

Metaphorical Perceptions of Other Branch Teachers Towards Physical Education Teachers and Lessons

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Abstract

This study aimed to explore the perceptions of other branch teachers towards physical education teachers and lessons through metaphors. A basic qualitative research model was used in this study. Two hundred twenty-one teachers working in various types of schools and branches in the 2018/2019 education year in Burdur, Turkey, constituted the study group. For data collection, the teachers were asked to fill in the blanks in the metaphor form, including the sentences "physical education lesson is like..., because ..." and "physical education teacher is like..., because..." The data were analyzed using the content analysis method. As a result of the analysis, the teachers produced 118 metaphors for the perception of physical education lessons and 120 different metaphors for the perception of physical education teachers. Metaphors for physical education lessons were gathered under the themes of "expected and beloved lesson," "unifying factor," "disciplinary tool" "entertaining, relaxing and health-improving lesson," "gathering, discovering and directing different talents," "mobility," "free environment," and "basic lesson." The teacher produces metaphors for physical education teachers under the themes of "hard-working and versatile," "physical strength element," "exploring and guiding," "providing control and discipline," "savior," "student-friendly," "comfortable and active personality," and "health-giving." Consequently, the metaphors that the branch teachers produced both for the physical education lessons and physical education teachers were similar, and it was seen that the branch teachers had positive perceptions about both the lesson and teacher.

Keywords: Physical Education Lesson, Physical Education Teacher, Metaphorical Perception

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INTRODUCTION

Recently, qualitative researchers have been using metaphors to explain different situations or concepts, such as attitude, perception, and awareness. "The use of metaphor generally means a way of thinking and seeing that helps our understanding of the world" (Çelikten, 2006). Metaphors involve using a familiar object or event as a conceptual tool to explain the characteristics of a complex subject or situation (Oxford et al., 1998). "A metaphor is formed by explicitly or implicitly stating that the X phenomenon is like the Y phenomenon. Since it allows educators to compare 2 things, draw attention to similarities between them, or explain something by replacing it with something else" (Saban, 2004; Saban, 2009), metaphors have attracted the attention of many researchers and have been used for different purposes in different fields.

There are various perception studies in the literature that have been examined through metaphors. While Çenberi, Sezgin, and İnce (2020) examined the perceptions of middle school students about the pattern concept in mathematics, Karateke (2019) determined the perceptions of high school students about religious vocational high school, professional course teachers, and administrators. While Uslu (2019) included the perceptions of preschool teachers and school principals towards academics, Ding, and Chew (2019) evaluated the perceptions of online feedback by Chinese students. While Girgin (2019) examined the perceptions of music teachers about instrument education, Özarıslan (2019) determined the perceptions of gifted and non-gifted students regarding biology. Sađdıç and İlhan (2018) reported the perceptions of social studies teacher candidates towards the concept of the homeland, whereas Şahin and Sabancı (2018) determined the perceptions of students about the concept of education. While Gültekin (2017) examined the perceptions of elementary school teachers towards the concept of education programs and Aslan (2015) examined the perceptions of pre-service teachers about gender, Anılan (2017) determined the perceptions of science teacher candidates towards the concept of chemistry.

These studies used metaphors in determining perceptions about different concepts in fields, such as education, social, and science. This method, which is used in many disciplines, has been used in sports sciences to discover perceptions of different concepts. The scientists examined perceptions towards traditional game and digital game (Hazar, Tekkurşun, & Dalkıran, 2017), sports clubs (Kurtipek, 2019), complaisance (Tatlusu & Bayraktar, 2020), physical activity concept (Türkeli, 2019), Fair play (İnan, Dervent & Karadađ, 2019), and popular sport branches (Karakaya & Salıcı, 2016) through metaphors. In sport sciences, perceptions of middle school students between 10 and 14 years old towards physical education teacher were examined through metaphors (Cirit, 2020; Sözen & Korur, 2019; Yılmaz et al., 2017), in addition to studies examining the perception of middle school (Namlı, Temel and Güllü. 2017; Koksall and Gorucu, 2015) and gifted middle school (Yılmaz et al., 2017) students for physical education lessons. There are limited studies that include metaphorical perceptions in sport sciences with different sample groups. In particular, studies examining the perceptions of individuals who teach in different branches towards physical education lessons and teachers are quite limited in the literature.

