



Evaluation of the Metaphoric Perceptions of the Faculty of Sports Sciences Students Regarding the Concept of Physical Education

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Abstract

Physical education contributes greatly to the physical, psychological and intellectual development of individuals. The awareness of the students of the coaching department about the concept of physical education should basically be revealed. The aim of this study is to reveal the perceptions of students studying in the coaching department about physical education through metaphors. Phenomenology design, one of the qualitative research designs, has been used and the concept of "Physical Education" constitutes the phenomenon of the study. The study group of the research consisted of 112 students who were studying at the Department of Coaching in the Faculty of Sport Sciences of Uşak University in the 2018-2019 Academic Year. Convenience sampling was used to determine the study group. As our knowledge of the concept of physical education increases, its volume will constantly expand. Therefore, the concept of physical education can be compared to a warehouse. It has a potential that cannot find its full expression in the language due to its storage feature. Our study did not change the nature of the concept of physical education after all. However, with the experimental work we have done on this subject, we can say that it contributes the content of the concept of physical education as "an occupation that requires effort", "an occupation that provides physical benefit", "an occupation that increases performance", "an occupation that enhances the appearance", "an occupation with an element of harmony and balance" and as an "emotional benefit".

Keywords: Sport, Sport science, Metaphor, Physical education, Concept of physical education, Phenomenon.

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Contribution of this paper to the literature

The aim of this study is to reveal the perceptions of students studying in the coaching department about physical education through metaphors.

1. Introduction

As is known, physical education contributes greatly to the physical, psychological and intellectual development of individuals. Trainers also provide the physical development of individuals with various sports activities. In this sense, the awareness of the students of the coaching department about the concept of physical education should basically be revealed. In this context, the aim of this study is to reveal the perceptions of students studying in the coaching department about physical education through metaphors.

"Metaphor" is a word used to mean to describe one thing with another, as a combination of the words beyond and carry, coming from Greek. A metaphor is expressed as associating a concept with another concept when explaining it and using the properties of that concept. A metaphor is a technique developed to describe the unknown with known terms, evoke it, and ensure its permanence. The concept of metaphor is like a picture of truth. In this way, it helps the effective use of imagination. It is a powerful mental tool that an individual can use to understand and explain a high level of abstract, incomprehensible complex, scientific or theoretical perception. According to these definitions, metaphor can be called the art of metaphor, visualization, a mental tool, concretizing or making definitions that facilitate understanding (Temel, 2017). The metaphor is quite useful when used in education. Active participation in the course allows students to better understand abstract concepts and concrete topics. It contributes to problem solving and creative thinking while increasing the permanence of the subjects with the use of metaphors. However, metaphor is rhetoric and makes expression more effective (Saban, 2008). Metaphor is considered as a powerful mental tool that an individual can use to understand and explain a highly abstract, complex or theoretical phenomenon (Saban, 2008; Saban. & Koçbeker, 2006). While interpreting and using metaphors, the individual acts with the knowledge, skills, habits and attitudes in his / her repertoire. Therefore, metaphors are also influenced by the past experiences, pre-learning and social environment of the individual who constitutes the metaphors. In these respects, the metaphors used in educational settings have important functions (Oğuz, 2009). It has been proven as a result of research that the development of people's learning abilities increases with the concept of metaphor and the information becomes permanent. It is observed that physical education is an area that needs more attention than the effects of its development and positive results on individuals.

Physical education is basically the teaching of knowledge and values through the body. When defined more comprehensively, it is learning sports, gymnastics and simple hygienic exercises for the development and protection of the body. Historically, it has focused on exercise, diet, hygiene and psychosocial development as well as the development of the musculoskeletal system, and the disciplines of biomechanics, exercise physiology, sports science, sports history, sports philosophy and sports psychology have emerged (Chandler, Cronin, & Vamplew, 2007).

