# Dean Concept from The Perspective of The Faculty of Science and Literature Students

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## Abstract

The aim of the study is determined how university students conceptualize and perceive the concept of dean through metaphors. In the study, phenomenological design, one of the qualitative research methods, was used, and a purposeful sampling technique was used to determine the participants. A total of 101 students studying at Bingöl University Faculty of Literature in the 2020-2021 academic year were included in the research. The "content analysis" technique was used to analyze the data. According to the results of the research, the categories in terms of frequency; authorized (f=19), unreachable and unknown (f=17), guiding and enlightening (f=17), guarding and protecting (f=14), solution-generating (f=10), basic need (f=8) useful and valuable (f=7) useless and unreliable (f=6), and biased (f=3); It is seen that there are categories. As a result of the research, with the effect of the high-power distance in Turkish society, it has been determined that Bingöl University Faculty of Arts and Sciences students have the perception that it will not be possible to reach the dean and the dean and have a paternalist perspective. Considering students' perceptions and expectations, deans are recommended to act with open communication and a management approach that is closer to the student.
**Keywords:** Authority; Dean; High power distance; Paternalism; Unreachable.

# Fen Edebiyat Fakültesi Öğrencilerinin Bakış Açısıyla Dekan Kavramı

## Öz

Araştırmanın amacı üniversite öğrencilerinin dekan kavramını nasıl kavramsallaştırdıklarını ve algıladıklarını metaforlar aracılığı ile belirlemektir. Araştırmada nitel araştırma yöntemlerinden fenomonolojik desen, çalışma grubunun belirlenmesinde ise amaçlı örnekleme tekniği kullanılmıştır. Araştırmada 2020-2021 eğitim-öğretim yılında Bingöl Üniversitesi Edebiyat Fakültesinde öğrenim gören toplam 101 öğrenci yer almıştır. Verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre, üretilen kategoriler frekans bakımından; yetkili (f=19), ulaşılmayan ve bilinmeyen (f=17), yol gösterici ve aydınlatıcı (f=17), kollayan ve koruyan (f=14), çözüm-üreten (f=10), temel ihtiyaç (f=8), faydalı ve değerli (f=7), faydasız ve güven vermeyen (f=6), ve taraflı (f=3) gibi toplam 9 kategori başlığı altında yer aldığı görülmüştür. Araştırma sonucunda, toplumdaki yüksek güç mesafesinin etkisiyle Bingöl Üniversitesi Fen Edebiyat Fakültesi öğrencilerinin, dekana ve dekanlık makamına ulaşmanın mümkün olmadığı algısına ve paternalist bir bakış açısına sahip oldukları tespit edilmiştir. Öğrencilerin algıları ve beklentileri göz önüne alındığında dekanların, açık iletişim politikası ve öğrenciye daha yakın olan bir yönetim anlayışı ile hareket etmeleri önerilebilir.

**Anahtar Kelimeler:** Dekan; Paternalizm; Ulaşılmayan; Yetki; Yüksek güç mesafesi.

## Introduction

Universities constitute the main body of higher education institutions. In higher education, the biggest responsibility falls on the universities in the realization of the educational objectives. Universities are the highest level of education where everyone can participate in educational activities and scientific studies in areas suitable for him and his abilities. Fulfilling these expectations of our universities, which bear the responsibility of raising the individuals that the society wants and expects, is associated with the quality of the education they provide. One of the most crucial factors determining the quality of education in universities is the administrators of the universities. Because managers are primarily responsible for raising qualified individuals that society needs at the end of the process by using educational inputs and human resources in the most efficient way (Ekiz and Durukan, 2007). The primary aim of educational institutions is to raise good generations by raising the

quality of educational activities conducted in the institution. As a result, it is thought that the quality of education is closely related to university administrators.