The positive or negative perception of branch teachers towards physical education lessons and teachers can directly influence the participation of the students in this lesson. For this reason, the necessity of examining the perceptions of branch teachers towards physical education lessons and teachers has emerged. Research has revealed that the negative attitude of the school administration towards the course, the lack of support of the sports activities by the other course teachers, and the negative perceptions of these teachers towards the class and sports activities affect the participation of the students in the course and the performance of the physical education teacher (Hakyemez, 2010; Özşaker, 2001; Demirhan et al., 2014; Kul, 2008; Uđur, 2006; Yaşar, 2008; Çelik, 2008; Ođul, 2010). Mohr and Townsend (2001) emphasized that due to the structure of the physical education lesson, the neglect of the lesson and the different perceptions towards the lesson caused the teacher to feel marginalized, and this negatively affected their performance.

This study aimed to explore the perceptions of other branch teachers about physical education teachers and lessons through metaphors. It was sought to find answers to the following questions:

1- What are the metaphors that branch teachers produce for physical education lessons, and under which themes are they classified?

2- What are the metaphors that branch teachers create for physical education teachers, and under which themes are they classified?

METHOD

Research Model

The basic qualitative research model was used in this study. In basic qualitative research, researchers are concerned with what meaning participants ascribe to their experiences, and the whole goal is to understand how people comprehend their lives and experiences (Merriam, 2013). This research model was the right choice for the current study because it was aimed to examine the metaphorical perceptions of the teachers.

Study Group

The study group for this research was determined using the criterion sampling method, which is one of the purposeful sampling methods. In this sampling method, some criteria were determined by the researcher for the research. The individuals who meet these criteria were included in the study, and a working group was formed (Yıldırım & Şimşek, 2013). Within the scope of the research, the criteria of working in branches other than physical education teaching were determined, and a total of 221 teachers, comprising 117 women and 104 men, who worked at different levels and types of school in the 2018/2019 academic year, were included in the study. Teachers in the branches of Information Technologies (n = 6), Biology (n = 8), Geography (n = 13), Religious Culture and Moral Knowledge (n = 11), Philosophy (n = 7), Science (n = 8), Physics (n = 9), Visual Arts (n = 5), Foreign Languages (n = 30), Chemistry (n = 4), Mathematics (n = 28), Music (n = 6), Special Education (n = 3), Guidance (n = 6), Class Teacher (n = 5), Social Studies (n = 8), History (n = 9), Turkish Language and Literature/Turkish (n = 41), and other vocational courses (n = 14) were recruited.

Data Collection

"In the metaphor form, after determining which person, comprehension, value, skill or object is desired to be revealed, a metaphor sentence pattern should be created" (Kılcan, 2019). Teachers were asked to fill in the blanks in the metaphor form, including the sentences "physical education lesson is like..., because ..." and "physical education teacher is like..., because..." The phrase "like" used here is used to create an analogy and the phrase "because" to write the rationale for this analogy. In the first part of the metaphor form, statements explaining the purpose of the research in detail were included and the socio-demographic characteristics of the participants were asked about. In the second part, the descriptions of the metaphor and sample metaphor sentences were given before the sentences.

Data Analysis, Validity, and Reliability

The data were analyzed using the content analysis method. Content analysis is expressed as an effort to reduce and make sense of any qualitative data to determine fundamental consistencies and meanings by taking the voluminous qualitative material (Patton, 2018). In other words, the necessary process in content analysis is to gather similar data within the framework of specific concepts and themes (Yıldırım & Şimşek, 2013). In this framework, the metaphor expressions that were produced by the participants were classified and interpreted under the themes that covered them. Hence, an inductive content analysis approach was chosen, which aimed to explore patterns and themes from

within the data (Patton, 2018). The following steps were followed in the analysis and classification of the metaphors: 1) the sorting phase, 2) the compiling phase of the sample metaphor, 3) the category (theme) development phase, and 4) the stages of validity and reliability (Saban, 2009).