The extent and sense of the concept of physical education according to various philosophical currents has been tried to be defined as follows: Defining the concept of physical education from an idealistic perspective; students and teachers can intuitively choose exact, right and wrong actions (Mechioff & Estes, 2006; Wuest & Bucher, 2006). Because physical education means further (Demirhan et al., 2008; Wuest & Bucher, 2006) and it is a tool for students to adhere to these ideal principles and get order according to them. Brain and body development is a means of character development based on ideals (Wuest & Bucher, 2006). In this context, it is stated, for example, that the approach to conformist socialization, taking care of its character construction, is influenced by the - Turner gymnastics - German idealism (Mechioff & Estes, 2006; Orhun, 1991) Defining the concept of physical education based on realization: "Mental education should begin with physical education, because the body is shaped before the mind and mental education is built on physical education (Sönmez, 1996). Physical education exists for life and is valuable because it is associated with health (Wuest & Bucher, 2006) because healthy people are more productive. In this context, physical education programs are shaped in line with scientific data (Wuest & Bucher, 2006). Movement training and its evaluation is carried out in accordance with the relations of time, space and extension, and anatomical and physiological criteria. Based on anatomical and physiological facts, the relationship of physical education, known as biological or Swedish gymnastics, with realism is emphasized (Orhun, 1991). Defining the concept of physical education with a Pragmatist view: Physical education should Center the needs and interests of students (Wuest & Bucher, 2006). The Program must provide diversity to respond to the diversity of the learning life (Wuest & Bucher, 2006). It is a guide in learning-teaching activities where Problem solving method is preferred (Demirhan et al., 2008). Defining the concept of physical education according to the naturalistic view; the teacher should know the laws inherent in the child and direct the child according to them instead of preventing them (Rousseau, 1945). Physical education is important for the mental, physical, social, emotional and moral development of the individual. In learning that is shaped according to the needs of the student, individual activities based on individual goals and outcomes are emphasized (Demirhan et al., 2008; Wuest & Bucher, 2006). With the activities offered by the open space and where the game is important, the student is expected to surpass himself/herself rather than performance races among individuals (Demirhan et al., 2008; Wuest & Bucher, 2006). In other words, activities are for individual development. Defining the concept of physical education according to the existential view; the student has the freedom to choose various activities within the program (Demirhan et al., 2008). Individual activities should ensure that the student becomes aware of their reality and takes responsibility. The teacher should also encourage his or her student to choose freely and think about the responsibilities of his or her choice (Wuest & Bucher, 2006). Students become aware of production, nature and social relations through practical and theoretical activities. The game, played on a voluntary basis, is preferred due to the fact that it is an alienated event (Hinman, 1978). This is a means of socialization (Nicolopoulou, 2004). Activities should strengthen inter-student solidarity (Steinberg, 1978; Weiss, 1982). The teacher should encourage the students in the course activities to the work section that stipulates equality but is not compulsory.

These approaches are based on the core function of physical education and program elements. For example, in the idealistic approach, the activities are organized more with spaces and symbols that evoke feelings and thoughts. With teacher-centered methods, pre-existing superior skills and knowledge are revealed by Socratic method or

deduction (Sönmez, 1996). With the skills gained in realist understanding, which is a teacher-centered approach, students become compatible with social and universal realities. According to pragmatism, which is a student-centered approach, students can acquire different knowledge and skills; the teacher is only a consultant and mentor. According to dialectical materialists, the achievements achieved in physical education should eliminate alienation and social conflicts that are the result of social and economic inequality, and strengthen solidarity (Hinman, 1978). In the existential approach, knowledge and skills are achieved through student-centered methods. The resources, objectives, achievements and tools are diverse, and the student is offered freedom of choice and the student's creativity is tested. In naturalism, the gains of which are compatible with nature, the teacher should act in accordance with the natural development of the student, and the area of activity should be intertwined with nature (Demirhan et al., 2008; Gutek, 2001; Sönmez, 1996; Wuest & Bucher, 2006).

1.1. Conceptual Dimension of Physical Education

The concept of physical education is a concrete concept because it expresses the way in which an object perceived physically; because it shows not the individual sub-dimensions, but the nature of the physical change that occurs in the human body that emerges from the relationship of these sub-dimensions. The concept of physical education is not only a general concept, but also a concept of class. This means the following. Singularities in that class are homogeneous because they have common properties. In contrast, it is a concept that looks like a general concept, but is not a class of homogeneous singularities. Sub-dimensions of the concept of physical education (Game, skill, body, mind, character building, exercise, diet, hygiene and development of the musculoskeletal system as well as psychosocial development, biomechanics, exercise physiology, sports history, sports philosophy and sports psychology etc.) are its heterogeneous singulars belonging to different classes. The sub-dimensions that are heterogeneous singular came together due to a few common features and formed the intension of physical education. The scope of physical education is "the teaching of knowledge and values through the body". When defined more comprehensively, it means learning sports games, gymnastics and simple hygienic exercises for the development and protection of the body. In other words, the ontological meaning of physical education is distributed to the sub-dimensions of physical education. Therefore, its meaning can be determined according to its sub-dimensions. Physical education is also a distributive concept as it derives its meaning from combining the features of the sub-dimensions. In addition, it is a concept that allows us to recognize its subject (its object / the basic knowledge of physical education and the teaching of physical values).

