



The Metaphors of Teachers Employed at Primary and Secondary Schools about the Concepts: “Physical Education” and “Sport”

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Abstract

The purpose of this study is to determine the concepts of “physical education” and “sport”, through metaphor that the view of teachers who are highly experienced in child-training and working in different branches in primary and secondary schools. In this, qualitative study, a scanning model is used and it was applied in the Province of Kocaeli, District of Izmit, in the years of 2015 and 2016. With this aim, randomly-chosen 424 volunteering teachers were asked to fill in the survey in the province of Kocaeli. After the data was examined, 348 fully-filled forms were included in our study. Not only were the personal characteristics of the teachers examined but the metaphors they developed about the concepts of “physical education” and “sport” were determined, as well. They were evaluated in accordance with their branches. The descriptive analysis technique was applied in the data analysis and the collected data was presented as digitised. The metaphors developed by teachers of different branches at primary and secondary school levels and from different school types were examined. Concept of PE was determined that explained by associating with the metaphors in the category “basic need- source of life” in the first place and then they put the metaphor “a positive feeling” in the second place. In the last place was the metaphor “psychological benefit- wellness”. the findings was also observed that explained the concept of “sport” mostly by associating it with metaphors in the category of “basic need-source of life”, then “health-healing resource”. The participants were observed to have used the metaphor “a positive feeling” more than the other metaphors in other categories.

As a result; those experienced teachers of different branches believe that the concepts “physical education” and “sport” are a basic need and they also believe that it has an important role in both physical and psychological health. They showed this through metaphors. However, this class has not found its place in the curriculum yet. Therefore; it is suggested that PE and sports teachers should be given a more powerful and effective vocational education.

Keywords

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Introduction

The word 'Metaphor' originally comes from the Greek language; 'meta' means 'changing' and 'pherein' means 'carrying' defined (Levine, 2005). Metaphor was first explained by Lakoff and Johnson as the follows: A well-known situation or concept is made better-known by comparing it to another situation or concept. It was explained as 'semantic transfer (Balci, 2003; Lakoff & Johnson, 2005; Nikitina & Furuoka, 2008). It was known that metaphor was used not only in educational sciences but also many other fields to collect data and the program was constituted with the help of these data. It was stated that metaphor has a significant function as a cognitive tool because metaphor-use creates a depth of thinking (Eker & Sıcak, 2016; Zheng & Song, 2010). The trainers can do a better self-reflection with the help via metaphor-use (Lakoff & Johnson, 2005). The teachers applying education programs stated that they are able to develop new programs by evaluating the results they collect from a program application (Güven & Alp, 2008).

It is clearly known that physical education and sport classes include the concepts of 'physical education' and 'sport'. There have been arguments about excluding the physical education and sport classes from the syllabus or about decreasing the duration or changing the way it is done. Many sources have given place to the fact that students develop a positive attitude towards this lesson, which supports them to gain a balanced personality and to be a healthy and happy individual. (Gökalp, Şahenk, & Türkmen, 2011; Karagün, 2016; Özkara, Kalkavan, & Çavdar, 2015).

It was recommended that the activities that enable the students to recognise themselves socially, academically and emotionally should be rearranged according to the syllabus. Because this lesson provides a more natural atmosphere compared to other lessons. (Karagün, 2016). When questioned at which grade it should be take place given or how many hours it should have, expert- trainers agreed that PE and sport lessons should start in primary period and it should be minimum 4 hours. (Karagün, 2017). Physical education, a part of PE lessons and one of the concepts in our study, is defined as the training of the body movements whether by using a tool or not so that the body gets stronger and protects health which is essential to become an individual in the dictionary of TDK. (2019). The concept of "sport" is defined as 'competition' apart from other definitions in other sources (Tanrıverdi, 2012).

When the literature is examined, looking at the studies that reveal the thoughts on "physical education" and "sports" through metaphor; it has been observed that there are studies on different age groups, athletes, families, and students. (Durmuşoğlu-Sofi, 2015; Yetim & Kalfa, 2019). However, we could not trace any studies questioning the opinions of teachers from different branches who are mentors in child-training related to the concepts of "physical education" and "sport" via metaphors.

Metaphors were explained as an aid that helps to conceptualize the experiences gained through abstract experience with concrete expressions (Ekici & Akdeniz, 2018; Lakoff & Johnson, 2005). Metaphors, with all these explanations, provide experience, learning, and knowledge. That's why they are important to be used in education because there will be metaphors due to the social environment (Oğuz, 2009).

Thanks to metaphors, abstract, and complex phenomena can easily be understood and explained. Again with the help of metaphors, possibilities are revealed through intuition and it was also reported that they allow subconscious explanations of the concepts because they are associated with previous experiences. For these reasons, they are reported to be preferred as stronger mental models. (Eker & Sıcak, 2016; Ekici & Akdeniz, 2018; Lakoff & Johnson, 2005; Zheng & Song, 2010)

When all this information was taken into consideration, it was thought that studying the concepts 'physical education' and 'sport' separately by applying the opinions of experienced teachers from different branches via metaphors will contribute to the Literature to a great extent.

Together with all these explanations, there are some opinions by Solmon and Garn (2014) saying that the stereotype of PE teachers usually have a negative perception in the media.

This thought has led us to wonder what the sub-conscious thoughts of different branch teachers at different schools would be about these two concepts when the concepts "physical education" and "sport" that are in the curriculum of physical education and sports classes were questioned separately. Therefore, it was aimed to reach more meaningful and much deeper information that will contribute to the PE and Sports classes, which include physical education and sport activities. And this should be away from the stereotypes in the media about physical education and sports classes.

The Purpose

The purpose in this study is to find out what the experienced teachers in child-training think about the concepts "physical education" and "sport" through metaphor.

Even though the benefits of sport are emphasized in the society, there have been arguments for years about how many periods it should be given and many changes have been done about this. In this study, the concepts of "physical education" and "sport" were evaluated via metaphors. It was aimed to find out which metaphors were preferred by the teachers while explaining these concepts. Because these metaphors reflect experiences and subconscious, it was aimed to determine how they evaluate the contributions of physical education and sport in child-training and provide scientific data for this issue. In this respect, the trainers working in different branches; on the concepts of "physical education" and "sports", which form the title of physical education and sports lessons. Considering which metaphors they use, these metaphors reflect a kind of subconscious and experiences; it was aimed to reveal how they evaluate the contributions of "physical education" and "sports" and to provide data on the subject. In accordance with this aim, answers were searched for the following questions:

- 1) What are the metaphors of teachers at primary and secondary schools concerning the concepts "physical education" and "sport" when they are separately examined although they are put in the syllabus or many resource books as a whole?
- 2) What are the themes that come out from the metaphors of the teachers at primary and secondary schools concerning "physical education" and "sport"?
- 3) Do the metaphors used by the teachers at primary and secondary schools concerning "physical education" and "sport" differ according to their branches?

Method

The Model of the Study

This research is a qualitative study with the help of metaphors. Which aimed at determining the thoughts of teachers working in primary and secondary schools affiliated to Kocaeli Province Izmit Central District National Education Directorate and participating in 2015-2016 summer term seminars on the concept of "physical education" and "sports". This study is a qualitative research that aims to determine the opinions of the teachers about the concepts "physical education" and "sport" through metaphor. Phenomenological design was used in this study. It was stated that the basis of phenomenological design consists of individual experiences. That's why, this study deals with the subjective experiences of the teachers. (Ekici & Akdeniz, 2018). Although it is stated that there were few participant in phenomenological studies, in the universe; it was explained that it is important to reach a holistic structure that can represent diversity, variety, richness, and contradiction and whether the participants are directly related to the research topic. (Karataş, 2015; Yıldırım & Şimşek, 2008). It was also stated that the sample could be determined according to the content of the research problem and the limitation of the sources. (Yıldırım & Şimşek, 2008).