Education management can be expressed as the application of management to education (Aydın, 2007). Education Management: It differs from public administration in terms of purpose and duty. The situation that distinguishes educational administration from the administrations of other institutions is that education is a unique field (Aydın, 2007; Erdoğan, 2000). The most important task of the faculty management or dean; to use the human and material resources in the faculties in the most efficient way for the benefit of the society and to ensure that the institution reaches the determined goals. The dean is the person who provides, plans, coordinates, and supervises all resources to keep the faculty alive for its purposes. It is primarily the managers' responsibility to ensure that organizations achieve their goals and continue their lives (Bursalıoğlu, 2000). Because of this strategic position of the Dean's Office, the work to be done regarding the dean or the dean's office is of immense importance. Beck-Frazier, White and McFadden (2007) in their study examining the leadership behaviors of deans and its reflection in education, stated that the administrators in the universities should be given detailed information and training including education management.

According to the Higher Education Law numbered 2547, the rectors manage universities. In the university administration, there are vice-rectors after the rectors. In the administration of the faculties, there are deans and vice deans. Faculties are academic units that provide at least 4-year or, in other words, undergraduate education. The top manager of the faculties is the dean. Academic and administrative processes and actions in faculties are conducted in line with the decisions taken by the faculty board and faculty administrative board (Özdemir, 2017).

According to Article 8 of the Academic Organization Regulation in Universities, the duties of the Dean can be briefly listed as follows:

1. To preside over university boards; To implement the decisions of higher education institutions, to examine and decide on the proposals of university boards, and to ensure regular work between institutions affiliated with the university,
2. To inform the Interuniversity Board about the educational, scientific research, and publication activities of the university at the end of each

academic year and when necessary,

3. To prepare the investment programs of the university, its budget, and staff needs after receiving the opinions and suggestions of its affiliated units, the university administrative board, and the senate, and present them to the Council of Higher Education,

4. Changing the places of duty of the lecturers and other personnel working in the institutions and units that make up the university, or assigning new duties to them, when deemed necessary,

5. To maintain the duty of general supervision and control over the units of the university and personnel at all levels,

6. To perform other duties assigned to him by laws and regulations.

Dean is the representative of the faculty and its units. They are selected by HEC (YÖK) from among 3 professors to be presented by the Rector and appointed for a 3-year term. The dean can appoint A maximum of 2 vice deans to assist the dean in his work. However, four vice deans can be selected by the dean of the faculty in charge of open education. These appointed vice deans also serve for 3 years (Özdemir, 2017).

In the literature, it is stated that academic administrators function as managers when they focus on structure, policy, process, and paperwork; It is stated that it functions as a leader when they focus on the main points of the organizational culture such as mission, vision, and harmony (Karaferye, 2016). The most important job of academic managers and leaders is to unite the organization around a common goal from the end (Bowman, 2002). Some of the features and skills that an academic administrator should have can be listed as follows (Carnall, 2007; Sergiovanni, Burlingame, Coombs and Thurston, 1999):

- Technical skill (method, technique, procedure),
- Ability to work with people (raising morale, conflict management),
- Conceptual skills (seeing school, district, and curriculum as a whole),
- Self-knowledge and intuition,
- Understanding of managerial work,
- Taking timely and controlled action against dilemmas.

It is important for the academic manager to participate in academic leadership training as well as having the specified qualifications and skills. When academic leadership training comes together with experience and the ability to establish good relationships, it will increase the trust and support of

the academic staff in the leadership of the academic leader (Karaferye, 2016). In addition, the motivation of the academic leader to develop leadership skills will also increase (Gmelch, 2003). Each educational organization (department/faculty/college) is a unique organization with its employees. Efforts to manage and develop it should also consider the unique characteristics of that institution. Therefore, a single model should not be developed for each organization, and it should not be used as a prescription for each unit (Karaferye, 2016).

People make use of metaphors while defining their own thoughts and feelings. This reveals how people perceive themselves and the world. Metaphors enable us to understand and define the individual's world by enabling us to understand the individual's experience. Metaphors will make it easier for us to comprehend and feel the cognitive world of an individual or society in a more concrete and familiar way (Lakoff and Johnson 2015). The appeal of using metaphors in research is hidden in the capacity of individuals to make their knowledge and life experiences related and meaningful (Tepebaşılı, 2013) Metaphors attract attention because they have strong modeling and mental mapping mechanisms for people to understand and construct their own worlds. Metaphors are seen as an excellent technique for teaching the unknowns, and a proven tool for keeping and remembering learned information (Arslan and Bayrakçı, 2006).