We can see that the concept of physical education is not yet fully defined. There are two reasons for this. The first is the principle of non-contradiction and the second is the identity principle. According to the non-contradiction theorem, the concepts of sensory perceived objects are not clear; because a sense object could potentially have much more than the properties we detect, even unlimited properties. In addition, our ability to be heard does not always enable us to fully recognize a property in an object. According to the identity theorem, the sub-dimensions of the concept of physical education, which is defined as mental, are perceived as different information sets and determine the object (meaning) of the concept of physical education as different phenomena. When these sub-dimensions are examined epistemologically, it is inherent in the human sense that the object (meaning) of physical education will expand. The concept of physical education is a positive one; because it states that there is a quality in what it points to. It manifests itself best with the terms marked in the proposition. Physical education is shown with concepts that do not have any negative effects on grammar. Therefore, it makes the proposition positive. The concept of physical education declares existence. In terms of epistemology, it is the determination of the existence of this feature in the object (meaning) that the concept indicates through experimentation. As our knowledge of the concept of physical education increases, its volume will constantly expand. Therefore, the concept of physical education can be compared to a warehouse. It has a potential that cannot find its full expression in the language due to its storage feature. As a result, the nature of the concept of physical education does not change, but its content may change with experimental studies on this subject.

2. Method

In this study, phenomenology (phenomenology) design, one of the qualitative research designs, was used and the concept of "Physical Education" constitutes the phenomenon of the study. The phenomenology pattern creates a suitable research ground for studies that are not entirely unfamiliar to us, but also aim to investigate phenomena that we do not fully understand (Yıldırım & Şimşek, 2011). The phenomenology pattern allows the researcher to reveal the judgments, biases and assumptions better than other qualitative research designs (Finlay, 2008).

The study group of the research consisted of 112 students, 42 women and 70 men, who were studying at the Department of Coaching in the Faculty of Sports Sciences of Uşak University in the 2018-2019 Academic Year. Convenience sampling was used to determine the study group. In the literature, the method of convenience sampling is defined by its ability to bring speed and practicality to research (Yıldırım & Şimşek, 2011). In order to determine the mental perceptions of the students participating in the research about physical education, they were asked to fill the form containing the sentence: "Physical education Because Each metaphor in this form has been used as the main data source in this study.

Content analysis was used to analyze the data in the study. The purpose of content analysis is to reach concepts and relationships that can explain the data collected. In content analysis, similar data are brought together within the framework of certain concepts and themes, and these are organized and interpreted in a way that the reader can understand (Yıldırım & Şimşek, 2011). A five-stage process was followed in analyzing the metaphors developed by the students of the Faculty of Sports Sciences Department of Coaching: (Saban, 2008; Saban. & Koçbeker, 2006).

1. Coding and extraction.
2. Compiling a sample metaphor image.
3. Category development.
4. Ensuring validity and reliability.
5. Quantitative data analysis phase.

In the coding and compilation phase, an alphabetical list of the metaphors produced by the students was basically created. It was checked whether a certain metaphor was defined as specific in the data collected from students in line with this list. The metaphors voiced by each student were coded. In this process, forms belonging to students without any metaphor, forms containing students' opinions instead of metaphors, or forms belonging to students who did not fill the expression "because ..." regarding the sample metaphor were excluded from the analysis.

During the sample metaphor image compilation stage, valid metaphors obtained from the students participating in the research were determined. A list was created by choosing a sample metaphor image from each of the documents thought to represent these metaphors best. The validity of the study was ensured by the interpretation of the sample metaphors in this list. However, the abbreviation "CS" was used for students and each student was given a number. (CS = coaching department student). For example: The abbreviation CS-6 represents the sixth coaching department student participating in the research.

During the category development phase, the metaphor images produced by the students were grouped by the similar features they have regarding the concept of physical education, and the valid metaphors created by the students were divided into conceptual categories. Each metaphor image has been associated in terms of students' perceptions of the concept of physical education.

