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Metaphorical Perceptions of School Administrators about Social Capital

Alpay ERSOZLU¹, Helen WILDY², Milan KUBIATKO³,

Abstract

The purpose of the study is to determine the perceptions of school administrators with regard to social capital through metaphors. For this purpose, to produce metaphors for the *Social Capital* concept has been requested from the school administrators. A qualitative research method is used in this research and the study group consists of 18 volunteer school administrators participated in the seminar about social capital. The research data has been obtained by allowing the participants to complete the sentences in the interview questions and content analysis method is used in the analysis of data. As a result of research, it has been observed that the school administrators mostly use (50%) *Relationships* metaphor, and use *Human* metaphor at the very least when explaining the concept of social capital with the metaphor. The findings obtained from the research indicate that the school administrators mostly describe the concept of social capital as relationship elements.

Keywords: social capital, metaphor, school administrator

Introduction

The high level of the social capital has the potential of enhancing the performance in a society or all kinds of activities generated by gathering individuals (Field, 2006; Qiang *et al.*, 2017). Putnam (2000) stated that there is a strong connection between social capital and educational success and the efficiency and effectiveness of education only increase by means of strong social concept. In addition, Putnam (2000) also stated that the quality of education strengthens along with the same line of social capital. Numerous studies investigating the

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relationship between social capital and education indicate that social capital positively affects educational achievement, access to educational goals and psychosocial factors affecting educational development and determines the quality of social relations and school attendance. Wexler (2017) emphasized in his study titled 'School of Social Capital: A Conceptual Analysis' that the student achievements have also been improved in the educational institutions where the social capital had been developed. In addition, Igarashi & Saito, (2014) stated in related study that the education is shaped according to the social capital. Ekinçi (2010) indicated in his study that using social capital of school administrators will also increase the achievement and relationship within the organization.

The studies indicate that the social capital is the product of human relationship and interaction and the potential expressed by the concept will generate significant returns in terms of schools (Ekinçi, 2010). The specified strong relation between social capital and educational achievements requires taking advantage from social capital returns for the creation of quality learning environment in the line with the set objectives in schools which are main institutions of education. Thus the role and responsibility of school administrators in effective use of social capital in schools come into prominence at this critical stage (Ekinçi, 2008). School administrators are the individuals who are responsible to use existing human and material resources effectively and efficiently to meet educational organizations with their goals and have an important role the realization of the objectives of the organization. The success of a school depends on competence and quality of school administrators and the school administrators have the most important role in improving the quality of education (Kariip, 2004). Therefore, one of the important conditions of ability of social capital to serve the purpose a surplus value in the educational process is the presence of school administrators which are capable of mobilizing social capital elements.

The concept of social capital that has significant value regarding education is defined with using the metaphor by school administrators who play an essential role in education and perceptions of school administrators about social capital are examined by using metaphor analysis method in this study. It is thought that the findings obtained from answers of school administrators will provide an opportunity to look body of literature from a different perspective. In this context, after a brief transfer of body of literature about concept of social capital, the information about the use of metaphors in educational research is given (Dufur, Parcel, & Troutman, 2013).

Social Capital

French sociologist Pierre Bourdieu was the first person who tried to explain the concept of social capital systematically in the world (Dika, 2003: 13). Bourdieu defines social capital as follows: "Social capital is the sum of the resources, actual or virtual, that accrue to an individual or a group by possessing a durable network

of more or less institutionalized relationships of mutual acquaintance and recognition” (Bourdieu, 1983; 1989; 2012). After the first use by Bourdieu, the concept of social capital has become a sociological term of which efficiency in the development of society is seen as indisputable by social scientists and it has enhanced its meaning and effectiveness (Bourdieu, 1983; 1989; 2012; Weber, 2017)). With the increasing usage of area, many different definitions of social capital are made. In one of these definitions, social capital is described as “the examination of the fiduciary relationships between people and institutions with the economic aspects” (Igarashi & Saito, 2014). The social capital which is also defined as the existence of in-house and inter-agency participation and cooperation in various community organizations is the binder that makes possible to build community or team and it allows gathering individuals around a common goal (Aydin, 2001).