When the literature is examined, it is seen that there are many studies conducted through metaphors and that individuals who interact with education are tried to be revealed with metaphorical perceptions (Demirbilek, 2020; Demirbilek, 2021a; Demirbilek, 2021b; Demirbilek, 2022; Demirbilek, 2023; Demirbilek and Atila, 2021). There are very few studies on university students' perceptions of the concept of Rector (Çelik and Yarım, 2019), so such a study is important.

When the studies conducted in the literature were examined, this subject was preferred because there were few studies on the concept of the dean, and the metaphor work about the dean was not found. Revealing their perceptions about the concept of "dean", evaluating the communication and interaction of deans with students and their management styles from a unique perspective will contribute to the field. Besides, it is predicted that revealing the perceptions of the students of the Faculty of Arts and Sciences regarding the concept of the dean will provide important parameters in terms of evaluating

the dean's administration in universities and will contribute to the determination of policies. Based on these data, in this study, the deans who are the administrators who are solely responsible for the education and training of the faculties and who can influence; How it is perceived (mental images) by faculty students will be examined.

**Purpose of the Research**

The aim of the study is to determine how Bingol University Faculty of Arts and Sciences students perceive and conceptualize the concept of dean through metaphors. In this context, answers to the following questions were sought.

1. What are the metaphors of the students of the Faculty of Arts and Sciences regarding the concept of dean?
2. Under which categories are the metaphors created by the students of the Faculty of Arts and Sciences regarding the concept of dean?

**Method**

Phenomenology design, one of the qualitative research methods, was used in this study. Phenomenology is the conscious experience of people's own life-worlds, that is, daily life and social action (Balcı, 2016; Schram, 2003). The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. In the world we live in, phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts, and situations. Phenomenology provides a suitable research ground for studies that are not completely alien to us, but also aim to investigate phenomena that we cannot fully grasp (Yıldırım and Şimşek, 2016). In studies conducted with a phenomenological design, the cognitive structures existing in their minds are tried to be revealed by examining the comments of the research participants about the facts they have personally experienced (Creswell, 2017). Phenomenology is an elaborate and in-depth description of how people experience phenomena (Patton, 2014).

**Participants**

The criterion sampling technique, which is one of the purposeful sampling methods, was used in determining the study group. Being a student of the Faculty of Arts and Sciences was determined as the basic criterion in the selection of the participants in this study. In line with the purpose of the study, the sample was composed of people, events, objects, or situations with the qualifications determined for the problem (Fraenkel, Wallen and Hyun, 1993;

Yıldırım and Şimşek, 2016). Being a student of Bingöl University Faculty of Arts and Sciences was determined as the study group criteria for this research in the 2020-2021 academic year and reached 127 students. However, 26 forms that were erroneous metaphors for the concept of dean were eliminated, and then the study was conducted with 101 forms.

**Table 1.** Demographic Information of the Participants

| Variables | Category | N | % |
|---|---|---|---|
| Gender | Female | 71 | 70.3 |
| | Male | 30 | 29.7 |
| Class | 1st Class | 37 | 36.7 |
| | 2nd Class | 25 | 24.7 |
| | 3rd Class | 24 | 23.7 |
| | 4th grade | 15 | 14.9 |
| Chapters | Numerical Sections | 26 | 25.7 |
| | Verbal Sections | 75 | 74.3 |
| Total Number of Participants | | 101 | 100 |

## Data Collection

In the research, an online form was created in the Google form environment. In the form, participants were asked to complete the sentence "Dean is like/similar to ……… because……." In addition to their personal information. In addition, explanations and examples were given on what metaphor is and how it is used. (Kılcan 2017). The prepared forms were sent online and collected in the same way.

## Data Analysis

The research was conducted with the necessary "Ethics Committee" approval (Ethics Committee Approval Number 13.07.2020 92342550/108.01/)

Content analysis was used in the analysis of the study. Content analysis is described as a systematic, renewable technique in which some words of a text are explained with smaller content categories with coding adhering to certain rules (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2008). Balcı (2016) content analysis; defines what people speak and write as a digitization process by coding according to explicit statements. The following five-stage evaluation process, which the researchers most preferred, was used in the content analysis of the research (Creswell, 2017; Demirbilek, 2021; Demirbilek, 2022; Saban, 2008): 1. Naming and Screening Stage, 2. Classification Stage, 3. Category Development Phase is the 4th Validity and Reliability Phase, and the 5th Organizing the Data for Quantitative Data

Analysis Phase.