Reporting the data collected in qualitative studies in detail in the stage of ensuring validity and reliability and explaining how the researcher reached the results are among the important criteria of validity (Yıldırım & Şimşek, 2011). In order to ensure the validity of the research results, the data analysis process (how the conceptual categories are formed) was explained in detail, and a sample metaphor image that was thought to represent it best was compiled for each of the metaphors obtained in the study. In order to ensure the reliability of the study, the opinion of an expert who had previously conducted research on metaphors was consulted to determine whether the metaphors given under the conceptual categories determined in the study were included in the said conceptual category. An alphabetical list of metaphors created for this purpose and a list containing the properties of the conceptual categories created were presented for expert opinion. The expert was asked to place any metaphor in conceptual categories in a way that would not leave out. After this stage, the classification made by the expert and the classification made by the researchers were compared. The classifications were calculated using (Miles & Huberman, 1994) formula (Reliability = consensus / agreement + difference of opinion). In qualitative research, it is stated that a desired level of reliability will be achieved when the agreement between expert and researcher evaluations is 90% and above.

After determining the valid metaphors in the quantitative data stage and developing the conceptual categories created by these metaphors, all data were transferred to the SPSS 20.0 statistics program. Frequency and percentages of valid metaphors and conceptual categories were calculated according to the number of participants.

3. Findings

In this section, the information of the coaching department students participating in the study, the metaphors and conceptual categories they developed regarding physical education are included.

Table-1. Information on Students Participating in the Study.

Participant	Variable	f	%
Gender	Female	42	37.5
	Male	70	62.5
High School	Regular high school / Anatolian high school	47	41.9
	Sports High School	31	27.7
	Other	34	30.4
Grade	1st Grade	29	25.9
	2nd Grade	30	26.9
	3rd Grade	33	29.4
	4th Grade	20	17.8
Total		112	100

Note: f -frequency; %- percent.

According to Table 1, 42 female (37.5%) and 70 male (62.5%) students participated in the study. It is seen that 47 students (41.9%) were graduated from Regular/ Anatolian High School, 31 students (27.7%) were graduated from Sports High School and 34 students (30.4%) were graduated from other high schools. In addition, the study included 29 students of 1st grade (25.9%), 30 students of 2nd grade (26.9%), 33 students of 3rd grade (29.4%) and 20 students of 4th grade (17.8%). When this information is analyzed, it is seen that more than half of the participants are male students. When it is considered in terms of the high school graduated from, it is seen that the majority of them are Regular High School / Anatolian High School graduates, and the number of students from Sports Sciences and other high schools is very close to each other. In addition, it was observed that a close number of students from the first, second and third grades participated in the study, but the number of students participating in the fourth grade was less than the other classes.

3.1. Metaphors Related to Physical Education Developed by Students

The information obtained regarding the metaphors developed by the students of the coaching department who participated in the study in the study is presented in Table 2.

When Table 2 is examined, the distribution of the metaphors developed by the students of the coaching department regarding the concept of physical education can be seen in alphabetical order. According to the table, a total of 84 valid metaphors were developed by the students. 14 metaphors were developed by more than one student. 70 metaphors were developed by only one student. In this context, it is seen that the students of the coaching department mostly developed the metaphors of tree (4), love (4), book (4), flower (3), iron (3), life (3), medicine (3), light (2), air (2), music (2), painting (2), technology (2).

Table-2. Distribution of metaphors developed by coaching department students.

Metaphor number	Metaphor	f	Metaphor number	Metaphor	f
1	Banner	1	43	Barbell	1
2	Tree	4	44	Air	2
3	Tree trunk	1	45	Pool	1
4	Family	1	46	Life	3
5	Liquid fuel	1	47	Law	1
6	Mother	1	48	Light	2
7	Car	1	49	Need	1
8	Bee	1	50	Medicine	3
9	Love	4	51	Heart	1
10	Horse	1	52	Character	1
11	Fire	1	53	Brother	1
12	Intellectual people	1	54	Kebab-Turnip	1
13	Father	1	55	Book	4
14	Balloon	1	56	Column	1
15	Flag	1	57	Bird	1
16	Festal	1	58	Child	1
17	Brain	1	59	Culture	1
18	Boyo (a kind of pastry)	1	60	Rubber buckle	1
19	Mobile phones	1	61	Fun fair	1
20	Skin care	1	62	Marble	1
21	Pine tree	1	63	Torch	1
22	Flower	3	64	Music	2
23	Chocolate	1	65	Apply nail polish	1
24	Tile master	1	66	Oxygen	1
25	Cheetah	1	67	Ocean	1
26	Child-minder		68	Organ	1
27	Iron	3	69	Forest	1
28	Nature	1	70	Money	4
29	Friend	1	71	Comfortable shoes	1
30	Wedding	1	72	Picture	2
31	Economy	1	73	Spirit education	1
32	Virtue	1	74	Water	4
33	Track suit	1	75	Seesaw	1
34	Home	1	76	Field	1
35	Sapling	1	77	Technology	2
36	Photo	1	78	Soil	1
37	Rainbow	1	79	Usak carpet	1
38	Sky	1	80	Long way	1
39	Eye	1	81	Homeland	1
40	Sun	1	82	Investment	1
41	News	1	83	Vane	1
42	Judge	1	84	Summit	1
				Total	112

Note: F-frequency.