1. Sorting Phase

At this stage, first, the metaphor forms were numbered, starting from 1, and processed into an Excel file. The number here was used to classify the participants. Each number represented 1 participant (For example, Participant Teacher 1 – PT 1, Participant Teacher 2 – PT 2). This coding was also used to refer to the participant, while the opinions of the participants were directly quoted in the findings section. On forms in which the metaphor was included, but the reason was not, only the metaphor reason was included, and the blank forms were not included in the evaluation (Saban, 2009; Kılcan, 2019). In this context, 161 forms were included in the evaluation of metaphors for the physical education lessons (60 forms were excluded from the evaluation), and 141 forms were included in the evaluation of metaphors for the physical education teachers (80 forms were excluded from the evaluation).

2. Compiling phase of the sample metaphor

The reasons for the 161 metaphors obtained for physical education lessons and 141 for physical education teachers were read and analyzed. The aim was to categorize the metaphors under the themes or categories according to the reasons for the metaphors (Saban, 2009; Kılcan, 2019). As a result of this process, 118 different metaphors from 161 participants for the physical education lessons and 120 different metaphors from 140 participants for the physical education teachers were obtained

3. Category (theme) development phase

At this stage, it was aimed to combine the metaphors under categories according to the reasons. Steps of the 1) similar, 2) simulated, and 3) the relationship between similar and simulated (Kılcan, 2019) were taken into consideration. Here, 8 themes were specified for the metaphors related to both the teachers and lessons.

4. Stages of validity and reliability

For ensuring validity in the qualitative research, the collected data should be reported in detail, how the results were achieved should be explained in particular, and the opinions of the participants should be frequently included through direct quotations (Yıldırım & Şimşek, 2013). The details of the data analyses were explained, the themes were presented in detail, and direct quotes were given in the results section. Creswell (2013) mentioned reliability in qualitative research as the consistency in the answers of multiple encoders of the data sets obtained. Experts who had qualitative studies were asked to match the metaphors for the teachers and lessons with the themes. According to the original matching list, the matching results were evaluated using the consensus and disagreement reliability formula ($\text{reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}}$) proposed by Miles and Huberman (2016). It is recommended that this confidence interval should be over 90%. Accordingly, the average reliability rate among the coders for the physical education lesson was 0.96. The average reliability rate among the coders for the physical education teacher was 0.91. Excluded were 4 metaphors for the physical education lessons (1 of the 4 wheels of the car, factory, water, and life) and 10 metaphors for the physical education teacher (balance, scales, health coach, parallel lines, water, master splinter, a hormone of happiness, green mask, fruit, stress ball, idol).

RESULTS

In this section, the metaphors and themes were presented in tables. Sample metaphors and the rationale of these metaphors were also reported.

Metaphors and themes for physical education lessons

Extracted were 8 themes for metaphors for the physical education lessons. Table 1 shows the themes, sample metaphors, and rationale. Metaphors for the physical education lessons were gathered under the themes of "expected and beloved lesson," "unifying factor," "disciplinary tool" "entertaining, relaxing and health-improving lesson," "gathering, discovering and directing different talents," "mobility," "free environment," and "basic lesson."

Table 1. Metaphoric perceptions and themes of the branch teachers towards physical education lessons.