In the first stage of the study, the alphabetical list of metaphors created by the students of the Faculty of Arts and Sciences was made and it was checked whether they were produced in line with the purposes of the study. The data that constituted or did not want to create false metaphors regarding the concept of "dean" was eliminated (f=26). The study was conducted with 101 forms. A form number was given to the forms included in the study. The forms belonging to the metaphors evaluated were coded as 1D, 2D… 101D, and numbered.

In the second stage of the study, content analysis was used, and each metaphor was read and classified one by one. In the third stage of the research, the metaphors written by the students were brought together in terms of common and similar features and gathered under various categories. 9 distinct categories related to the concept of dean have been developed by the researcher. In the process of categorizing the data, the reasons given were acted upon. Data with the same metaphors but varied reasons were categorized into various categories. For example, "*Dean is like a father because problems are conveyed to him, and he tries to find solutions. He manages the area of duty.*" (36D) While the "father" metaphor in the sentence was taken into the "solution-generating" category; "*The dean is like a father because he strives to protect our rights.*" (85D) "father" in his sentence was taken to the category of guarding and protecting the metaphor; "*The dean is like a father because he is the most needed.*" (95D) The "father" metaphor in the sentence was included in the basic need category.

In the presentation of the obtained metaphors, "Word Clouds" were preferred to increase clarity and accessibility by visualizing the written responses. The size of the word in the visualization is proportional to the number of times the word appears in the input text. In other words, the metaphor with a high frequency is adjusted to an enormous size in the image (Bletzer, 2015). In addition, the visual "father and child" was used in the study because metaphors about father and family were used too much.

**Ensuring Validity and Reliability Phase**

Since it is among the important criteria of validity in a qualitative study, the collected data were reported in detail, the results were explained, and the participant confirmation was obtained in the courses given to the senior undergraduate students (Yıldırım and Şimşek, 2016). These reports were sent to

experts who have previously done metaphor in the field to get expert opinion within the same scope. Experts were asked to place the metaphors collected under the categories in such a way that none of them were left out. In addition, feedbacks were requested to confirm whether the metaphors collected under the categories represented the category or not. Then, the categories created by the expert and the categories made by the researcher were compared. With this comparison, the frequencies of consensus and disagreement were determined, and the reliability of the study was tried to be ensured. In qualitative studies, it has been stated that the agreement between expert and researcher evaluations is at the desired level of reliability (Saban, 2008). Research reliability; Miles and Huberman's (1994) formula; Calculated using [Reliability=Consensus/(Agreement+Disagreement)*100]. Reliability for the study was provided with (96/101*100)=95%. At the last stage of the research, the frequencies (f) of the obtained data were calculated.

## Findings

Under this title, the findings resulting from the analysis of the data obtained through the form created are presented. The obtained findings are explained with the help of subtitles created by considering the research questions.

**Metaphors Created by Students**

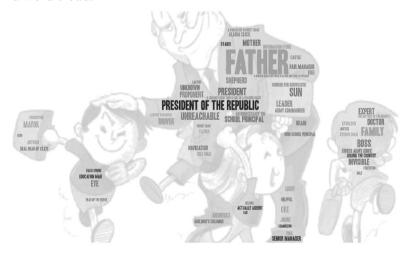The metaphors created by university students are presented in Figure 1 via word cloud.



**Figure 1.** Metaphors Produced by University Students for the Concept of Dean

In Figure 1, it is seen that a total of 72 different metaphors related to the concept of "Dean" are produced by university students. Most frequently produced metaphors for the concept of dean; father (f=7), President of the Republic (f=5), unreachable (f=5), family (f=4), sun (f=4), president (f=3), leader (f=2), mother (f=2), doctor (f=2), school principal (f=2), expert (f=2), proponent (f=2), eye (f=2), mayor (f=2), shepherd (f=2), driver (f=2) and ore (f=2); has been in the form.