According to (Igarashi & Saito, 2014) social capital is defined as “the possibility of communication between at least two people which can be established with fiduciary manner, with the slight broader meaning; the features of trust, norms and communication network between individuals, civil society organizations and public institutions which increases the productivity of society by facilitating coordination activities”. Lin (2001) regards social capital as a potential source that affects living together and efforts to cooperate, plays an important role in the development of the economic development and social welfare and consists from the combination of norms, trust, social networks, reciprocity and values.

The social capital which is always defined by its function consists of several different entities but essentially forming with two common entities: they all consist of some aspect of social structures, and they facilitate certain actions of individuals within the structure. The social capital makes acts possible that its absence would not be possible (Coleman 1988: 98). For this reason, Coleman urges on its function rather than its definition when he describes the social capital. In this respect, he discusses social capital as connected with sociological and economic references when he describes social context behind the rational choices of individuals and preferences. According to Coleman, social capital is not only the single entity, but also variation of two different entities with common features. The entities consisting of some sizes of a social structure play facilitator role in achieving individuals’ goals within the structure (Coleman, 1994: 302). For example, according to Coleman, the Individuals with healthy social relationships and connections as individual or family can reach their goals more easily than the individuals who do not have such connections. Another definition of the concept of social capital is that the social capital is a new economic and social concept which aims to reveal the economic activity of the country, the impact of social life. Because of that all of the neo-classical capital theories mostly deal with economic aspects of social capital, they assess the concept of social capital as the investments to individuals and relationships due to its returns (Lin, 2001: 19).

The Effect of Social Capital Concept to Education and Educational Organizations

The Coleman Report, published in 1966, indicated that educational inputs should also be taken into consideration in the measurement of inequality in education by disapproving that the inequities in education only measured with outputs such as test results in education or academic achievement. It is also highlighted in the report that alongside with the allowance allocated per student, the size of the school, number of books in school library per capita, consultancy services and the qualification of teachers are the important factors that affect educational achievements of students, the relationship of students with family is more effective on the success of student (Puskulluoglu, 2015: 19).

Recent studies indicated that social capital is closely related to education-based results (Sahin & Ada, 2003). It is also reported in many studies that social capital has a favorable effect on student achievement, school attendance and psycho-social wellbeing of students. In one of these studies (Ekinçi, 2008) significant results associated with positive effects on student achievement of social capital were obtained and important suggestions were made to training managers based upon these results. In Simsek's (2003) investigation which is one of the studies referring to benefits of social capital in education and training organizations and examining the relationship between the social capital levels in primary/secondary schools and teachers' job satisfaction. It is obtained that the teachers working in schools with a high level of social capital have a high level of morale and productivity because of that they believe in their profession.

Dika and Singh (2002) who examined the impact of social capital on education stated by evaluating the studies examining the relationship between social capital and educational achievement that there is commonly a positive association between the social capital and educational achievement. Dinda (2008) remarked in the survey involving sixty-three countries incl. Turkey that; to create a social network of people experienced educational process, to dedicate themselves to others and to reveal the results they generate with the dialogue and negotiations are essential both creation of education and creating a positive impact on society with social capital (Sahin & Ada, 2013). These relationships specified behind of the education and social capital reveal the importance of social capital in the creation of an effective school and thus qualified educational environment (Ekinçi, 2010).

The Concept of Metaphor and the Use of Metaphor in Educational Researches

There are many definitions in the literature about the metaphor (Dur, 2006; Thomson, 2016; Ummanel, 2017; Ergun, 2017). In one of these studies, a metaphor is defined as ‘‘ to identify a thing, or an idea through something else with very similar characteristics without using ‘‘Like’’ and ‘‘similar’’ words and it is a word or set of words used for adding tone beauty and convenience to the expression. In other words, a metaphor is the use of analogy to explain the concept, word, term and phenomenon better and more beautiful by establishing relevance with a word in another sense (Aydin, 2006). In metaphor, there is using the word expects from its actual meaning by taking advantage of analogies. In the expression with metaphors, there is a reflection of expression regarding an event or reality to the similar one (Balci, 2008).