These participants in this study are the teachers employed at primary and secondary schools in the province of Kocaeli, Izmit. They are the ones who joined in the summer seminars in the academic year of 2015 and 2016.

The Research Group of the Study

The universe of the study consists of 2110 teachers employed at primary and secondary schools in District of Izmit Directorate of National Education. After the necessary permissions for our study were taken from the Provincial Directorate of National Education, the name-list showing which schools were organizing summer seminar meetings in the academic year of 2015 and 2016 was demanded.

For applying this study, 10 out of 18 schools were randomly chosen to find teachers at primary and secondary schools to represent the universe of this study by considering the period of one-week seminar. The schools that were chosen were visited and the permission for the study was taken from the school management. The teachers were informed about the study before the seminars began. After the informing stage, 424 volunteering teachers were given survey forms by the researcher and they were asked to fill in the forms in 20 minutes and put the forms in an empty box. When this process finished, the forms were taken with the box by the researcher. When 424 forms were examined, 29 of them were eliminated at the very beginning as the metaphors parts were left blank. In addition, 19 forms were eliminated because there were no explanations but there were metaphors. Likewise, 16 forms were eliminated as there were explanations but not the metaphors. After 35 forms that had missing parts were eliminated, 360 were taken for this study as they were fully and filled in a desired way. Moreover, 12 forms, 5 forms for the concept of "physical education" and 7 forms for the concept of "sport", were eliminated as no relation was linked between the metaphor and its explanation. As a result, 348 forms in total were analyzed and put in the data file.

Table 1. Findings Related to Demographic Features of the Teachers in The Study

Variables	N	%	
Age	30 ages and under	65	18.7
	31-35 ages	86	24.7
	36-40 ages	70	20.1
	41-45 ages	57	16.4
	46-50 ages	34	9.8
	51 ages and older	36	10.3
Gender	Female	235	67.5
	Male	113	32.5
Marital status	Married	272	78.2
	Single	76	21.8
The number of children they have	no children	115	33.0
	1 children	119	34.2
	2 children	101	29.1
	3 children and more	13	3.7

Table 2. The Percentage Distribution Related to Their Job-Vocational and Hobbies of the Teachers in This Study

Variables		N	%
Free time activities	Yes	90	25.9
	No	258	74.1
Type of the school they've been working	Primary school	169	48.5
	Secondary school	179	51.4
Teachers' branches	PE teachers	57	16.4
	Scientific sciences teachers	51	14.7
	Social branches	57	16.4
	Class teachers	123	35.3
	Foreign language	30	8.6
	Primary school teachers	30	8.6
The period of their services	0-5 years	5	1.4
	5.5-10 years	44	12.7
	10.5-15 years	74	21.3
	15.5-20 years	91	26.1
	20.5-25 years	51	14.7
	26.5-30 years	38	10.9
	3.5 and above	45	12.9

Collecting the Data

Data collecting process was carried out by using a survey form prepared by the researcher. The survey form includes two parts and in the first part, there is personal information about the teachers who work in different fields. In the second part of the survey form, there are two open-ended questions. In the open-ended questions, the teachers were asked to compare PE and sport to a living or non-living thing or an object and they were asked why they thought like that. They were also asked to fill in some incomplete statements. These statements are : " Physical education is like Because..... ." "Sport is like Because" .

In this way, they were requested to produce a metaphor separately both for the PE and for sport. In addition, they were demanded to explain the reason for those metaphor-use.

It was claimed that simile, metaphor in other words, is not enough to show the descriptive meaning. That's why, it is necessary to ask the question 'Why' after the statements: "... is like" or "... similes". Because the real power of the metaphors are in the questions about the adjectives (Yıldırım & Şimşek, 2008).

In accordance with these explanations in the literature, the teachers were handed out forms on which there is socio-demographic information. They were given just 20 minutes to fill in the forms as they were requested to give short answers and to write the first thing that comes into their mind.

The Analysis of the Data

The data collected from this study was evaluated with content-analysis method. Content-analysis is described as collecting and arranging similar data and interpreting this data (Yıldırım & Şimşek, 2008). In this study, it was tried to reach previously unclear concepts and relationships and to reveal themes and dimensions by in-depth analysis of the data reached through content analysis (Mayring, 2011).

1st Step: Naming: The forms that were filled in by the teachers were given numbers and the metaphors were defined. They were transferred to excel programme. A suitable naming was done according to the meanings of the written statements and the metaphors were sorted from A to Z.

2nd Step: Classification: Each metaphor was examined one by one and their common features and similarities were tested. The concepts of PE and Sport were sorted out from other concepts that were compared (Aslan, 2015).

3rd Step: Rearrangement and Compilation: The metaphors produced by the teachers from different branches for both "PE" and "sport" were put in an alphabetical order in a computer environment. They were brought together according to their similarities and they were listed separately for both "PE" and "sport".

4th Step: After the metaphors were listed, 360 forms were revised. Each metaphor and their intended purpose were studied. 12 metaphors, 5 of which were for PE and 7 of which for sport, were eliminated by taking an expert opinion as they were irrelevant to each other. The rest of the forms filled by 348 teachers were taken into consideration.

5th Step: Each metaphor was correlated with a definite theme. 12 different categories were created for each concept according to their intended purpose. A sample explanation for the reasons why the teachers preferred those metaphors was given below the Tables in 'Findings' part. Symbols were used to illustrate the teachers' socio-demographic features in the explanations part for who produced which metaphor and why. While giving these examples, some codes were used by using some symbols in parenthesis just after the explanation. Symbols are like this: Gender (F= female, M=male), Age (A), Working Year (WY), and School Type (Primary= PRM, Secondary=SEC, Class teacher = CT, Social = SOC, Scientific = SCF, Foreign Language= FL, Physical Education and Sport= PE&S, Primary =PSC).

Precautions for the Validity and Reliability of the Study:

In qualitative studies, it is considered as enough for the validity of a research to explain how the data and results are gained. It is also enough to make detailed explanations about the research topic and is the characteristics of the samples in the research are detailed enough to make comparisons. (Yıldırım & Şimşek, 2008).

Hence, the explanations about the metaphors were given in a detailed way in this study, too. In the 'Findings' part, some examples from the explanations by the participants were presented below the Tables. Two expert opinions were taken for the reliability of the study. The metaphors were evaluated whether they represent conceptual categories or not. In addition, the percentage of agreement below was used to calculate the reliability. This belonged to Miles and Huberman (1994) and it was suggested as cited in Yıldırım and Şimşek (2008). ($\text{Reliability} = \text{Agreement} / [\text{Agreement} + \text{Disagreement}] * 100$).

Accordingly, the reliability of the results of the concept of physical education was found to be 0.98. using this formula, 5 metaphors (out of 360) produced by teachers for the concepts of physical education were found irrelevant with the attributed meaning and there were 5 disagreements between the experts and the researcher. Accordingly, the reliability of the results of the concept of physical education was found to be 0.98. In addition, 7 disagreements were reached about metaphors (out of 360) produced by teachers for the 'sport concept'. Therefore, the result of sport metaphors' reliability was found as 0.97 (Miles & Huberman, 1994, as cited in Aslan, 2015).

Results

In this part, 110 metaphors related to the concept "PE" and 107 metaphors for the concept "sport" were produced by 348 teachers, who were included in the evaluation. When these metaphors were examined, it was observed that even though the teachers were from different branches, the metaphors they produced both for the concept "PE" and for "sport" were very similar to each other. Therefore, they were combined in 12 conceptual categories and the percentage distribution was shown in tables.

The Findings from the Personal Information of the Teachers in the Study

Considering the socio-demographic characteristics of the teachers in Table 1, it was seen that 67.5% were female, 32.5% were male, 78.2% were married and 21.89% were single. It was observed that the majority of the teachers, 81.3%, were 31 years old and above.

