.

Ocak, G. ve Yamaç, A. (2011). Öğretmen ve velilerin kayıt bölgeleri uygulamasına yönelik tutumlarının incelenmesi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, *31*, 357-374.

OECD (2005). Teachers matter: Attracting, developing and retaining effective teachers. Paris, France: OECD Publishing. Retrieved from http://www.oecd.org/education/school/attractingdevelopingandretainingeffectiveteachers-finalreportteachersmatter.html

Öncü, C., Tez, M., Keklik, T. ve Ertuğrul Turğa, S. (2023). Okul öncesi dönemde oyunla öğretim. *Socrates Journal of Interdisciplinary Social Studies*, *9*(34), 77–87. https://doi.org/10.5281/zenodo.8430109

Palmquist, R. A. (2001). Cognitive style and users' metaphorsforthe web: An exploratory study. *The Journal of Academic Librarian ship, 27*(1), 24–32. https://doi.org/10.1016/S0099-1333(00)00205-6

Patton, M. Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri* (Çev. Ed.: M. Bütün ve S. B. Demir). Ankara: Pegem Akademi Yayıncılık.

Polat, S. ve Esen, E. (2022). Okulların eğitim finansmanının karanlık yüzü: Okul yöneticilerinin finans kaynağı sağlama sürecine ilişkin görüşlerinin incelenmesi. *Kocaeli Üniversitesi Eğitim Dergisi, 5*(2), 560-587. https://doi.org/10.33400/kuje.1146282

Saban, A. (2008). Okula ilişkin metaforlar. *Kuram ve Uygulamada Eğitim Yönetimi, 55*, 459-496.

Salma, C., Yılmaz, Y. ve Özcan, T. (2023). Eğitimde fırsat eşitsizliği: öğretmen perspektifinden bir söylem analizi. *Anadolu Türk Eğitim Dergisi*, *6*(3). 429-446.

Sarıer, Y. (2016). Türkiye'de öğrencilerin akademik başarısını etkileyen faktörler: Bir meta-analiz çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *31*(3), 609-627. https://doi.org/10.16986/HUJE.2016015868

Sarıtaş, T., Sarıtas, M. T., Yıldız, E. ve Durusoy, O. (2013). E-Okul sisteminin okullarda kullanılmasına ilişkin öğretmen ve yönetici görüşleri. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, *7*(2), 178-194.

Schmitt, R. (2005). Systematic metaphor analysis as a method of qualitative research. *The Qualitative Report, 10*(2), 358-394.

Şabano, S. (2023). İlkokul ve ortaokullarda okul güvenliğine ilişkin yönetici ve öğretmen görüşleri (Uşak İli Örneği). *Akademik İzdüşüm, 8*(1), 280-311.

Şenaras, B. ve Çetin, Ş. (2018). Okul müdürleri ile öğretmenlerin algılarına göre ilk ve ortaokullarda veli baskısı: nitel bir araştırma. *Milli Eğitim Dergisi*, *47*(220), 157-176.

Tankutay, H. K. (2024). Eğitim ortamlarında sosyal adaletin geliştirilmesine ilişkin öğretmen görüşleri. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, *8*(1), 399-420. https://doi.org/10.34056/aujef.1216594

Turgut, Ü., Salar, R., Aksakallı, A. ve Gürbüz, F. (2016). Bireysel farklıkların öğretim sürecine yansımasına dair öğretmen görüşlerinin incelenmesi: Nitel bir araştırma. *Bayburt Eğitim Fakültesi Dergisi*, *11*(2), 431-444.

Türk, H. ve Kıroğlu, K. (2018). Ailelerin sınıf öğretmenlerine uyguladığı mobbing davranışları. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, *18*(4), 2357-2389. https://doi.org/10.17240/aibuefd.2018.18.41844-429343

Türk, N. ve Çevik Kansu, C. (2024). Sınıf öğretmenlerinin sınıf rehberliği uygulamaları: bir karma yöntem araştırması. *Trakya Eğitim Dergisi, 14*(1), 207-225. https://doi.org/10.24315/tred.1340101

Ünsal, S. (2021). Öğretmenlik mesleğinin tanımı, önemi ve öğretmenlerin değişen rolleri üzerine nitel betimsel bir araştırma. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi, 20*(42), 1481-1504. https://doi.org/10.46928/iticusbe.956111.

Yağar, F. ve Dökme, S. (2018). Niteliksel araştırmaların planlanması: araştırma soruları, örneklem seçimi, geçerlik ve güvenirlik. *Gazi Sağlık Bilimleri Dergisi, 3*(3), 1-9.

Yıldırım, A. ve Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Yılmaz Öztürk, Z. ve Uygun, C. (2023). The role of secondary school principals' supervisory skills on teachers' perceptions of organizational justice. *E-Uluslararası Eğitim Araştırmaları Dergisi, 14*(5), 161-178. https://doi.org/10.19160/e-ijer.1341588

Yücel, Ş., İlge, M. Ş. ve Aksoy, M. (2023). İlkokul Yönetici ve Öğretmenlerine Veli Baskısı Konusunda Öğretmen Görüşleri. *Sosyal, Beşeri ve İdari Bilimler Dergisi*, *6*(8), 991-1005.

Yüksel, İ. (2019). Okul yönetimleri ve öğretmenlik mesleğine yönelik BİMER'e konu olan şikayetlerin analizi (Antalya örneği). *Uluslararası Karamanoğlu Mehmetbey Eğitim Araştırmaları Dergisi*, *1*(1), 19-30.

Yürük-Tatar, S. ve Dağ, N. (2024). Velilerin öğretmen tercihleri. *Buca Faculty of Education Journal/Buca Egitim Fakültesi Dergisi*, *60*. 1090-1107. https://doi.org/10.53444/deubefd.1389377