According to Saban (2004), the metaphors are one of the most powerful mental tools configuring, directing and controlling the thoughts about the formation and operation of events. The metaphors are important communication tools in the case that the word is not enough or the need to strengthen the expression. So that limited vocabulary requires the use of comparison in the transition from the understanding of thought to understand another idea. In this context, metaphors allow the movement of the brain of an individual from an understanding (comprehension) format, to another understanding (comprehension) format and it also allows individuals to see a particular phenomenon as another phenomenon. Thus to understand and to interpret the concepts get easier. Alongside with the metaphors can be animate/inanimate and tangible/intangible, the can also be positive and negative. The metaphor which can also be data collection and query tool, contributes to uncovering how the concepts desired to be analysed are perceived by providing poorly understood issues more readily understood (Toremén & Dos, 2009).

When perceiving concepts, the common aspects of another concept are brought to mind usually. A new learned feature of an idea is often paired with well-known characteristics of the other cases or the analogies are created in mind. This is why the metaphors are used in education to explain hardy-understandable concepts by analogy with known concepts or to visualize an abstract concept (Gecit & Gencer, 2011). Lakoff and Johnson (1980) indicated that the thinking process and conceptual systems of people are configured with metaphors. Training phenomenon is a system which has very diverse and complex dimensions. For this reason, the metaphors are often used in education to describe people’s perceptions regarding a specific case.

For example, as a result of research conducted with 409 primary school students and 254 educators related to the student, teacher, principal and school concepts, Inbar (1996) determined that the educators define many students with vegetation metaphor, and most of the students define teachers with super lock metaphor.

In another study, how to vocational and technical teachers working in schools perceives their professional roles has been depicted by using metaphorical images. It has been asked teachers to choose the one to represent themselves as teachers to explain the reason. 21 out of 60 teachers have been expressed that they see themselves as a stockman, 18 as an orchestra conductor, 3 as puppeteer, 3 as entertainer and one as judge. It has been also found that there is difference between the figurative pictures chosen by the teachers who teach to high achievers and low achievers students. While majority of the teachers who teach to student with low achievement seeing themselves as stockman in zoos, most of the teachers who teach to classes with high achievement depicted their profession as an orchestra conductor (BenPeretz, Mendelson & Kron, 2003).

In the Silman and Simsek's (2006) study, the metaphors were used to determine the views of primary school teachers and administrators which are working in the Turkey and The US about the school and the central educational institutions. As a result of the study, it is determined that as the teachers and administrators in primary schools in Turkey produce intense metaphors on the central features of the Turkish school system, the teachers and administrators in US produce metaphors related to participatory and collaborative intelligence. In addition, it has been observed that teachers and school administrators in the US define central government with cumbersome and ineffective metaphors.

The study, in which perceptions of teachers and administrators related to the administration determined with metaphors, was conducted with 203 teachers and 51 principals in primary schools by Cerit (2008). The most used metaphors by teachers and administrators regarding the concept of director are as follow: researcher, director, education specialist, conductor, leader, coach, counsellor and controlling person. As the teachers perceive managers as directors, the administrators perceive managers as researchers. The metaphors used as a powerful research tool for understanding the personal perceptions relating to a phenomenon of preservice teachers in Saban's (2009) study. Saban (2009) examined candidate teacher's metaphors regarding the student concept with the "Students are like ..., because ..." completions. The candidate teachers produced 156 Total current metaphors regarding the student concept and that conceptual metaphors are grouped into 11 categories. According to research results, 1.3% of teachers perceive students as social capital.