Themes	Metaphor	Frequency	Rationale of the metaphor (A physical education lesson is...)
Expected and beloved lesson	Golden (1) Balloon (1) Feast (1) Children's house (1) Peanut (1) Imagination (1) Creamy kadayif (1) Amusement park (1) Cotton candy (1) Pollyanna (1) Water (1) Candy (1) Holiday (1) Dessert (1) July (1) Inhalation (1) Food (2)	18	...like a break because students look forward to the arrival of this course (PT 76). ... like a children's home because it is a popular lesson (PT 48). ... like water because it is a competitive and desired course... (PT 33). ... like a holiday because the students look forward to the arrival of this course (PT 77).
Unifying factor	Solidarity (1) Factory (1)	2	... like a factory because the students go to the conclusion by acting in unity in this course [...] (PT 154).
Disciplinary tool	Machine (1) Anthill (1) Lion (1) Army (1) Life lesson (1) Fishing (1)	6	... like an army because it requires strict discipline. Like getting in line or being in a certain order (PT 179).
Entertaining, relaxing, and health-improving lesson	Five star hotel (1) Lungs (1) Antibiotic (1) Antidepressant (1) Brain (1) Brain implanted (1) Boxing sack (1) Tea break (1) Chocolate (1) Discharge (1) Doctor (1) Doping (1) Entertainment (3) Entertainment place (1) Favorite food (1) Energy drink (1) Wonderland (1) Air (1) Life (1) Ibn Sina (1) Medicine (6) Human body (1) Human veins (1) Generator (1) Coffee break (2) Blood (1) Carnival (1) Lemon water (1) Amusement park (3) Meditation (1) Happiness (1) Eucalyptus (1) Game (3) Lightning rod (1) Picnic (1) Battery (1) Protein (1) Psychological relaxation (1) Puzzle (1) Relaxation session (1) Comfort (1) Spirit (1) Health (2) Free activity (1) Hot air balloon (1) Cinema activity (1) stress beat (8) water (5) water bed (1) leech (1) Superman (2) Charge (1) Nature (1) Inhalation (2) Therapy (4) Vitamin pill (2) Cold water on the summer day (1) Summer vacation (1) Splash (1)	89	... like doping because the exercises and activities performed to keep the human body fit and strong [...] (PT 51). ... like fun because it provides spiritual and physical satisfaction and relief (PT 4). ... like a stress ball because an effective and entertaining physical education lesson takes the stress of the students and relaxes them (PT 12). ... like a break because the student has fun, relieves stress and relaxes in this lesson (PT 31) ... like an effective medicine because it is effective in solving problems, overcoming stress, and healthy life (PT 32). ... like an amusement park because by doing many different activities, she/he learns, has fun and gains experiences that she/he will not forget during his life (PT 11.) ... like a game because it allows the child to have fun and learn while playing. It allows both physical and social development (PT 48). ... like a battery because it gives energy to students (PT 113).
Gathering, discovering, and directing different talents	Tree (1) Arena (1) Forest without ax (1) Tool bag (1) Chameleon (3) Exploring the sea (1) Fortress (1) Fairy tale hero (1) Ocean (2) Forest (1) Magic Cube (1)	14	... like the ocean because there are many different types in it (PT 86). ... like a chameleon because it varies. There is a sports branch where each individual is suitable (PT 64).

Table 1. (Continued) Metaphoric perceptions and themes of the branch teachers towards physical education lessons.

Themes	Metaphor	Frequency	Rationale of the metaphor (A physical education lesson is...)
Mobility	Beehive (1) Cheetah (1) Kangaroo (1) Ant (1) Tiger (1) Bird (1) Playground (1) Overflowing (5) foal (1) Springboard (1)	14	...like a rabbit because there is a constant rush, movement (PT 184). ... a beehive because it requires constant movement and work (PT 61).
Free environment	Cloud (1) Liberation epic (1) Bird (1) Gate to freedom (1) Freedom (3) Free activity (1)	8	...like an epic of liberation because students feel free in this course, and each creates their stories (PT 167). ...like freedom because students are more active than other lessons taught in the classroom [...] (PT 17).
Basic lesson	The root of the tree (1) Mother (1) One of the four wheels of the car (1) Dynamo (1) Heart (2) Breath (2) Water (1)	9	...like water because water is the basic need. Physical education lesson is one of the basic needs (PT 115). ... like a heart because we cannot live without heart, physical education lesson is also a must (PT 125).
Number of metaphors = 118		Total number of metaphors = 161	

The largest numbers of metaphors were produced under the theme "entertaining, relaxing, and health-improving lesson," wherein 89 teachers created 59 metaphors under this theme. The reasons for the metaphors under this theme revealed that the teachers perceived physical education lessons as entertaining, relaxing, and health-improving lessons.

While naming this theme, it was thought that the concepts of "entertaining, relaxing" and "health-improving course" could be divided into 2 themes, but when the reasons for the metaphors were examined, it was seen that these 3 concepts were under the same reason. "Physical education lesson is like a leech because it takes unnecessary energy and tension on the students and ensures that they become a healthy individual" (PT 16). "The physical education lesson is like a fun place because while most of the students are bored with lessons, they never get bored with the physical education lesson. Physical education lesson is both a therapy activity and entertainment activity for them" (PT 66). "Physical education lesson is like a stress spring because it gives students flexibility and health, it takes their negative aspects. It also allows them to have fun" (PT 109). The metaphors and their rationale for this theme were as follows:

The physical education lesson is like an amusement park because we get rid of the stress and fatigue of the day by having fun in physical education lessons. Various sports activities provide our soul to rest. It motivates us to other lessons. We have fun in lesson games like a child having fun in an amusement park (PT 5)

Physical education lesson is like cold water on a summer day because it provides the opportunity to relax children who are overwhelmed by lessons [...] (PT 7).