When we studied Table 2, we found out that 74.1% of the participants do not take part in free time activities. 25.9% of them said they joined free time activities. As for their service period, only 1.4% of the teachers were determined to have 0-5 years' of experience and the rest of 98.6% of them had more than 5.5 years' of experience. And this showed us that the participants had enough experience to transfer their opinions about 'Physical Education' and 'Sports'

Categorical Variables Consisting of Metaphors Regarding "Physical Education" and "Sports"

56 metaphors for "PE" and "sport", having similar meaning like *relaxing, discharging or tranquilizer*, were combined in 12 conceptual categories by taking expert opinion and they were presented in Table 3.

Table 3. Percentage Distributions of the Conceptual Categories That Created From Metaphors Regarding "Physical Education" and "Sports"

Conceptual categories	Physical education		Sport	
	n	%	n	%
Basic need – source of life	75	21.6	84	24.1
Health-healing source	47	13.5	73	21.0
A positive feeling	58	16.7	62	17.8
Psychological benefit- wellness	49	14.1	24	6.9
The source of application, leading	25	7.2	32	9.2
Game-something that gives pleasure	27	7.8	25	7.2
Social benefit - friendship, a warm feeling	13	3.7	20	5.7
Aesthetics, physical benefit	15	4.3	8	2.3
Addictive, Indispensable	9	2.6	11	3.2
Finding identity, auto-control	17	4.9	1	.3
A natural object, a living thing	7	2.0	7	2.0
Artistic simulation	6	1.7	1	.3
Total	348	100	348	100

The metaphors are listed table 3 for the concept "physical education"; In the first place is "basic need-source of life" (n=75,%21.6), the second is "a positive feeling" (n=58, %16.7), in the third place is "a physiological benefit-wellness"(n=49, %14.1), in the fourth place is "health-source of healing" (n=47, %13.5), the fifth is "games-something that gives pleasure"(n=27, %7.8), and in the sixth place is "a source of application or something leading"(n=25, %7.2). The categories that fell under 5% weren't explained but they were only presented in Tables.

When the metaphors for the concept "sport" were examined, "basic need–the source of life" category (n=84, %24.1) was used in the first place. It was observed that the following statistics were more widely used than others; In the second place was " health -healing source" (n=73,%21.0), the third was "a positive feeling" (n=62, %17.8), the fourth was "the source of application, leading" (n=32, %9.2), 'game-something that gives pleasure" (n=24, %6.9) was in the fifth place; in the sixth place was "Psychological benefit- wellness " (n=25, %7.2), and in the seventh place it was "social benefit-friendship, a warm feeling"(n=20, %5.7). The categories that stayed under 5% weren't explained but they were only presented in Tables.

The Metaphors That Consider PE and Sport as a "Basic Need -Source of life"

The metaphors under the basic need, source of life category are included in table 4. While the teachers were explaining the concepts; PE and sport, it was seen that the metaphor "essential for life" under the category "basic need-source of life" was the most widely preferred in the first place by PE

teachers. The metaphor "essential for life" social sciences teachers and class teachers shared the second place with equal rates. The metaphor "essential for life" under the category "basic need-source of life" was most widely used by science teacher groups. The metaphors "basic need" and "air, water" were preferred equally and stayed in the third place.

The metaphor "air, water" was equally used by science teachers and PE teachers. However, the metaphor "basic need" was used by class teachers the most. In terms of the concept "sport"; the most widely used metaphor was "essential source of life" and this was mostly preferred by class teachers. Subsequently, this is followed by PE teachers. It was found out that social science and science teachers used this metaphor equally.

The second metaphor for the concept "sport" is "basic need", which was most widely used by class teachers. Likewise, the metaphor "air, water" was also used by class teachers the most.

When Table 4 is studied, the metaphor "source of life" is in the first place in "basic need" category for the physical education. When we looked at the example statements, "it is like breakfast. It is essential to start the day" was stated by (n=25 participants). (F/FL/A30/SEC/WY8) The metaphor "life enriching" is in the second place for the concept of physical education. It was mostly defined (n=22 people). "It is the basic need to promote the quality of life." (F/CLA/A41/PRM12) It was observed that some statements were given such as "it is the essential for life." "it is the basis for increasing the life balance." (F/A31/SEC/WY27)

The most frequently used metaphor for the physical education, in the third place, is "air, water", (n=13 people). "basic need" was also used at the same ratio. (n=13 people). The following statements were determined in the explanations for the metaphor "air, water"; "it gives life, it is like a breath to start life when a baby is born, it is like water for the baby to continue its life." (F/CLA/A53/PRM/WY29)

Under the category "basic need source of life", the participants were observed to have used the following statements: "life becomes dull without it." (M/A43/CLA/PRM/WY15)

For the concept "sport", it was seen that there are explanations for the metaphor, "life enriching": "It contributes life a lot." (M/SOC/A35/SEC/WY10)

The metaphor "basic need" for the concept of sport, the statement "you die unless you do" can be shown as an example. (n=19) (F/SOC/A39/SEC/WY17) (M/PE/A45/SEC/WY7). Some other explanations were made for the metaphor "air, water" in the category "basic need" (n=13): "it gives life. Life stops without it" (M/A38/SOC/SEC/WY10)

Table 4. The Metaphors Given Under the Category "Basic Need- Source of Life"

Metaphor Name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Food	3	-	8	3	5	2	2	2	6	5	1	-	25	12
Essential for life	5	5	3	5	6	6	3	3	5	13	-	3	22	35
Air, water	1	1	5	2	5	2	-	1	1	6	-	1	13	13
Breathing	-	1	-	-	2	1	-	1	-	1	-	1	2	5
Basic need	2	4	3	1	3	3	-	1	5	8	1	2	13	19
Total	11	11	19	11	21	14	5	8	17	33	2	7	75	84

The Metaphors That Consider the Physical Education and Sport As "Health-healing source"

When Table 5 is studied, it can be seen that the metaphor "medicine" and "health" were used mostly by class teachers while explaining the concept "physical education" in the "health-healing source" category.

Table 5. The Metaphors Given Under the "Health-healing source" It Is Medicine

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Medicine	3	4	5	4	1	3	2	3	9	9	4	1	24	24
Health	1	12	2	14	3	5	1	2	12	13	2	3	21	49
Treatment	2	-	-	-	-	-	-	-	-	-	-	-	2	-
Total	6	16	7	18	4	8	3	5	21	22	6	4	47	73

In Table 5, in the "health-healing source" category for the concept of physical education, (n=24) the following explanations were made: for the metaphor "It is medicine"; "it heals, it gives health"; "it is health" "It is the state of wellness" (n=21) (F/FL/A40/SEC/WY18). "you get well, you feel well as you do". (M/SOC/A47/SEC/WY17)

For the concept "Sport"; some reasons were given for the "health-healing source" benefit metaphor (n=49); some of the explanations were as follows: "it gives your health if you do it, it makes you fit" (F/FL/A30/SEC/WY5). (n=24) for the metaphor "it is medicine", "because it gives healing" (M/SOC/A35/SEC/WY10).

The Metaphors That Consider Physical Education and Sport As "A Positive Feeling"

The metaphor "joy-happiness" under the category "a positive feeling" was seen to be in the first place for the concept of the physical education; and it was mostly used by class teachers. The next group was PE teachers.

Table 6. The Metaphors Given Under the Category "A Positive Feeling" Joy; Happiness

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Success	3	-	1	-	2	-	2	-	5	2	1	-	14	2
Development	1	1	-	1	-	2	1	1	2	2	1	1	5	8
Peace, tranquility	1	1	1	-	1	-	-	-	2	-	-	2	5	3
Self-confidence	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Joy; happiness	3	1	1	1	5	3	-	3	7	7	-	5	16	20
Sweet chat	-	-	-	1	1	1	1	-	-	-	-	-	2	2
Freedom	2	1	-	-	3	3	1	1	-	2	-	1	6	8
Love	1	1	2	-	-	-	-	1	1	1	-	-	4	3

Smiling	-	1	2	1	-	2	-	-	-	2	-	1	2	7
Philanthropy	-	-	-	-	-	-	-	-	-	2	-	1	-	3
Peace	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Benefit / ability	-	2	-	-	-	-	-	1	3	2	-	-	3	5
Total	11	9	7	4	12	11	5	7	21	20	2	11	58	62

In table 6, the second metaphor "success" was preferred by class teachers, too. The metaphor "freedom" was found to be used by PE teachers the most.