Tekin and Yilmaz (2012) also examined the metaphorical perceptions of primary and secondary school teachers about inspections and reached the findings that primary school teachers have developed a total of 34 metaphors about the concept of inspection. Biyikli, Basbay and Basbay (2013) inferred in the study to determine the metaphors of middle and high school students regarding the science concept that middle and high school students produced 153 metaphors regarding the science concepts. According to the findings of the study, it is observed that the metaphors produced by secondary and high school students both comprise a positive structure and the students almost never use metaphors composed negative metaphors. The metaphors were used as professional thinking, professional identity development, a pedagogical tool, a mirroring tool, assessment tool, a research tool, the program theory, mental models, a discovery tool and a tool for change in education and teacher training (Saban *et al.*, 2006). Considering the related body of literature, any studies which the data about the concept of social capital were collected or analysed in the field of education have not been observed. Therefore, the metaphors were used as a research tool to examine the concept of social capital in the schools.

Aim of the Study

The aim of this study is, to determine the perceptions of school principals about the concept of social capital. For this purpose, the answers to the following questions have been sought: (1) What are the metaphors of school administrators indicated about the concept of social capital? (2) Under which conceptual categories can stated metaphors be grouped?

Methodology

This research was created and carried out in a qualitative design. Qualitative studies are the researches which are not limited with a single method, providing in-depth information about the situation investigated, enabling access to different views of the participants, Seeking answers to the how and why questions and giving generalized information as the results (Flick, von Kardorff & Steinke, 2004). Qualitative studies are more interested in the process than the product or output. Therefore, meanings that is important in qualitative research (Merriam, 2009).

Participants

The participants of the study consist of 20 voluntary people who attended the seminar of the 1st author named “Social Capital and Management in Educational Organizations”. The participants have been determined according to criteria sampling method which is one of the purposeful methods. Being school principal and attending the social capital seminar were taken as a criterion. Two answers given by the participants have been removed from the data analyses because of that is not appropriate and deemed insufficient. Thus the study has been realized over 18 school administrators. 4 of participants have 0-5 year administration seniority, 9 of them have 5-10 years administration seniority and one of them has 10-15 years administration seniority. Two of school principals have not given any information about their administration seniority. The distribution of surveyed school administrators according to demographic characteristics is presented in *Table 1*.

Table 1. Demographic characteristics of participants

	Number	Percent
Gender		
Female	1	5.6
Male	17	94.4
TOTAL	18	100
Administration Experience		
0-5 Years	4	25
5-10 Years	9	56.25
10-15 Years	1	6.25
15 Years and more	2	12.5
TOTAL	16	100

Data Collection

The data have been obtained via semi-structured negotiation form created by researchers. It has been asked from participants to complete the “Social capital is like....., because.....” sentence in this study examining the perception of the school principals about the concept of social capital. It has tried to reveal the reasons of using the metaphor with *similar* and *because* words. The data were collected on the last day of three-day in-service training seminar organized by Tokat Provincial Directorate of National Education. On the first day, it was trying to reach to 30 school principals who have attended the “Social Capital and Management in Educational Organizations” seminar. On the last day of in-service training, the information about metaphor studies were given to the school

principals and it has been asked that the principals whether want to be a participant as voluntary and the forms filled by participants attended voluntarily collected.

Data Analyses

The obtained data have been made written in computer by researchers and analyzed by using content analysis of qualitative research techniques. The content analysis consists coding in analyzing data, the presence of themes and organizing of themes according to code and data phases. The content analysis is carried out in the situations that the research is not stated clearly in theoretical and more in-depth analysis is required (Yildirim & Simsek, 2011). The answers given by school principals have been interpreted by grouping in terms of similarities. Submission of the same answer given by school principals have been resort in some questions. In order to ensure the validity and reliability study, expert opinion about the articles of the form have been asked and another expert opinion in qualitative research has been asked during the data analysis process. To ensure the reliability of the study, Miles and Huberman (1994) reliability formula has been used as $Reliability = \frac{\text{consensus}}{\text{consensus} + \text{disagreements}} \times 100$. It is expected that the harmony between the expert and investigators is 90% or more in the qualitative researches. According to Miles and Huberman (1994) formula, it has been found that the harmony between the expert and evaluation of researchers is 90%. Because of that this value is 0.90; it shows that a desired reliability has been provided. When looking metaphors detected disagreement again with experts, it has been observed that the disagreed metaphors are invalid.