3.2. Distribution of Metaphors Developed by Students by Categories

According to the findings of the study, 84 metaphors developed by the students of the coaching department were collected under 8 different conceptual categories. The information obtained regarding the metaphors and the categories they belong to are presented in Table 3.

Table-3. Distribution of the developed metaphors by category.

Categories	f/%	Metaphors	f/%
A necessary occupation for the body	24(28.57)	Family1, Fuel 1, Mother 1, Mobile Phone 1, Skin Care1, News, 1, Judge 1, Weather 2, Life 3, News 1, Law 1, Need1, Heart 1, Character 1, Sibling 1, Column 1, Culture 1, Oxygen 1, Organ 1, Forest 1, Money 4, Water 4, Homeland 1, Investment 1, Vane 1	33 (29.46)
Demanding occupation	11(13.10)	Tree 4, tree trunk 1, love 4, pine tree 1, child1 field 1, technology 2, soil1, Uşak carpet1, summit 1	18 (16.07)
A physically beneficial occupation	11 (13.10)	Intellectual human 1, brain 1, flower 3, tile master 1, iron 3, Economy 1, sapling 1, eye 1, sun 1, medicine 3, picture 2	18 (16.07)
Spiritually beneficial occupation	12 (14.29)	Father1, nature 1, virtue 1, track suit 1, house 1, pool 1, book 4, Music 2, ocean 1, comfortable shoes 1, spirit training1, long way 1	16 (14.28)
An occupation that increases performance	9 (10.71)	Car 1, bee 1, horse 1, cheetah 1, barbell1, bird 1, rubber buckle 1, Marble 1, seesaw 1	9 (8.04)
An occupation that enhances the physical appearance	8 (9.52)	Banner 1, fire 1, balloon 1, flag 1, photo 1, light 2, Torch 1, applying nail polish 1	9 (8.04)
An occupation with harmony and balance	5 (5.95)	Boyo,1, Wedding 1, Rainbow 1, Sky 1, Kebab-Turnip 1	5 (4.47)
An occupation with emotional benefit	4 (4.76)	Holidays 1, Chocolate 1, Friend 1, Amusement Park 1	4 (3.57)
Total	84 (100)		112 (100)

Note: f-frequency; %- percent.

When Table 3 is examined, it is seen that 84 metaphors developed by coaching students are grouped under 8 conceptual categories. The categories are as follows: a necessary occupation for the body 29.46% (33), an occupation

that requires effort 16.07% (18), an occupation providing physical benefit 16.07% (18), an occupation providing spiritual benefit 14.28% (16), an occupation that increases performance 8.04% (9), an occupation that enhances the appearance 8.04% (9), an occupation that provides harmony-balance 5.95% (5), and an occupation that provides emotional benefit 4.76% (4). While 50% (56) of the metaphors reveal the benefits of physical education, the other half (50%) reveal that it is a necessary but demanding occupation for our body. It has been stated that our body can work in balance as a result of this necessary effort. Each category and related metaphor subcategories in Table 3 are as follows:

3.3. Physical Education as a Necessary Occupation for the Body

The metaphor subcategories created by the students of the coaching department, who define physical education as a physical occupation, are presented in Table 4.

Table-4. Physical education as a necessary occupation for the body.

Category	f (%)	Metaphors	f (%)
A necessary occupation for the body	24 (28,57)	Family	1
		Liquid fuel	1
		Mother	1
		Mobile phones	1
		Skin care	1
		Barbell	1
		Judge	1
		Air	2
		Life	3
		Law	1
		Need	1
		Heart	1
		Character	1
		Sibling	1
		Column	1
		Culture	1
		Oxygen	1
		Organ	1
Forest	1		
Money	4		
Water	4		
Homeland	1		
Investment	1		
Vane	1		
Total			33 (29.46)

Note: f-frequency; %- percent.