## Conceptual Categories Created

When the metaphors created by the participants regarding the concept of favoritism are analyzed, the frequencies of the conceptual categories created are presented in Table 2.

**Table 2.** Categories of Dean Concept

| Category (Quotations) | Metaphors | M | f |
|---|---|---|---|
| Authorized, "*The Dean is like the President of the Republic, because he is the person and person who should approach all students and faculty members in a fair, impartial and equal manner.*" (9D) "*The dean is like the boss because he gets whatever he wants.*" (91D) "*The dean is like the shepherd because he is in charge of the whole herd.*" (97D) "*The dean is like the one who runs the country because each faculty is actually a country.*" (111D) | (1): Agha, Professor, senior manager, running the country, high school principal, judge, strong man; (2): Mayor, shepherd, president; (3): Boss, President of the Republic | *12* | *19* |
| Unreachable and unknown, "*The dean is like the President of the Republic because not everyone can reach it.*" (29D) "*The dean is like an inaccessible, demarcated presidency because I couldn't reach it.*"(100D) "*The dean is like an unknown employee, because we could not find themselves much.*" (12D) "*The dean is like a doctor, because difficult to access.*" (88D) "*The dean is like ore because it is hard to reach.*" (30D) "*The dean is not actually there, because I have neither seen him nor an explanation until now.*" (32D) "*Dean is like Mars because it is unattainable.*" (42D) "*The dean is like a ladder because you have to climb to reach it.*" (60D) | (1): Casper, president, Mars, the fortress, absent, invisible, unknown employee, doctor, ladder, a building block that I hear a lot but do not feel its presence; (2): President of the Republic, ore, (3): Unreachable | *12* | *17* |
| Guiding and enlightening, "*The dean is like the real head of state, because if he does not govern well, society will go wrong.*" (40D) "*Dean is like the sun because he needs to enlighten the students.*" (12D) "*The dean is like a driver because every bus has a driver. It is the driver who moves and moves the bus.*" (4D) "*The dean is like the eye because it teaches us to see.*" (34D) "*The dean is like an architect because he directs the university.*" (31D) | (1): Real head of state, fair administrator, navigation, brain, light, architect, information store; (2): Driver, eye, leader; (4): Sun | *11* | *17* |
| Guarding and protecting, "*The dean is like the roof because it is the guardian.*" (43D) "*The dean is like a father because he strives to protect our rights.*" (85D) "*The Dean is like a family head because he tries to keep the faculty and departments together and behave fairly.*" (56D) "*The dean is like a family, because the faculty is the person who runs our administration.*" (14D) "*The dean is like a mother because she must be responsible and altruistic.*" (69D) | (1): Family man, head of the house, roof; (2): Mother; (4): Family; (5): Father | *6* | *14* |

| | | | |
|---|---|---|---|
| *Solution-generating, "The dean is like the principal because he tries to find solutions to the problems of the faculty."* (52D) *"The dean is like a father, because problems are conveyed to him, and he tries to find solutions. He manages his area of duty. He treats everyone equally."* (36D) *"The dean is like a prosecutor because he struggles and solves students' problems and needs to learn and solve."* (76D). *"The dean is like an ego because he maintains a balance between ID and superego."* (84D) | (1): Ego, doctor, rule, father, prosecutor, justice; (2): School principal, expert | *8* | *10* |
| Basic need, *"The dean is like a father because he is the most needed person."* (95D) *"A dean is like the columns of a building because the columns make up a solid building."* (33D) *"The dean is like a pillar because he is the cornerstone of the faculty."* (35D) *"The dean is like the battery of the remote, because the remote is present, but without the battery it is useless."* (94D) | (1): Father, building's columns, house pillar, education man, lifeblood, cell wall, the battery of the remote, cabinet organizer | *8* | *8* |
| Useful and valuable, *"The dean is like a leader because he makes every sacrifice for his institution and provides the peace of the institution."* (122D) *"The dean is like a tree because thousands of saplings grow under it."* (12D) *"The dean is like an army commander, because with his administration the school is shaped."* (7D) *"The Dean is like a Swiss army knife because he can do anything."* (35D) *"The dean is like the hunger for knowledge, because the greater the responsibility, the more he must satisfy the hunger because the work and knowledge is infinite."* (77D) | (1): Swiss army knife, alarm clock, leader, tree, army commander, hunger for knowledge, helpful | *7* | *7* |
| Useless and unreliable, *"The dean is like a cactus because it has a very nice, solid appearance, but it hurts when touched."* (16D) *"The dean looks like an unnecessary tin because all they usually do is sit idle and eat money. They have nothing else to do."* (22D) *"The dean is like a librarian who has not acquired the habit of reading, because he does not read books even though he sits among hundreds of books for hours, he goes home at the end of work."* (63D) *"The Dean is like a paralyzed patient today because he hears and sees a lot but cannot interfere."* (101D) | (1): Cactus, an unnecessary tin, a library clerk who has not developed a reading habit, a selfish, paralyzed patient today, false spring | *6* | *6* |
| Biased, *"The dean is like the proponent because at this time the allies become deans."* (113D) *"The dean is like the Chameleon because it depends on everyone."* (55D) | (1): Chameleon; (2): Proponent | *2* | *3* |