Findings

In this chapter, there are findings related to answers of school principals to “capital is like..... Because.....” question asked in order to depict the perceptions of schools principals about social capital by using metaphors. School principals have produced a total of 17 valid metaphors regarding the concept of social capital. AS each school principals from 18 school administrators have used a different metaphor about the concept of social capital, 2 of them have not used metaphor about the concept of social capital. The metaphor images expressed by all participants are as follows: (1) a win-win policy; (2) money; (3) folk dance; (4) people; (5) hidden treasures; (6) gold; (7) collective work; (8) the father-son relationship; (9) teams; (10) the main machine wheel; (11) healthy communication; (12) Noah’s pudding; (13) farsightedness; (14) football team; (15) bridge; (16) diamond; (17) capital. In this section, three conceptual categories developed in this study regarding the concept of social capital are introduced initially.

Conceptual Categories

The metaphors produced by school principals are divided into three conceptual categories. These are: 1) *social capital as investment factor*; 2) *social capital as relations*; 3) *social capital as human being*.

When examining the literature, it is observed that some researchers describe social capital as an investment element. For example, Maynard remarked that the social capital occurs as a result of investments to individuals by pointing out that the investment to individual should be handled as a basis as the dynamic of continuous improvement. (Maynard, 2006 cited in Oren, 2007). Lin (1999) who also worked on social capital sees social capital as an investment process in which more value is produced and is kept.

According to Igarashi & Saito, (2014, social capital is seen as a productive investment that will allow full benefits to investing and lead measurable gains embodied with social relations. Studies in the literature highlights the sub-components of relations about social capital supporting the research findings as well. One of these studies belongs to Bourdieu. According to Bourdieu, the relationships are important in defining the concept of social capital the social ties established between people is the building blocks of society. The social networks are valuable assets. The concept of social capital appears to be a concept which refers the association of the current and potential sources of social actors and groups (Bourdieu 1983, Bourdieu, 2012)).

Tormen's (2002) study show parallelism with the research findings as well. Toremén stated that social capital is divided into four categories and one of the elements of social capital is relationship. According to Secer (2009) which reached the findings in the same direction, social capital basically examines to be in relationship with other people and provided benefits from it. In this case, the relations with other individuals and the structure of these relationships gain importance. Aydin (2011) indicated that the opportunities provided to community members and all of the assignments should be done in the relations between people in a society and at the institutional level generate social capital. Due to social capital arises with the characteristics of social structures and institutions, the relationships are also located in the elements of social capital. According to Weber (2017), the relationships between the individuals and institutions form the basis of social capital.

Hanifan who used social capital as a term for the first time, defined social capital - except for real estate, private property and money - as the goodwill, friendship, intimacy and social relationships developed in the daily lives of individuals. At this point, the propounded concept of social capital verifies the relationship category of research results by expressing the Intangible, invisible relationships among the dynamics of daily life (Caliskan, 2010). Another study

supports the human and relationship extent of social capital belongs to Karagul and Masca (2005). According to Karagul and Masca, when defining the social capital as “communication facilities between at least two people which can be established in fiduciary way”, it is observed that social capital is particularly comprised of individuals and interpersonal relationships. With a little more broad definition of social capital, when it is defined as ‘trust, norms and communication network features which increases the productivity of society by facilitating the coordination activities between individuals forming society, civil society organizations and public institutions’, the human factors and relationship between individuals are listed as elements of social capital.