Physical education lesson is like a medicine because in this lesson, the students get rid of the mental fatigue that other lessons give to them by making physical movements [...] (PT 18).

The physical education lesson is like a waterbed because it relaxes people, it is a salvation from other heavy lessons (PT 24).

Physical education lesson is like a generator because it motivates students and makes them energetic; it takes the negative energy from other classes and gives positive energy (PT 35).

Physical education lesson is like discharge because it enables people to save themselves from thoughts and problems in their minds (PT 43).

Physical education lesson is like vitamins because the person who has physical education is vigorous and sportive in terms of health (PT 57).

Physical education lesson is like an antibiotic because it can solve even the problems that have been helpless, and no solution has been produced (PT 73).

Physical education lesson is like therapy because it is the course that helps students to relieve their stress, spend their energy in the correct ways through various exercises, and to remain fit, happy, and resilient thanks to sports (PT 75).

Physical education lesson is like a free activity because, as desired, stress is relieved through activities such as playing games and playing ball (PT 116).

Physical education lesson is like eucalyptus because in physical education lessons, all the bad energy and synergies are thrown out, and there is a spiritual relief (PT 191).

Physical education lesson is like charging because it motivates the student who has depleted again (PT 194).

Physical education lesson is like meditation because you will get rid of all unnecessary thoughts that fill your mind in the lesson (PT 185).

Physical education lesson is like an antidepressant because it relaxes people (PT 178).

The second theme in which the teachers produced the most metaphors was the "expected and beloved lesson" theme. In this theme, 18 teachers created 17 different metaphors. The rationale showed that the teachers perceived physical education lessons as expected and loved by students. Examples of the metaphors and rationale classified under this theme were as follows:

The physical education lesson is like July, because when people get bored with the long winter months, they miss the coming of the summer months and wearing swimsuits and opening the seas. Like him, physical education lessons wish to wear tracksuits and go out after tiring lessons [...] (PT 15).

The physical education lesson is like an amusement park because it behaves and enjoys as it comes from within (PT 45).

Physical education lesson is like eating because the physical education lesson is much more enjoyable than other lessons. [...] Physical education lesson is like a delicious meal that is eaten once a week or once [...] (PT 52).

The physical education lesson is sweet because it is a course that students enter with pleasure (PT 63).

The physical education lesson is like creamy kadayif because it is one day a week, wait, wait, it does not come, it quickly ends when it comes (PT 65).

Physical education lesson is like a feast because students eagerly await this lesson (PT 80).

Moreover, 14 teachers produced 12 different metaphors under the "gathering, discovering and directing different talents" theme. Examples of the metaphors and rationale classified under this theme were as follows:

Physical education lesson is like an arena because all abilities are revealed in the arena (PT 188).

Physical education lesson is like a toolbox because, regardless of the interests, abilities, skills, academic success, socioeconomic status, psychological status, there may be appropriate activities (tools) that will appeal to each individual (PT 177).

The physical education lesson is like a magic cube because every individual expects to be discovered [...] Everyone's talents are different. In physical education lessons, one can discover and develop his/her ability [...] (PT 160).

The physical education lesson is like a forest because each of the creatures in the forest has different characteristics and separate worlds. Students who take physical education lessons have different skills and features. Each student's wishes and dreams are different (PT 136).

Physical education lesson is like a fortress because it converts the wood into lumber by chip (PT 91).

The physical education lesson is like a chameleon because each student's ability can change according to his/her interest. There is an activity that will appeal to every student. It will be beneficial if the teacher discovers the student's interests and abilities and directs them to an area where he/she will feel strong (PT 83).

Under the theme of "mobility", 14 teachers produced 10 different metaphors. The following metaphors and justification examples were included under this theme:

Physical education lesson is like a foal because it is energetic [...] (PT 34).

The physical education lesson is like a playground because different games are played continuously in the playgrounds; there are various activities in physical education lessons (PT 59).

The physical education lesson is like a bird because birds are always alive. There is mobility in a physical education class. With the activities performed, students become more active (PT 67).