Note: Citations are located under the categories in the table. Each number in parentheses indicates the frequency of the metaphor.

In Table 2, the categories formed by the metaphors for the concept of Dean are presented. When the table is examined in terms of frequency; authorized (f=19), unreachable and unknown (f=17), guiding and enlightening (f=17), guarding and protecting (f=14), solution-generating (f=10), basic need (f=8) useful and valuable (f=7) useless and unreliable (f=6), and biased (f=3); It is seen that there are categories.

## Discussion and Conclusion

In the study, it is seen that 72 different metaphors related university students produced to the concept of "Dean". When the metaphors of the first two categories are examined; The students stated that the deans for them are the highest authority which cannot be reached and thus unknown. In the study, it was determined that students believe that the deans or the office of the dean are the highest unattainable authority. Based on the data, it has been detected

that there is no perception obtained because of the students' experience or effort. In short, Although the students do not try to reach the dean's office, they believe that it is an inaccessible position. The reason for this belief is that the power distance range and patriarchal tendencies are high. In fact, it is stated in the literature that the power distance off and patriarchal tendencies are at a prominent level in the social and cultural fabric of Turkish society (Aycan and Kanungo, 2000; Erben, 2004; Paşa, 2000; Sargut, 2010).

Individuals apply the high-power distance adopted by society in their organizational lives, and as a result, the perception of high-power distance emerges in organizations (Kemikkıran, 2015). it was determined that Bingöl University students reflected the high-power distance adopted by the Turkish society to their university organizations. In the study, the students expressed the inequality and distance they perceived mentally about the dean who was a senior manager, as verbally unreachable. In line with this explanation, it was concluded that students reflect the existing power distance in their societies to the organizational structure of their universities.

Power distance includes indicators that indicate to what extent the distribution of power among members of a group is perceived equally, and tendencies to feel, think and behave about the same issue (Akyürek, 2001). High power distance is a relative distance formed because of their perception and belief that power is not equally distributed (Altay, 2004). Similarly, it describes a situation in which both the ruler and the ruled accept from the outset that they are not equal, the hierarchical structure resembles a high pyramid, the bottom-up communication is weak, and the centralist structure based on inequality (Çelik, 2007). In such organizations, everyone has a defined area of authority and subordinates expect their superiors to tell them what needs to be done and when (Acaray and Şevik, 2016). Therefore, it is thought that it causes managers to become a single center for decisions and solutions, to be prioritized, to be cherished, to distance themselves from the managed, to be unreachable and unknown. Lack of access may lead to a lack of open communication between the administrator and the managed (Dursun, 2013) and an asymmetrical communication environment (Sepetçi, 2012). For these reasons, it is stated that dialogue with managers and reaching superiors is exceedingly difficult in such societies (Hofstede, Hofstede and Minkov, 2010). As a result of the research, it was determined that Bingöl University students have the perception that it is not possible to reach the deans and deans due to the high-

power distance in society.