When these categories were examined, it is reported that the majority of school principals (f= 7, 39%) define social capital with 7 different metaphors (5.5%) in Social Capital category as “investment factor”. 9 school principals (50%) defined social capital with 9 different metaphors (5.6%) as “Social capitals as Relations”, and one school principal (5.6%) defined social capital with 1 metaphor (5.6%) as ‘Social capital as Human Being’

Social Capital as Investment Element

A total of seven school administrators (38.5%) and 7 metaphor (38.5%) represent this category (see Table 2) 7 metaphors in this category are as follows: win-win policy (5.5%), (2) the money (5.5%), (3) the hidden treasures (5.5%), (4) gold (5.5%), (5) farsightedness (5.5%), (6) diamond (5.5%) and (7) the capital (5.5%). The metaphors about the “Capital as Earning Provider” are given in the Table 2 with the percentages and frequencies.

Table 2. Social Capital as Investment Element

Metaphor Name	F	%
Win – win policy	1	5.5
Money	1	5.5
Hidden Treasure	1	5.5
Gold	1	5.5
Farsightedness	1	5.5
Diamond	1	5.5
Capital	1	5.5
Total	7	38.5

The main features of metaphors create this category are as follows:

- *Social capital is an investment element* (money, hidden treasure, diamonds, gold, capital, energy): (1) “Social Capital is like money. Because it allows you to develop if it is used effective, but allows you to bankrupt if it is used badly” (K2); (2) “Social Capital is like hidden treasure. Because it makes a significant contribution when it is removed and processed” (K5); (3) “Social Capital is like diamond. Because it never loses its worth” (K19); (4) “Social Capital is like gold. Because it is valuable” (K7); (5) “Social Capital is like Economic Capital. Because we can handle most things that is handled with money by using our relationships and social capital” (K20).
- *Social Capital is a Policy* (Win – Win Policy): (1) “Social Concept is like win-win policy. Because it allows you to gain like business manager and dealer working with contribution” (K1).
- *Social capital is a personality trait* (farsightedness): “Social capital is like farsightedness. Because it must be required to recognize interlocutor very well and produce solutions” (K14).

Social Capital as Relations

A total of 9 school principals (50%) and 9 metaphors (50%) present this category (*Table 3*).

Table 3. Social Capital as Relations

Metaphor Name	F	%
Folk Dance (Halay)	1	5.5
Collective Work	1	5.5
Teams	1	5.5
Healthy Communication	1	5.5
Football Team	1	5.5
The main Machine Wheel	1	5.5
Noah’s pudding	1	5.5
The Bridge	1	5.5
Father – son	1	5.5
Total	9	50

As it is seen in *Table 3*, school principals used ‘‘Relations’’ sub-metaphors most (50%) when explaining the social capital concept with the metaphors. The main features of metaphors create this category are as follows:

- *Social Capital is mutual team relations*: Folk dance (Halay), Collective work, Football team, the main machine wheel, bridges, assure): (1) ‘‘Social Capital is like Halay. Because the movements of the dance team must be the same with the movements of the head of the Halay dance’’ (K3); (2) ‘‘Social Capital is like Collective Work. Because sharing hand working together are only provided with this way’’ (K8); (3) ‘‘Social Capital is like Football Team. Because if there are gaps between the line, the success cannot be achieved’’ (K15); (4) ‘‘Social Capital is like the main machine wheel. Because if the social capital is not exist in institution, the institution will not work’’ (K11); (5) ‘‘Social Capital is like the Bridge. Because, it links and gathers them’’ (K17); (6) ‘‘Social Capital is like Assure. Because a good relationship should be ensured’’ (K13).
- *Social capital is unrequited relationships* (father-son relationship): ‘‘Social capital is like father-son relationship. Because both the father and social capital are not base on the benefit relationship’’ (K9).

Social Capital as Human Being

A total of 1 school principal (11.5%) and 1 metaphor (11.5%) present this category (*Table 4*).

Table 4. Social Capital as Human Being

Metaphor Name	F	%
Human Being	1	11.5
Total	1	11.5

According to *Table 4*, the school principals *Human Being* metaphor at the least (11%) when explaining the concept of social capital: ‘‘Social Capital is like Human Being. Because the personality traits make individuals human being and makes different from each other’’ (K4).