The metaphor "joy-happiness" under the category of "a positive feeling" was the first for the concept of "sport" and it was mostly preferred by class teachers and primary school teachers. The second metaphor "freedom" was preferred by PE teachers the most. "development" was equally preferred by class teachers and PE teachers. The metaphor "smile" was also equally preferred by class teachers and PE teachers.

In Table 6 there are explanations for the metaphor "it is like joy/ happiness" "It makes you secrete serotonin, happiness hormone, it makes you happy" written in the first place by the teachers about physical education in the category "a positive feeling". (n=16) (M/SOC/A42/SEC/WY18) For the second metaphor "success" (n=16), it was explained like "it provides you with all you need to reach your goal." (M/CLA/A40/PRM/WY12)

The metaphor "joy/happiness" (n=20) for the concept sport in the category "a positive feeling", the explanations are like this; "it wipes out sorrow, brings happiness" (M/CLA/A56/PRM/WY26). For the metaphor in the second place is "a feeling of freedom" (n=8) and the explanations are like this: "because it helps the individual express himself freely, without hesitation" (M/SCI/A51/SEC/WY17) The metaphor, which is in the second place, "it is the development" (n=8) was defined as follows: "it supports all development areas" (F/CLA/A40/PRM/WY20).

The Metaphors That Consider the Physical Education and Sport as the Source of Psychological Benefit-Wellness

It was found that the metaphor "relaxation" under the category "psychological benefit-wellness" was preferred mostly by class teachers; the second place belongs to primary school teachers and the third place was shared by social science teachers and foreign language teachers equally.

In the second place, the metaphor "therapy" was used by the class teachers. Another finding is that in the first place for the concept "sport".

In the category "psychological benefit-wellness" for the concept of "sport", it was observed that the metaphor in the first place "relaxation" was equally used by both social science teachers, by science teachers and by class teachers at the same level.

Table 7. The Metaphors Given Under the Category of "Psychological Benefits-Wellness"

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Relaxation	5	3	2	3	2	2	5	1	10	3	9	-	33	12
Therapy	2	2	2	2	2	1	-	-	5	2	2	1	13	8
Mental health protection	-	-	-	-	-	-	-	-	1	-	-	-	1	-
Getting away from stress	-	-	-	-	1	-	-	-	-	-	-	1	1	1
Muscle relaxant	-	2	-	-	-	1	-	-	1	-	-	-	1	3
Total	7	7	4	5	5	4	5	1	17	5	11	2	49	24

In the category of "psychological benefit-wellness" for the concept of "physical education", the metaphor "relaxation" was preferred in the first place (n=33). "Because sport helps you stay away from negative energy." (F/FL/A32/SEC/WY8) For the second most -preferred metaphor "therapy" (n=13); some explanations were given like "It heals your soul", "It helps you gain psychological health" (F/SEC/A33/PRM/WY8).

In the category of "psychological benefit" for the concept of 'sport', the metaphor "relaxation" was preferred in the first place. (n=12) the reasons were explained like " it eliminates stress", " it relaxes you" (M/SOC/A35/SEC/WY10) In the second place there is the metaphor " therapy" (n=8). This was explained with the following statement: "because it feeds the mind" (F/CLA/A43/PRM/WY13).

The Metaphors That Consider the Physical Education and Sport as the Source of Application, Leading

When the category "source of application, leading" was examined, it was found for the concept of PE that social science teachers mostly used the metaphor "a class" in the first place, "mind-brain" in the second place and "a source of motivation" in the third place. However, for the concept of "sport", it was observed that the most widely used metaphors were "energy", "source of strength", "class" and "an instrument- a machine".

Table 8. The Metaphors Given Under the Category " Source of Application, Leading"

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Energy, strength	-	-	-	3	-	2	-	-	1	2	1	-	2	7
Class	3	-	2	1	-	1	1	1	2	4	-	-	8	7
Teacher	-	1	-	1	-	1	-	-	1	1	-	-	1	4
Mind-brain	2	-	1	1	1	-	-	-	1	1	1	-	6	2
Rule-system	-	-	-	-	-	1	-	2	1	1	-	-	1	4
Source of motivation	2	-	1	-	1	-	1	-	-	1	-	-	5	1
Instrument- a machine	2	1	-	1	-	1	-	1	-	2	-	1	2	7
Total	9	2	4	7	2	6	2	4	6	12	2	1	25	32

The metaphor "it is like a class" was preferred in the first place for the concept of physical education. (n=8). "it is like a Turkish class, because it teaches life and it teaches us to tell life correctly." (F/FL/A26/SEC/WY5) The second most preferred metaphor "it is like a source of motivation". (n=5) was explained like "it makes you lead your life more efficiently." and "it encourages you to have a high quality life style." (F/CLA/A38/PRM/WY12)

For the conceptual category of 'a source of application' related to the concept of 'sport', in the first place was the metaphor "energy-giver"; "it makes you fit and fresh" "it activates the mind" (M/CLA/A38/PRM/WY14). For the metaphor " it is like a class", "it gives discipline towards life." (M/FL/A35/SEC/WY10); the metaphor "it is like an instrument- a machine." was explained with the statement: "if you care for it and if you constantly use it, it works regularly and more efficiently." (M/SOC/A31/SEC/WY4)

The Metaphors That Consider the Physical Education and Sport as "Game, Something That Gives Pleasure"

When Table 9 was studied, it was seen that the metaphor "a game" under the category of "game, something that gives pleasure" was most widely used to explain the concept of physical education by class teachers in the first place and then by the science branch teachers. It was also seen that the metaphor "an entertainment" was used in the second place and in the third place was the metaphor "joy". In the explanations for the concept of "sport", the metaphor "an entertainment" was mostly preferred by class teachers. Similarly, in the second place, the metaphor " the food giving

pleasure " was mostly used by class teachers again. "an entertainment" was the third most preferred metaphor in the category of "game, something that gives pleasure".

Table 9. The Metaphors Given Under The Category Of "Game, Something That Gives Pleasure"

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Entertainment	2	-	1	1	-	-	1	-	1	6	-	1	5	8
Game	1	-	4	-	2	2	-	-	6	2	-	1	13	5
Food giving pleasure	-	1	-	-	1	1	1	1	5	4	-	-	7	7
Drink that gives pleasure	-	1	-	1	-	-	-	-	1	1	-	-	1	3
Flying, a kite	-	1	-	1	-	-	-	-	1	-	-	-	1	2
Total	3	3	5	3	3	3	2	1	14	13	-	2	27	25

The metaphor "it is like a game" was preferred in the first place (n=13) for the concept of physical education in the category of "something that gives pleasure". It was explained like "it teaches to win and to lose while entertaining." (F/SCI/A33/SEC/WY11). In the second place was the metaphor "it is like a food that gives pleasure." (n=7) and this was explained like "it gives you a taste of like an ice cream on the Turkish dessert." (M/SOC/A34/SEC/WY3).

In the first place for the concept of "sport"; the metaphor "an entertainment" was in the first place (n=8) and it was explained like "it gives you joy", "it makes you cheered up" and "it helps you forget your troubles" (F/SEC/A34/PRM/WY11). The second preferred metaphor "food that gives pleasure" was explained like "it contributes life with joy." (F/SOC/A33/SEC/WY10).

The Metaphors That Consider the Physical Education and Sport as "Social Benefit- Friendship, a Warm Feeling"

When we studied Table 10, the findings were listed below: The metaphor "socializing" under the category of "social benefit, friendship, a warm feeling" was equally preferred by class teachers and PE teachers the most while explaining the concept of physical education. Other metaphors were not mentioned in the explanation part as they were preferred by less than 5 participants.