When Table 4 is examined, it was determined that the metaphors of 33 (29.46%) of the students in the study group of the study were gathered in the category of "A Necessary Occupation for the Body". This category was represented by 24 metaphors (28.57%) and 33 students (29.46%). The metaphors of money (4), water (4), life (3) and air (2) in Table 4 were considered as dominant metaphors. The student views that support these evaluations are as follows:

- “Just as a mother keeps her children up in the nest, we keep our bodies vigorous and up with sports.” CS-9
- “Physical education is necessary at every stage of our lives, just like news. Physical education allows us to learn new instructions.” CS-51
- “The judge ensures justice, order and discipline. Physical education also provides justice, order and discipline.” CS-52
- “Just as people cannot be governed without law, the body also needs physical education for a healthy body.” CS-60
- “Just as a column supports a building, physical education keeps a person standing like a column.” CS-75
- “Physical education is necessary for our body just like oxygen is necessary for life.” CS-86
- “Just as it is difficult to live without money, it becomes difficult to live healthy without physical education.” CS-91
- “Just as water is needed in our lives, physical education is also needed in every field like water.” CS-98

3.4. Physical Education as a Demanding Occupation

The metaphor sub-categories created by the students of the coaching department, who define physical education as a labor-intensive occupation, are presented in Table 5.

Table-5. Physical education as a demanding occupation.

Category	f (%)	Metaphors	f (%)
A Demanding Occupation	11 (13,10)	Tree	4
		Tree body	1
		Love	4
		Pine tree	1
		Child-minder	1
		Child	1
		Field	1
		technology	2
		Soil	1
		Usak carpet	1
		Summit	1
Total			18 (16.07)

Note: f-frequency; %- percent.

When Table 5 is examined, it was determined that the metaphors of 18 (16.07%) of the students in the study group of the study were gathered in the category of "A Demanding Occupation". This category was represented by 11 metaphors (13.10%) and 18 students (16.07%). Among the metaphors in Table 5 tree (4), love (4), technology (2) and Uşak carpet (1) metaphors were evaluated as dominant metaphors. Student views supporting these evaluations are as follows:

“The effort and care given to the tree come into leaf and gives fruit over time. The effort and power given to physical education come into leaf and manifest itself like a tree..” CS-3

“As you show your love, it will show its devotion to you. Just like love for our physical education, the more effort you put in, the more you pay off.” CS-12

“If we don't give the necessary importance to our body, it will get drought and its yield will decrease just like the soil..” CS-106

“As the carpet is weaved, a product emerges and benefits us. As we work on our body, new tissues are formed and they benefit us more.” CS-107

3.5. Physical Education as an Occupation Providing Physical Benefit

The metaphor sub-categories created by the students of the coaching department, who define physical education as an occupation that provides a physical benefit, are presented in Table 6.

Table-6. Physical education as an occupation providing physical benefit.

Category	f (%)	Metaphors	f (%)
An Occupation Providing Physical Benefit	11 (13,10)	Intellectual people	1
		Brain	1
		Flower	3
		Tile master	1
		Iron	3
		Economy	1
		Sapling	1
		Eye	1
		Sun	1
		Medicine	3
		Picture	2
Total			18 (16.07)

Note: f-frequency; %- percent.

When Table 6 is examined, it was determined that the metaphors of 18 (16.07%) students of the coaching department in the study group of the study were gathered in the category of "An Occupation Providing Physical Benefits". This category was represented by 11 metaphors (13.10%) and 18 students (16.07%). Among the metaphors in Table 6 flower (3), medicine (3) and painting (2) were evaluated as dominant metaphors. Student views supporting these evaluations are as follows:

“Just as intellectual people benefit the environment, our bodies also benefit our organs and our environment like an intellectual human.” CS-18

“The more we use our brains, the more useful and informed it will be. The better we use our body, the more it will benefit us and our lives. ”

“Just as the colors of a flower come alive as it blooms, our body gives us vitality as it blooms like a flower, opening us the doors of colorful world.” CS-30

“Just as we take care of our body like a sapling, it will give us healthy fruit. It turns green and matures and keeps us alive.” CS-45

“It looks like a painter's painting as we shape our bodies with sports.” CS-95

3.6. Physical Education as an Occupation Providing Spiritual Benefit

The opinions of the students of the coaching department, who define physical education as an occupation that provides spiritual benefit, are presented in Table 7.

Table-7. Physical education as an occupation providing spiritual benefit.

Category	f (%)	Metaphors	f (%)
An Occupation Providing Spiritual Benefit	12 (14.29)	Father	1
		Nature	1
		Virtue	1
		Track suit	1
		Home	1
		Pool	1
		Book	4
		Music	2
		Ocean	1
		Comfortable shoes	1
		Spirit education	1
		Long way	1
Total			16 (14.28)

Note: f-frequency; %- percent.