Physical education lesson is like an ant because it is a course that requires continuous work, training, and movement... (PT 68)

The physical education lesson is like a rabbit because children do not stay in their places like rabbits, they run and jump from there (PT 78).

Under the theme of "basic lesson," 9 teachers produced 7 different metaphors. Under this theme, there were metaphors and rationale, such as "Physical education lesson is like a mother because it is a field course that addresses and responds to all areas of development of students. Mental, spiritual, and motor development is a field course that fully saturates a person (PT 2)" and "Physical

education lesson is like a dynamo because it activates the student both physically and mentally (PT 139)."

In the "free environment" theme, 8 teachers produced 6 different metaphors. Under this theme, there were metaphors and rationale, such as "Physical education lesson is like a bird because it is a free environment where children come out of the 4 walls and find themselves (PT 9)," "Physical education lesson is like a cloud because it allows you to fly and be free (PT 74)," "Physical education lesson is like a door to freedom because students are overwhelmed in the classroom (PT 110),"

The themes in which the teachers participating in the research produced the least metaphors were "Disciplinary tool" and "unifying factor" themes, respectively. Under the theme of discipline, 6 teachers created 6 different metaphors. In the unifying factor theme, 2 teachers produced 2 metaphors. "Physical education lesson is like an anthill because the order and education of the students firstly go through physical education lessons and teachers. It is through physical education that students gain responsibility without being aware of it and that they are proper people [...] That's why I care about physical education (PT 119)" and "Physical education lesson is like a lion because the discipline of the students in the school is ensured thanks to the physical education lesson. Physical education lesson is important for school discipline [...] (PT 145)" were the examples for this disciplinary tool theme. Under the "unifying factor" theme, "Physical education lesson is like solidarity because students spend time with more activities as a whole. In teamwork and team sports, solidarity is strong as they act in unity (PT 107)" is an example of a metaphor and rationale.

Metaphors and themes for physical education teachers

Metaphors produced by different branch teachers for the physical education teachers were classified under 8 themes. In Table 2, these themes and sample metaphor rationale are presented.

Table 2. Metaphoric perceptions and themes of the branch teachers towards physical education teachers.

Themes	Metaphor	Frequency	Rationale of the metaphor (A physical education teacher is...)
Hard-working and versatile	Octopus (2), Tool Bag (1), Bee (1), Lion (1), Aspirin (1), Horse (1), Atomic Ant (2), Mirror (1), Acrobat (1), Cartoon hero (1), Polygon (1), Electric switch (1), The Joker (2), Ant (1), Mule (1), Bird (1), Tire (1), Leader (1), Major (1), Machine (1), Picklock (1), Spider-Man (1), Pink Panther (1), Color table (1), Right arm (1), Treble Clef (1), Popeye (2), Theater (1), Tractor (1)	33	... like the right arm because he/she takes part in every job, everywhere (PT 161). ... like a picklock because he/she does everything (PT 144). ...like a tool bag because he/she is equipped to do many works of that school (PT 134). ...like a bee because the bee is a hard-working animal (...) (PT 57) ... like a wild card because he/she can be used in every aspect (PT 117).
Physical strength element	Hercules (2), Popeye (1), Eagle (1), Superman (3),	7	...like Popeye because he/she is strong and agile (PT 26).
Exploring and guiding	Chef (2), Atomic Ant (1), Fish Hunter (1), Light (1), Magician (1), Detective (1), Lantern (1), Explorer (1), Queen Bee (1), Locomotive (1), Miner (1), Carpenter (1), Inventor (1), Army Commander (1), Orchestra Conductor (1), Playmaker (1), Gepetto (1), Fairy Mother (1), Guide (2), Artist(1), Magic Wand (1), Circus Instructor (1), Master Splinter (1), Life Coach (1), Scout (1), Director (1)	28	...like an inventor because he/she discovers the abilities of the student, reveals them, and develops them (PT 8). ... like a detective because he/she discovers every student the hidden potential (PT 64). ... like a locomotive because he/she directs students wherever they want (PT 110). ... like a lantern because he/she shows the way (PT 102). ...like an explorer because he/she discovers the student (...) (PT 70).