Table 10. The Metaphors Given Under the Category of "Social Benefit- Friendship, a Warm Feeling"

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Friend brother	-	2	-	1	-	3	-	-	2	5	-	1	2	12
Socializing	-	-	-	-	3	-	-	-	3	-	-	-	6	-
Communication	1	-	-	-	-	2	2	-	2	1	-	-	5	3
Relation sharing	-	-	-	1	-	-	-	-	-	2	-	-	-	3
Harmony	-	-	-	-	-	-	-	2	-	-	-	-	-	2
Total	1	2	-	2	3	5	2	2	7	8	0	1	13	20

The Metaphors That Consider the Physical Education and Sport as “Aesthetics, Physical Benefit”

In Table 11, it can be seen that the metaphor “aesthetic-beauty” under the category of “aesthetical physical benefit” was in the first place and it was mostly preferred by class teachers; and in the second place was the metaphor “shaping”.

It was observed that the metaphor “shaping” was most widely preferred for the concept of “sport” and the second metaphor was “physical development”.

Table 11. The Metaphors Given Under the Category “Aesthetics, Physical Benefit”

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Shaping	-	1	-	-	-	-	2	1	-	2	2	-	4	4
Physical development	1	-	-	-	-	-	-	-	2	2	-	-	3	2
Aesthetic, beauty	-	1	2	-	-	-	1	-	4	1	1	-	8	2
Total	1	2	2	-	-	-	3	1	6	5	3	-	15	8

The Metaphors That Consider Physical Education and Sport as “Addictive, Indispensable”

In Table 12, for the concept of PE, the metaphor “something indispensable” was used by foreign language teachers the most under the category of “something indispensable. For the concept of “sport”, this metaphor was equally used by foreign teachers, class teachers and teachers working at social science branches.

Table 12. The Metaphors Given Under the Category of Addictive, Indispensable

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Addiction	1	-	-	-	-	-	-	-	-	-	-	-	1	-
Obsession	-	-	-	-	-	-	-	-	-	-	1	-	1	-
Irreplaceable	1	3	1	-	1	2	3	-	1	3	-	1	7	9
Habit	-	-	-	-	-	2	-	-	-	-	-	-	-	2
Total	2	3	1	0	1	4	3	0	1	3	1	1	9	11

The Metaphors That Consider Physical Education and Sport As “Finding Identity, Auto-Control”

Table 13 illustrates the metaphors that were in the category of “finding identity- auto-control” even though there weren’t many. In the explanations for the concept of PE, the metaphor used in the first place by class teachers the most was found to be “ finding identity-personality” in this category. The second metaphor in this category was found to be the one “ knowing the borders- self-awareness”. In the explanations for the concept of “sport”, there was only one person to use the metaphor “ knowing the borders- self-awareness” in this category.

Table 13. The Metaphors Given Under the Category of ‘Finding Identity, Auto-Control’

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
Gaining identity	3	-	1	-	2	-	-	-	8	-	1	-	15	-
Gaining identity	-	-	-	1	2	-	-	-	-	-	-	-	2	1
Total	3	0	1	1	4	0	0	0	8	0	1	0	17	1

The Metaphors That Consider the Physical Education and Sport as “a Natural Object, a Living Thing”

When Table 14 is studied, it can be seen that the most widely used metaphor to define the concept of physical education is “a sapling in the nature- a tree” under the category of “a natural object, a living thing”. The next is the metaphor “the water flow towards its bed”. Likewise, the metaphors used to define the concept of “sport” is “a sapling in the nature- a tree” under the category of “something in the nature”, as well. The metaphor “fish” comes next.

Table 14. The Metaphors Given Under The Category ‘A Natural Object, A Living Thing’

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
A sapling growing in the nature	-	1	1	-	1	2	-	-	3	-	-	-	5	3
Flow of water towards waterbed	1	-	-	-	-	-	-	1	1	-	-	-	2	1
Like fish	-	1	-	-	-	-	-	-	-	1	-	1	0	3
Total	1	2	1	0	1	2	0	1	4	1	0	1	7	7

The Metaphors That Consider the PE and Sport as “Artistic Simulation”

In Table 15, the metaphor most widely used to defined the concept of physical education under the category of “an artistic situation” is “ballet performance arts”. However, in the definitions of the concept “sport”, only one person preferred to use the metaphor “a work of art” under the category of “artistic simulation”.

Table 15. The Metaphors Given Under the Category ‘Art Simulation’

Metaphor name	Social		Scientific		Physical education		Foreign language		Class teacher		Primary		Total	
	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport	Physical education	Sport
A ballet performance	2	-	-	-	-	-	-	-	-	-	2	-	4	-
A work of art	-	-	-	-	1	-	-	-	1	1	-	-	2	1
Total	2	0	0	0	1	0	0	0	1	1	2	0	6	1

Discussion

It was aimed in this study to find out what the teachers from different branches at primary and secondary school think about the concepts of "physical education" and "sport" through metaphor. The participant teachers are highly experienced and experts in child-training. It was considered as important to investigate the concepts of 'physical education' and 'sports' as these concepts are inside the education system. It was also considered as important that each concept should be investigated separately so that we can find out the subjective experiences of the teachers better. In addition, if we investigated these two concepts together as a lesson title, we would get more holistically generalised opinions. That's why, each concept was investigated separately. We all know that the deepness and richness the participants have is quite effective on their metaphor preferences. (Eker & Sıcak, 2016; Zheng & Song, 2010). Because of this, the teachers were first asked to share their service year in this job and their job-experience together with some other socio-demographic features.

However, because the analysis and interpretations of the study were restricted by the main purpose and sub-problems, socio-demographic variables were not analysed. This situation can be considered as the restriction of this study.

Metaphors are the verbal expressions of the experiences (Aslan, 2015; Kalnicka, 2006). When this information saying that metaphors were formed with experiences was taken into consideration, this study also showed that teachers working with different age groups at different branches had different information and different experiences. As seen in table 1 and table 2, 98.6% of the teachers had more than 5.5 years' of experience. That's why; their experiences were remarkable for our study. This verifies the data we collected for this study about the concept of "physical education" and "sport" via metaphors as we believe that the teachers of different branches have enough level of school culture.

We have witnessed in recent years that there are arguments about the PE and sport classes whether we should keep it in the syllabus or how many hours of classes we should have PE classes in a week. These arguments have kept the agenda of the society busy in the last years. We have also met explanations either in printed media or in visual media and some scientific research results showing that being active has a lot of positive results for physical, social, personal, and cognitive development (Baltaş & Baltaş, 1990; Müftüoğlu, 2005).

In this study, too, the results by expert trainers in raising a child at different branches were evaluated. As seen in table 3, the majority of the metaphors both for the concept of PE and for the concept of sport were found in the conceptual category of "basic need-source of life". After this category, the metaphor for the concept of the PE "a positive feeling" was found in the second place. The third was "psychological benefit-wellness", the fourth was found "health, healing source" and the fifth was "game, something that gives pleasure".

For the concept of "sport", too, the metaphor "basic need- source of life" " was in the first place; the metaphor "health healing source " was in the second place; the metaphor "a positive feeling " was preferred in the third place; the one "the source of application-leading" was the fourth and "psychological benefit- wellness" was determined in the fifth place for the concept of "sport".

When the literature was studied, no studies were traced in the literature evaluating the opinions of teachers about the concept of physical education and sport via metaphors. However, it was seen that there were studies to question PE and sport class holistically with students from different age groups.

When we looked at the results of the studies done with the students; it was determined that those students had related the metaphors used for "physical education and sport" class mostly to the concepts of "sport", "freedom", "health" and "entertainment". In addition, it was also found that those students had interest and positive attitudes towards PE and sport class (Namlı, Temel, & Güllü, 2014; Savaş, 2013; Şirinkan et al., 2008).