When Table 7 is examined, it was determined that the metaphors of 16 (14.28%) of the students of the coaching department in the study group of the study gathered in the category of " An Occupation Providing Spiritual Benefit ". This category was represented by 12 metaphors (14.29%) and 16 students (14.28%). Among the metaphors in

Table 7 book (4), music (2), nature (1) and father (1) were evaluated as the dominant metaphors. Student views supporting these evaluations are as follows:

“Just as the father protects his home, physical education protects our souls and our bodies from diseases.” CS-19

“Training of our body provides the same therapy as nature provides therapy to people.” CS-38

“Home is where a person feels safe. Physical education is also the place where one feels safe spiritually.” CS-44

“Just as we travel to different worlds while reading a book, we travel to different worlds while doing sports, nourishing our soul.” CS-74.

“Just like music, physical education relaxes the human soul and takes it away from troubles.” CS-83

3.7. Physical Education as an Occupation to Increase Performance

The metaphor subcategories developed by coaching students who define physical education as an occupation that increases performance are presented in Table 8.

Table-8. Physical education as an occupation to increase performance.

Category	f (%)	Metaphors	f (%)
An Occupation to Increase Performance	9 (10.71)	Car	1
		Bee	1
		Horse	1
		Cheetah	1
		Barbell	1
		Bird	1
		Rubber buckle	1
		Marble	1
Seesaw	1		
Total			9 (8.04)

Note: f-frequency; %- percent.

When Table 8 is examined, it was determined that the metaphors of 9 (8.04%) of the students in the study group of the research were gathered in the category of "An Occupation That Increases Performance". This category was represented by 9 metaphors (10.71%) and 9 students (8.04%). Among the metaphors in Table 8 car, bee, horse, cheetah, weightlifting, bird, rubber buckle, marble and seesaw are the metaphors with equal proportions. Student views supporting these evaluations are as follows:

“The top model car exhibits high performance. The better we train our body like a car, the better it will perform.” CS-10

“The horse symbolizes agility. Physical education also symbolizes agility and strength with sports.” CS-16

“Cheetah is very fast and powerful among animals. Physical education also allows our bodies to gain more performance as the cheetah accelerates as it runs.” CS-33

“Just as barbell represents strength, physical education represents the strength of the body.” CS-53

“Physical education represents the strength of the body, just as the bird takes off as it takes wings.” CS-76

“The more you load on the seesaw, the higher you get. The more we load on our body, the stronger we will become.” CS-102

3.8. Physical Education as an Occupation that Enhances Physical Appearance

The metaphor sub-categories created by the students of the coaching department, who define physical education as an occupation that enhances the physical appearance, are presented in Table 9.

Table-9. Physical education as an occupation that enhances physical appearance.

Category	f (%)	Metaphors	f (%)
An occupation that enhances the physical appearance	8 (9.52)	Banner	1
		Fire	1
		Balloon	1
		Flag	1
		Photo	1
		Light	2
		Torch	1
		Applying Nail Polish	1
Total			9 (8.04)

Note: f-frequency; %- percent.

When Table 9 is examined, it was determined that the metaphors of 9 (8.04%) of the coaching department students in the study group of the study were gathered in the category of "An occupation that enhances the physical appearance ". Among the metaphors in Table 9 banner, fire, balloon, flag, photograph, light, torch and applying nail polish are the metaphors with equal proportions. Student views supporting these evaluations are as follows:

“A well-crafted poster always grabs attention, just like a well-trained performing body.” CS-1

“As the fire burns with a flame, it warms and illuminates the environment. Physical education also warms our body like fire, illuminates and makes it look beautiful.” CS-17

“Flag is an icon representing our country. Physical education is also like an icon that makes our bodies look beautiful.” CS-21

“The photo reflects the environment with its lens. Physical education is like a photograph that makes us look beautiful.” CS-46

“The brighter the light, the more it illuminates. The healthier the body is, the more it enlightens us like light.” CS-61

“Physical education, like a torch, illuminates and guides us around us.” CS-82

“The more beautifully and carefully you apply nail polish, the more beautiful and pleasant it will look. If you train regularly for physical training, the body looks beautiful and pleasant.” CS-85

3.9. Physical Education as an Element of Harmony - Balance

The metaphor subcategories created by the coaching students who define physical education as an occupation with an element of harmony and balance are presented in Table 10.