Discussion

In this study, the metaphors of school principals about social capital were examined. Metaphor researches are powerful tools to reveal perceptions of people about any related concepts directly. To reveal the perceptions about social concept of school principals who are in directly relationship with the concept of social capital through metaphors are extremely important. The conducted study will allow school principals who perform an important task for education to reconsider their awareness about the concept of social capital, to increase this awareness and to benefit from social capital in education.

When the literature is examined, any investigation examining the perceptions of school principals about social capital with the metaphor analysis has not been found (Gercek, 2017). For the formation of perceptions of school principals about social capital, it is thought that new researches should be conducted in this issue.

According to the research results, metaphors of school principals regarding the concept of social capital are lumped into 3 categories. These categories are; "Social Capital as Investment Element", "Social Capital as Relations" and "Social Capital as Human Being". As the "Social Capital as Relations" took the first place among these categories (50%), "Social Capital as Investment Element" took second place (38.5%) and the "Social Capital as Human Being" took the third place (11.5%). Many studies in the literature about social capital, the concept of social capital are evaluated with human, human relations and investments dimensions. For example, Cetin (2006) indicated that the social capital involves the relations and social networks allowing interaction and relationships between individuals and promoting Socio-economic developments.

Goleman (1998) collected components of the social capital which support the findings of the study under the 3 categories and stated that the first of them is trust-based relationship. The second one is the networks consisting from people where the organization workers spoke and discuss. Another study which supports the categories created in the investigation belongs to Kapu. Kapu (2008) referred that there are two perspectives on social capital. The first one is using the concept of social capital as investment element and conversion of resources to the investment. In order to accept source as capital, the source in issue have to be invested and fluidized. Thus the sources in social capital are produced and changed as investment.

Lin (2001:15) accepted social capital as an investment process in which the values are produced and stored and indicated that the concept of "capital" within the concept of social capital refers to an investment for production and consumption of goods with the earning expectations in the market. Therefore according to Lin, the investment process creates an aspect of social capital. Kapu's (2008) second aspect about social capital is that the social capital also includes

the relation networks resulting from social relationships between individuals. So that the relationship between people and institutions, is the essence of the theory of social capital (Kapu, 2008). According to Nahapiet Kapu, (2008), basic assumptions of the concept of social capital are that the network of relationships creates remarkable resources in social behavior. A large part of this capital is involved in relationship networks with the mutual recognition and the acceptance.

Another study addressing the social capital as investment element and relationships belong to Coleman. Coleman sees social capital as a source of investments and he analyses social capital in the context of interpersonal relations. Coleman (1994: 95-98) implied that social capital offers a source of help based on the information, the effective enforcement of norms and the strength of interpersonal ties characterized by reciprocal obligations, expectations and agreements. It is stated that the individuals create their social capital power by investing to others and these investments have parallels with the financial and human capital investment (Coleman, 1994: 95-98).

Bourdieu who studied for social capital, as he emphasized the *Human capital and interpersonal relation* dimensions of the social capital in Schultz and Becker studies, Marx's perspective about the concept of social capital is more related with economic capital and market dimension (Lin, 2001: 15).

Conclusions

Although studies have been made about social capital in the literature, the metaphor analysis about the concept of the social capital has not been found. The study conducted for this reason, offers findings relevant the metaphor analysis of the concept of the social capital by filling the gap in the literature. Studying with a larger samples is recommended for the studies which will be conducted in the future. In addition, it is thought that the researches which will be conducted in the future, will allow school principals to understand the concept of the social capital and positive changes and detections will be seen in education with the potential sense.

The research is important to reveal school principals' thoughts about the concept of social capital through metaphors. The metaphors obtained with the results of the research, reveal significant results about social capital perception used in educational organizations. School principals should be aware that they have different perceptions about "social capital" concept and these perceptions are effective in the implementation of educational services.

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