In addition, apart from metaphors in sport, there are other studies in the Literature searching for the effects of sport in health and development and sport activities done with recreation aims have socially, physiologically and physically positive effects and for the academic success (Karagün, Yıldız,

Başaran, & Çağlayan 2010; Taşer, 2004; Yanık & Çamlıyer, 2015). As a result, it is seen that teacher opinions via metaphors overlap with the results in the Literature.

The conceptual categories formed with the metaphors used by the teachers for the Physical Education and Sport were respectively debated in sub-titles below.

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as 'A Basic Need-Source of Life'

It was observed that the teachers more widely used the metaphor "source of life" in the category of "basic need-source of life" for the concept of "physical education". And for the concept of "sport", the metaphor "the basis of life- life itself" was mostly preferred by the teachers.

When the studies in the literature were examined, no studies were found showing the opinions of the teachers from different branches via metaphors for the concepts of physical education and sport separately. Even though, there weren't other studies to search for the teachers' opinions separately for physical education and sport, there were some studies searching for the students' opinions about the concept of "sport". In these studies, it was found that students mostly used the metaphors "a friend", "a game", "an entertainment" and "a social benefit" for the concept of "sport" in the first place. The metaphors "source of life- basic need" were found in the third place but they were seen in the last place in some other studies (Koç, Murathan, Yetiş, & Murathan 2015; Sevinç & Ergenç, 2017).

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as 'Health-Healing Source'

When the metaphors used by the teachers for the concept of physical education under the category of "health-healing source" were studied, the metaphor: "it is like medicine" was observed to have been used mostly by class teachers. The next group that used this metaphor was science teachers. The second most widely preferred metaphor was determined to be the one: "it is health." And it was mostly used by class teachers again. The metaphors used by other branch teachers were less than 5 people. That's why; they weren't mentioned in the explanation part.

As for the concept of "sport", it was found that the metaphor "it is health" under the category of "a health-healing source" was mostly used by science branch teachers. The next group was class teachers that used this metaphor in the second place. Lastly, this metaphor was chosen by the social science branch teachers. The second most widely preferred metaphor under the category of "health-healing source", "It is medicine", was expressed by class teachers the most. The other metaphors used by only less than 5 people. That's why; they weren't mentioned in the explanation part.

When we studied the research done in this area, we couldn't find any research done with the teachers. However, it was seen in some of the research that the metaphors defining 'health benefit' were used in the second place by learners at universities who have positive attitudes towards the PE and sport class (Sevinç & Ergenç, 2017; Yetim & Kalfa, 2019). It was also seen in those research that the metaphor "health" was mostly preferred by Secondary school students. Apart from the metaphors with positive meanings like 'a health benefit' used by Secondary school students, there were some with negative meanings like 'a source of illnesses. This was especially used by secondary school students and the reason was explained that their mothers were concerned because the child would sweat while doing sports and get ill (Koç et al., 2015).

In the research done with the young people by TUIK (Turkish Statistical Institution) in 2018, it was determined that 50.5 % of those young people considered health as the primary source of happiness (TUIK, 2018). In addition, there is some other research saying that sport has a lot of healing and protective benefits especially for the cardiovascular problems, balancing the metabolism, fight against obesity, physiotherapy and so on (Bozhüyük et al., 2012; Janssen & LeBlanc, 2010; Özer & Baltacı, 2008; Penedo & Dahn, 2005; Warburton, Nicol, & Bredin, 2006). Because of the data collected either from the research done with students or done with young people overlap with the results of this research done with the teachers, we can say that metaphors are formed with experiences. However, it was also seen

that the findings saying that sport is a reason of illnesses-even though there were few students to say this- contradicted with the findings from health research data.

It is significant that sport should be generalized and it should be taken as a life philosophy because it has a lot of positive and useful effects on health. For this reason, it becomes more important to reshape the program by the educators who are aware of many benefits of sport in terms of health. Moreover, schools should organize workshops to raise awareness for the benefits of the sports to the families as they have negative feelings towards sport. It is, again, important that sport should become a habit and something indispensable for the lifetime. There are studies emphasizing the importance of sport in terms of happiness, health and the quality of life. Another important finding is that parents should give positive messages reminding the benefits of sport to encourage them while they are educating their children.

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as 'A Positive Feeling'

Another conceptual category in which there are the most metaphors was found to be "a positive feeling". In the first place, the metaphor "joy and happiness" was used by the class teachers the most and the next group was PE teachers. In the second place the metaphor 'success' under the category "a positive feeling" was preferred by class teachers the most.

When the metaphors under the category "a positive feeling" were examined for the concept of 'Sport', the metaphor "joy and happiness" was used by the class teachers the most. The other metaphors for the concept of "sport" were only used by less than 5 people. That's why; they weren't mentioned in the explanation part. Under this category, classroom teachers preferred the second-most preferred metaphor of "sense of achievement".

It was seen that the metaphors for the sport that are in the category of 'a positive feeling' were put in different categories in the surveys done especially with secondary school students (Koç et al., 2015). In the other surveys done with the university students, however, it was seen that the metaphor 'joy and happiness' was found to be mostly preferred metaphor and it was put in the first place under the category "something that gives peace and happiness" (Sevinç & Ergenç, 2017)

The results of our study proved to support the following idea: If sport is done regularly, it triggers the happiness hormone "serotonin" after 20 minutes of sport; it decreases the pessimistic views against depression. It was agreed that it is important to generalize doing sport as a habit for children and young people so that they can overcome the unhappiness because it helps release serotonin.

For these reasons, people are advised to do sport (Baltaş & Baltaş, 1990; Penedo & Dahn, 2005). In the statistics from TUIK in 2018 for life satisfaction, it was seen that the feeling of unhappiness feeling in children and young people was getting more and more. That's why, doing sport to overcome these negative feelings and doing sport as a general lifestyle is important. Physical Education and Sport classes include physical education and sport concepts and these concepts have positive benefits in all development areas of students. We also think that students have great interest in these classes. For all these reasons, it is really important that the teachers who are supposed to give these classes should be given not only 'field knowledge' and formation' classes, but they should also be given classes that will make them specialists in physical, physiological, social health.

The contributions of the sport to positive feelings and health benefits, and teachers' opinions about the PE and Sport classes are shown in the Literature. And in our study, teachers' thoughts about this lesson via metaphors support each other. This shows how important this class is.

When we remember all the benefits of PE and Sport classes for all developing areas of a child, and all the interest that comes from the students, we can conclude that teachers that are going to give this lesson should get specialized courses during their university years besides sport education courses, formation courses, and field courses.

Teachers of the physical education and sport classes that have so important contributions to human life should be able to apply supportive programs to improve the quality of life. In order to apply

this in schools, the contents of the educational programs should be specialized for physical, mental and social health promotion protection of exercise planning for trainers

The programs need to be configured in the way that PE and sport teachers should be able to take practice classes like the ones working in health sector. In the research done with young people about life satisfaction by TUIK (2018); it was observed that "success" as a source of happiness under the category of "a positive feeling" was in the second place with a rate of 20%; and "love" was in the third place as a source of happiness with a rate of 18.9 %. When the situation was examined with the results of this study, the metaphors used by the teachers supported the scientific data.

In the research done in this area, it was stated that there is a positive correlation between "success" and "self-confidence" (Fahrenwald & Sharma, 2002; Feltz, 2007; Otacıoğlu, 2008; White, 2009) Because the individuals need to be successful in some businesses for the self-design development (Karagün, 2016), and when they are seen insufficient by the society, they can develop anxiety and a sense of incompetence (Dilbaz, 2000)

In the study called "life satisfaction" done by TUIK in 2018, success is shown as the source of happiness and happiness is a positive feeling. For this reason, the metaphor "success" used by teachers for the concept of physical education and sport in this study was evaluated under the conceptual category of "a positive feeling".