Table-10. Physical education as an element of harmony-balance.

Category	f (%)	Metaphors	f (%)
An Element of Harmony-Balance	5 (5.95)	Boyoz	1
		Wedding	1
		Rainbow	1
		Sky	1
		Kebab-turnip	1
Total			5 (4.47)

Note: f-frequency; %- percent.

When Table 10 is examined, it has been determined that the metaphors of 5 (4.47%) of the students in the study group of the study are gathered in the category of " An Element of Harmony-Balance ". This category was represented by 5 metaphors (5.95%) and 5 students (4.47). Among the metaphors in Table 10 boyoz, wedding, rainbow, sky and kebab-turnip are the ones with equal proportions. Student opinions that support these evaluations are as follows:

“Just like Boyoz has identified with İzmir, physical education has become identified with our health just like Boyoz.” CS-24

“There is a harmony and order in the folk dances played at weddings such as efe, zeibek. Our body, which we have trained, is in harmony and balance like efe and zeibek.” CS-40

“Just as the sky is a colorful world, our body is our colorful world. Trainings explore the colored sides of our bodies and our bodies work in harmony.” CS-48

“Just as the rainbow contains every color, physical education includes the balanced activity of each color.” CS-47

“Just as kebab and turnip cannot be separated, a good power in the body cannot be separated from strength. This is possible with physical education.” CS-70

3.10. Physical Education as an Occupation Providing Emotional Benefit

The metaphor sub-categories created by coaching students who define physical education as an occupation that provides emotional benefits are presented in Table 11.

Table-11. Physical education as an occupation providing emotional benefit.

Category	f (%)	Metaphors	f (%)
An Occupation Providing Emotional Benefit	4 (4.76)	Festal	1
		Chocolate	1
		Friend	1
		Fun fair	1
Total			4 (3.57)

Note: f-frequency; %- percent.

When Table 11 was examined, it was determined that the metaphors of 4 (3.57%) of the students in the study group of the study were gathered in the category of " An Occupation Providing Emotional Benefit ". This category was represented by 4 metaphors (4.76%) and 4 students (3.57%). In Table 11 festivals, chocolate, friend and amusement park are the metaphors with equal proportions. The student views that support these evaluations are as follows:

“As we do sports, we are both physically and emotionally happy, just like the happiness we experience during festal.” CS-22

“Chocolate gives us happiness and energy. Physical education gives us happiness and enables us to be energetic and fit. CS-31

“The better we take care of our body, it will not leave us like a friend. It always protects our health and makes us happy. ” CS-39

“The amusement park offers entertainment for all ages and genders and everyone will be happy there. In physical education, there are all entertainment conditions suitable for all ages and genders, such as amusement parks.” CS-80

4. Conclusion

According to the findings of the study, the students of the coaching department developed a total of 84 valid metaphors about physical education. Among these metaphors, the most repeated ones are tree (4), love (4), book (4), money (4), water (4), flower (3), iron (3), life (3), medicine (3), air (2), light (2), music (2), painting (2), technology (2). Considering that these metaphors are metaphors covering daily life skills, it shows that students actually attach the necessary importance to physical education. 70 of the metaphors obtained were expressed by only one participant (father, house, chocolate, amusement park, brain, economy, boyoz, Uşak carpet, etc.). The fact that many metaphors were produced according to these results indicates that the students of the coaching department have a positive perception of physical education.

84 metaphors produced by the students of the coaching department were collected under 8 conceptual categories. These categories are listed as follows: A necessary occupation for the body (%29,46), a demanding occupation (%16,07), a physically beneficial occupation (%14,28), an occupation that increases performance (%8,04), an

occupation that enhances the physical appearance (%8,04), an occupation with an element of harmony and balance (%4,47), and an emotionally beneficial occupation (%3,57). 50% of these categories revealed the benefits of physical education. These metaphors identified students' awareness of the benefits of physical education. In addition, 50% of the developed metaphors show that physical education activity is a necessary but demanding activity for the body.

As our knowledge of the concept of physical education increases, its volume will constantly expand. Therefore, the concept of physical education can be compared to a warehouse. It has a potential that cannot find its full expression in the language due to its storage feature. After all, our study did not change the nature of the concept of physical education. However, we can say that the experimental work we have done on this subject contributes to the content of the concept of physical education as a "a demanding occupation", "a physically beneficial occupation", "an occupation that increases performance", "an occupation that enhances the physical appearance", "an occupation with an element of harmony and balance" and "an emotionally beneficial occupation"

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