The distance created by power between individuals in a society is formed according to the values and norms of the society, and the differences in the adoption of power levels gradually become accepted and institutionalized by the society (Basım, 2000). The institutionalization process is expressed as the managers' more trust in formal rules (Hofstede, Hofstede and Minkov, 2010) and their adoption of a structure that institutionalizes power (Terzi, 2004; Yaman and Irmak, 2010). Since it contributes to this process, importance is given to status, title, and positions (Dursun, 2013). Managers behave far from the governed because they jolt their positions (Yaman, 2008). To sum up, the institutionalization process in such societies; It causes the prominence of formality, the institutionalization of power with the concept of respect for the authority, the establishment of a hierarchical structure (Assistant-Assistant Professor-Associate Professor, etc.) and a hierarchical communication network. For these reasons, individuals in such societies try to gain reputation by using their status, title, and positions in every environment they enter, and therefore they prefer to use these posts in every environment. In line with this preference, managers try to conduct their institutionalization processes by distancing themselves from those who are governed by exhibiting appropriate behaviors even in their private lives. Because it can be said that the state of being the top authority that is not reached, and unknown has emerged because of the institutionalization process.

In such societies, people with different titles accept discrimination between them, and the individual's social and organizational title affects both the individual's own behavior and the behavior of others towards that individual (Hofstede, Hofstede and Minkov, 2010). When this behavioral change is examined from a managerial point of view, the employees; In areas such as authority, influence, leadership, and decision-making, their commitment to their managers is increasing, they believe that the rulers are privileged, and they accept that all the decisions they make are undeniably correct. In these organizations, managers are the ideal boss and fatherly in the eyes of employees (Deniz, 2013). When the distance of power is considered from an individual point of view, it is stated that managers who display a fatherly and authoritarian attitude are preferred by employees (Hofstede, Hofstede and Minkov, 2010).

When the metaphors are examined in general; There are many

metaphors about the family such as father, mother, agha, family head, head of the house, strong man, shepherd, boss, roof, and lifeblood. In the literature, paternalism, which is mostly expressed with the 'family metaphor', is expressed as a form of government that combines authority and paternal affection (Farh and Cheng, 2000). According to Weber, the traditional authority in the form of a father's authority over his son likened to a family relationship, takes its roots from the patriarchal family structure (Cinnioğlu and Salha, 2017; Köksal, 2014; Padavic and Earnest, 1994). In addition, Based on metaphors such as shepherd, eye, ego, doctor, rule, father, prosecutor, justice, manager, expert, the students who have traditionally been trained with constant assistance and are used to being governed by the Turkish family structure; It is concluded that they perceive the deanery as a center that produces solutions since they have difficulties in self-managing at the university and do not produce solutions to their problems.

When some of the results obtained in the study are compared with the reasons for the employees to prefer a "paternal manager"; guiding and enlightening, protecting, looking after, producing solutions, basic needs, useful and valuable categories; and it is seen that the most produced father metaphor is meaningfully compatible with each other (Hofstede, Hofstede and Minkov, 2010; Sargut, 2010). As a result, it is seen that some of the categories produced in the study and the most produced metaphor are strikingly in line with paternalism. Within this framework, it was concluded that students perceive their deans as "guiding, watching, protecting, producing solutions, people whose basic needs are useful and valuable". This result: It is seen that it overlaps strikingly with the concept of Paternalism, which is characterized by terms such as paternal and father (Erben, 2004). In this context, it can be said that Bingöl University Faculty of Arts and Sciences students prefer their deans to behave paternalistically.

As a result, it is required that since every society and culture have its own characteristics, administrators should consider the structure of the society and culture they live in and determine their management style accordingly. Considering the perceptions and expectations of Bingöl University students It is recommended that deans act with an open communication policy, fatherly management style, emotional approach and a management approach that is closer to the student.

### Suggestions

Since the power distance of the Turkish society is high, it is recommended that the deans act with the understanding of "transparent management" that will reduce this level. Quantitative and mixed methods can be used to reveal students' perceptions of the concept of "Deanery". In addition, metaphor studies can be made for deans about students and the academicians they are responsible for. The same research can be repeated with different individuals at different universities and for different management positions. Studies on high power distance and fatherhood that stand out in the study can be emphasized.

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