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as "Psychological Benefit- Wellness"

The category of "physiological benefit-wellness" in which there are the metaphors for the PE and sport classes were presented in Table 7 It was observed that the most widely metaphor under this category was "relaxation-discharging" for the concept of physical education and it was mostly preferred by class teachers and then the next group was primary school teachers. The second most widely used metaphor for the concept of PE was determined to be "therapy" and this metaphor was preferred by mostly class teachers, again. Other metaphors preferred by less than 5 people. That's why; they weren't mentioned in the explanation part.

When the category "a physiological benefit-wellness" for the concept of "sport" was examined, it was realized that the most widely used metaphor was "relaxation-discharging". However, there were less than 5 people to have preferred the metaphors "relaxation-discharging", "therapy", "protective for the mental health", "stress-relieving", and physiological relaxation. Therefore, they weren't mentioned in the explanation part. When the other research related to this issue was examined, it was seen that a separate category for physiological benefit was not created. However, the metaphors such as "relaxation" and "relieving" were given under the contextual category of "socializing" in some research (Koç et al., 2015) and happiness" or "relaxation" in some research (Sevinç & Ergenç, 2017). In some other research, we can find it under the category of "relaxation" (Yetim & Kalfa, 2019). In the research done with the students, it was stated that the idea " physical education class functions as "relaxation" outnumbered (Yaylacı Beler, 2012).

Because the physiological benefit is accepted as something really important in child or adolescence development, it was seen that the reasons why the educators preferred these metaphors are parallel to the information from many scientific publications about the fact that sport creates important results in education in terms of psychology. By thinking that we should emphasize on the psychological reflections, we preferred to have a separate category called "a physiological benefit".

It was emphasized in the research done in this area that physical education class helps be healthy, supports the physical development, helps gain the habit of doing sports, and helps decrease stress and anxiety, helps get relaxed, and it decreases mental tiredness especially while preparing for exams. For these reasons, it should be included in the syllabus (Birtürk & Karagün, 2015; Dalkıran & Tuncel, 2007).

It was also seen that there are other studies saying that doing mild sports, not forcing the body and doing non-competitive exercise has positive effects on mental health (Bond, Lyle, Tappe, Seehafer, & D'Zurilla, 2002; Brown, 2004; Çamlıyer & Çamlıyer, 2001; Hazar, 2000; Strohle, 2009). From this point, when we consider that the PE and sport class is not competitive, it can be seen that this class is really

important to protect mental health. This information and the opinions of the teachers who used metaphors in this study are parallel to each other.

According to the statistics from TUIK (2014); it was released that the rate of mental illnesses was 2,1%; and 11,0% was the rate of depression, which is in the first five illnesses in 12 months' time and the rate of Hypertension was explained as 16,1% (TUIK, 2014). In addition, it has been determined that sports increase the level of happiness by releasing serotonin and have positive effects in terms of physical and mental health (Croom, 2014; Downward & Raciute, 2011; Kang & So, 2018). When this information was taken into consideration that sport has positive effects on both physical and mental health; it was concluded that the content and the amount of the PE and sport classes should be revised. In addition, PE and sport teachers should be supported to be specialized in complement training in this issue and all the educators at schools should be given workshops to raise awareness in this area.

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as "The Source of Application, Leading"

As there are metaphors for the concept of Physical Education and Sport like "something to apply", "leading", "encouraging", or "directing"; they were collected under the category of "the source of application, Leading". And the metaphors that are in this category were shown in Table 8. When Table 8 was examined, it was seen that the most widely used metaphor for the concept of physical education was "it is like a lesson". And the next was seen as "it is motivating." However, these two metaphors and the other metaphors were preferred by less than 5 people. So, they weren't mentioned in the explanation part. In terms of 'sport', the following metaphors for Sport were equally preferred: "the source of energy-power", "a lesson" and "a tool- an instrument". However, these two metaphors and the other metaphors were preferred by less than 5 people, and they weren't mentioned in the explanation part.

On looking at the studies, the metaphor "it is like a lesson" can be seen under the heading "useful-informative" (Yetim & Kalfa, 2019); in some other studies the metaphors like "brain-book" or "supporting development" were seen in the category of "contribution" (Sevinç & Ergenç, 2017). In a study done with secondary school students, there are metaphors like "education" or "money"; but they were categorised under the heading "education" or "healthy life" and the metaphor "money" was put in the category of "appreciation" (Koç et al., 2015). The aim of physical education and sport classes was defined as personally, physically and social development; besides this class was aims to support mental development, too (Kangalgil, Hünük, & Demirhan, 2006; Koç & Tekin, 2011). When we looked from this point, it was observed that the metaphor "it is like mind-brain" under the category "a source of application" by the teachers supported the information in the Literature.

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as "Game Something That Gives Pleasure"

Table 9 shows the metaphors saying that PE and sport class is "game something that gives pleasure. When the numeric distribution in the table was examined, the mostly used metaphor for the concept of physical education was "game" and the second was "food that gives pleasure"; these two metaphors were used by class teachers the most. The other metaphors apart from these two were less than 5 and they were not mentioned in the explanation part.

For the concept 'sport', the metaphor "entertainment" was used by class teachers the most. The other metaphors apart from this one were less than 5; however, it was seen that the metaphor "food that gives pleasure" was the most widely used metaphor. When the studies in the literature were examined; similar metaphors were found in the category of "relaxation-entertainment" (Koç et al., 2015; Yetim & Kalfa, 2019). It was also seen that there were separate headings as "an element that makes life fun", "an element of interest", "peace-happiness" and "rest" (relaxing-resting, well-being) (Sevinç & Ergenç, 2017).

Some studies say: There are metaphors that consider the physical education and sport class as "a game"; games are means of therapy used to overcome psychological problems, they have a healing power; children can express themselves freely while playing games; they get to know themselves better and they discover themselves; they can control their feelings as they are a kind of relaxation tool. That's

why; they can be used both as an identification technique and as a treatment method (Bekmezci & Özkan, 2015; Erden & Gürdil, 2009; Ghabeli, Moheb, & Nasab, 2014; Koçyiğit Tuğluk, & Kök, 2007).

Because there are explanations in the Literature stating that game has healing benefits and the content of PE and sport class includes training with games; it was thought that the syllabus of this class should be re-created in that way. On considering the difficulties in guidance to crowded student groups in terms of time and place, it was suggested that this configuration should be organized in a multi-disciplined approach.

The Debates Over The Findings About The Metaphors That Consider The Physical Education and Sport as "Social Benefit - Friendship, A Warm Feeling"

The metaphors such as "communication", "friendship", "sharing", "adaptation", and "socializing" were collected in the category of "a social benefit-friendship, a warm feeling" and they were presented in Table 10. When Table 10 was examined, all the metaphors for the concept of physical education were preferred by less than 5 people. Therefore, they weren't studied in terms of the branches of the teachers. The most widely used metaphor was found as "socializing" and then "communication-bonding". When we studied the metaphors in terms of the concept "sport", the most used metaphor preferred by class teachers was the metaphor "a friend's hand". The other metaphors were used by less than 5 people, so they weren't argued in the explanation part. In the literature, too, this kind of metaphors can be seen under the category of "friend" and "socialising" (Koç et al., 2015; Yetim & Kalfa, 2019). Sport was reported to have positive contributions to physical and mental health, and it helps inter-personal relations to turn positive. It was especially reported that sport helps students to increase the self-confidence and the feeling "I can do it" with the help of group activities that students enjoy doing (Karagün, 2016). At the end of this positive benefit, students can have psycho-social support and they can develop interaction inside the group. In addition, it was claimed that physical education and sport classes support socializing because it is more like gaming and cooperating rather than competing (Hohepa, Schofield, & Kolt, 2006; Karagün et al., 2010). When this information introduced in the literature was taken into consideration, it can be seen how important the physical education and sport classes are.

The Debates Over The Findings About Metaphors That Consider Physical Education and Sport as "Aesthetics, Physical Benefit"

In this part, the metaphors defined as "shaping", "physical development", and "aesthetic beauty" were given under the category of "aesthetics, physical benefit" and they were illustrated in Table 11. When Table 11 was examined, it was observed that that none of the metaphors were preferred for the concept of physical education by any branch teachers over 5 people. Yet, when we had an overall look, we observed that the metaphor "aesthetic beauty" was preferred the most. In terms of the concept of "sport", we can say that there are less than 5 preference. Even though it was less than 5, the most used metaphor was "shaping". On checking the literature, it was found that "physical benefit" wasn't expressed by students; however, some university students were observed to use the metaphor "a beauty cream" (Yetim & Kalfa, 2019).

When we consider that the PE and sport class has an effect on shaping the body and preventing obesity, therefore it has a healing power; it becomes more important to plan this class as children and adolescence.

The Debates Over The Findings About Metaphors That Consider Physical Education And Sport as "Addictive, Indispensable"

Table 12 illustrates the metaphors "addiction", "obsessive", "sine qua non", and "habit" under the category of "Addictive, Indispensable". When we examined Table 12, we found that there were less than 5 preferences for the concepts of both the physical education and sport. Even though it was less than 5, the most used metaphor was "sine qua non". It was also seen in the Literature that the metaphors "bonding" and "an indispensable element" were under the category "a mandatory element" (Sevinç & Ergenç, 2017; Yetim & Kalfa, 2019).

Exercise is defined as an addiction because the person feels bad when he cannot do sports; even when there are harmful effects of exercise or a cause of disability. Exercise is believed to be indispensable

for health, something desirable for life, a way of preventing with obsessions and supportive to fight those obsessions. However, it was also said that it can turn into an addiction via wrong learning or wrong messages (Vardar, 2012). Therefore, it is important to direct children or adolescents with right messages during the period in which they develop aesthetic and physical shaping. While the PE and sport teachers are teaching the benefits of doing exercise, they can inform and direct parents and students in the right way if they can do a healthy planning. Not only the word "addiction for exercise" but also the word "commitment to exercise" can be found in the Literature. It was stated in the Literature that the word "commitment" is used in the meaning of "being loyal" and "not to quit", in other words, to what extent and how often you participate in the exercise programme. Commitment to exercise is explained how often the individual participates in the planned exercise programme; For instance, the exercise commitment of an individual is 50 % if s/he joins in 5 classes out of 10 classes (Koruç & Arsan, 2009). When we consider the benefits of exercise for health and the quality of life, it becomes really important for the educators to make a well-planned exercise programme for students to encourage them to do exercise without being addicted but committed.

The Debates Over The Findings About Metaphors That Consider Physical Education And Sport as "Finding Identity, Auto-Control"

This category contains the metaphors like "finding identity, auto-control" "knowing the borders" and "self-awareness" and they were shown in Table 13. When the numeric distribution of the metaphors under the category "finding identity, auto-control" was examined in Table 13, it was seen that "gaining identity" was mostly preferred by class teachers for the concept of "physical education". For the concept of "sport", however, only one person was found to have used the metaphor "self-awareness". In the Literature, these metaphors were determined not to be used by students at all.

The PE and sport class is defined as a kind of personality training and it enables students to gain a healthy, happy, balanced and well-behaving personality in the society (Gökalp et al., 2011). It is stated that with the help of this class, students can identify their limits with understanding the rules; they can develop auto-control, and they attend to activities which are appropriate for their skills (Karagün, 2016). When this information (in the literature) about the benefits of sportive activities is taken into consideration, it can be thought that the physical education and sport class is supportive in gaining identity and discovering their abilities because it teaches rules. That's why; it becomes really important for the educators to prepare the content of this class knowing the phases of personality development and other phases, they should apply this class knowing these phases very well.

The Debates Over The Findings About Metaphors That Consider Physical Education and Sport as "A Natural Object, A Living Thing"

When we studied table 14; we realized that no more than 5 people preferred the metaphors "a tree growing in the nature- a sapling", "the flow of water to the bed", and "fish" under the category "a natural object, a living thing" (for both PE and for sport). When we looked in total, it was found that only 5 teachers preferred the metaphor "a tree growing in the nature" for the concept of "physical education". In the literature are the metaphors "the sun" under the category of "life", "ocean"; the metaphors "the sea" and again "ocean" under the category of "relaxation" (Yetim & Kalfa, 2019). In some research, we can see the metaphors "reborn sun" and "a tree" under the category of "health"; the metaphors "seasons" under the category "something that gives happiness"; "the metaphors "the sun" and 'photosynthesis' under the category of "obligatory"; the metaphors "river", "a tree" were seen to be used under the category of "an element of motion" (Sevinç & Ergenç, 2017).

The Debates Over The Findings About Metaphors That Consider Physical Education and Sport as "an Artistic Simulation"

Table 15 illustrates the category of artistic-simulation. Under this heading, some metaphors such as "ballet performance" or "a piece of art" were presented. These two metaphors were observed not to be preferred by more than 5 participants. That's why; they weren't mentioned in the explanations part. On looking at the literature, it was seen that the metaphors "music" and "yoga" (Sevinç & Ergenç, 2017), were mentioned under the category "peace and happiness"; and the metaphor "art" was mentioned under the category "relaxation" (Yetim & Kalfa, 2019).

Conclusion and Suggestions

In the research findings, when the conceptual categories formed over the metaphors used by experienced teachers in defining physical education and sports separately and the meanings they attribute to them are examined; it is observed that the concept of both "sports" and "physical education" is mostly preferred by metaphors in the "basic need and source of life" category. When the conceptual categories are examined; for physical education; It has been determined that the most preferred five categories are "a positive feeling", "psychological benefit- wellness", "health-healing source" and "game something that gives pleasure". In terms of sport concept; after the conceptual category of "basic need and source of life", respectively; It has been observed that the most preferred five categories are "health healing source", "a positive feeling", "the source of application, leading" and "game something that gives pleasure".

As a result of metaphor examining the subconscious thoughts of the experienced education specialist teachers for the concepts of "physical education" and "sports", which are the topics of physical education and sports lessons, which have been the subject of discussion for years but do not have an effective and permanent system; revealed that physical education and sports are a basic need and have an important place in physical and psychological health gain. It has been observed that these results also coincide with the sources presented in the discussion.

This study was accepted to be a significant one as it provides data for the lack in the syllabus. When we look at the age of the teachers in our study and their working years, we see that 98.6% of them have an experience of 5.5 years and over (in table 2). Therefore, they have enough experience for the PE and sport classes; as a result, the data that we collected in this study from different branch teachers is considered to be important.

As a result of metaphor examining the subconscious thoughts of the experienced education specialist teachers for the concepts of "physical education" and "sports",

which are the topics of physical education and sports lessons, which have been the subject of discussion for years but do not have an effective and permanent system; revealed that physical education and sports are a basic need and have an important place in physical and psychological health gain. It has been observed that these results also coincide with the sources presented in the discussion.

In the literature, it has been suggested that teachers should act effectively in public health issues in order to maintain the existence of physical education lessons in schools (McKenzie & Lounsbery, 2013). Considering these explanations in the literature; accordingly to a training of physical education and sports teacher candidates who conduct a lesson on the concepts of physical education and sports in schools to be aware of the positive gains of this course for a healthy and quality life was deemed important to suggest that the course contents at the university be structured.

The results of the study are considered to be important in terms of shaping the discussions on physical education and sports lessons with scientific data. Especially, as a course that includes the concepts of physical education and sports, which teachers working in different branches associate with basic life and positive gains for health; to give physical education lessons by creating the necessary infrastructure in schools, teachers who will teach this lesson; to ensure that they receive an education equipped in terms of psychological, social and physical health, was thought that programs that support physical, social and psychological health information should be prepared.

In addition, Turkey has been evaluated in terms of data collection is important to achieving more accurate results by disseminating this study for Kocaeli Province Izmit District throughout the country.

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