Providing control and discipline	Mother Ant (1), Soldier (1), Lion (4), Shepherd (1), Ship Captain (1), Gladiator (1), Gotama Buddha (1), Shadow (1), Referee (1), Law (1), Ant (1), Commander (5), Dog (1), Queen Bee (1), Mussolini (1), Sentry Teacher (1), Organizer (1), Orchestra Conductor (1), Chairman of the parliament (1), Director (1)	30	...like law because he/she regulates the student to obey discipline and rules (PT 107). ...like a commander because he/she is the only teacher who gives the order to the community (PT 174). ... like a shadow because he/she follows students constantly (PT 93). ...like a referee because he/she directs and manages students (PT 110). ...like a commander because he/she disciplines students. he/she allows them to act in unity and order (PT 41).
Savior	Balance (Libra) (1), Fairy Tale Hero (1), Savior (1), Stress Ball (1), Superman (1)	5	...like a savior because the teacher becomes a savior for the students who are tired and bored in the lessons. He/she allows children to get rid of that fatigue and play games (PT 138).
Student-friendly	Friend (1), Mirror (1), Father (1), Trouble Cube (1), Doctor (1), Fatih Sultan Mehmed (1), Idol (1), Medicine (1), Hero (1), Cat (1), Nasrettin Hodja (1), Student Coach (1), Clown (1), Cotton (1), Cotton Candy (1), Parallel lines (1), Rubik's cube (1), Health Coach (1), Water (1), Theater Artist (1), Flying Balloon (1), Master Splinter (1), Close friend (1)	23	... like a friend because there are not many students who do not agree with him/her and do not like him/her (PT 80). ...like a cat because he/she treats students warmly (PT 85). ... like a hero because he/she is the most comfortable teacher who can chat with students (PT 123). ...like medicine because he/she helps students in every field [...] (KÖ169). ...like a clown because students generally love him/her (PT 135). ...like a mirror because the students feel physical education teachers very close to themselves (PT 72).
Comfortable and active personality	Cicada (1), Cheetah (1), Pinwheel (1), Garfield (1), Ant (1), Happiness Hormone (1), Squirrel (1), Superman (1), Rabbit (2), Green Mask (1)	11	...like Garfield because he/she does not have to lecture for hours, solve a test, or quiz, he/she is more comfortable (PT 24). ... like an ant because he/she is always in motion (PT 82).
Health-giving	Gardener (1), Fruit (1), Health Coach (1)	3	...like a health coach because he/she helps to live healthy (PT 24).
Number of metaphors= 120		Total number of metaphors =	140

The teachers produced metaphors for the physical education teachers under the themes of "hard-working and versatile," "physical strength element," "exploring and guiding," "providing control and discipline," "savior," "student-friendly," "comfortable and active personality," and "health-giving." Moreover, 33 teachers produced 29 different metaphors under the theme of "hard-working and versatile." Teachers perceived the physical education teachers as a hard-working and versatile teacher. The following are the sample metaphors and rationale:

The physical education teacher is like a leader because sometimes the teacher teaches lessons, sometimes he/she is the commander of the ceremony, and he/she gives discipline. Sometimes he/she is a companion in misfortune. Sometimes he/she plays, he/she is a player, and sometimes he/she makes first aid like a doctor [...] (PT 162).

The physical education teacher is like an atom ant because our physical education teachers at school run to everything and take part in organizing all activities and organizations (PT 145).

The physical education teacher is like a cartoon hero because he/she is versatile and should be able to meet the needs of children; he/she must be able to keep up with the movements and energies of children. He/she should be active, not standing where it stands (PT 142).

The physical education teacher is like a horse because he/she can be a leader, joins society, keeps up with their order, and directs them to a division of labor and cooperation. He/she also does not know what getting tired means. He/she works continuously (PT 118).

The physical education teacher is like a tractor because he/she comes to do all jobs (PT 111).

The physical education teacher is like an octopus because he/she can work in many branches (PT 87).

The physical education teacher is like aspirin because he/she participates in every activity of the school, he/she is the face of the administration... He/she takes students' stress and troubles. He/she is a panacea (PT 35).

The physical education teacher is like Spiderman because it is a branch that reaches everywhere and prepares all activities and shows (PT 23).

The physical education teacher is like an ant because he/she is known for its hard-working and productive identity on school, student, and society in all aspects (PT 2).

Under the theme of "providing control and discipline," 30 teachers produced 20 different metaphors. The teachers perceived the physical education teacher as the person providing control and discipline at school. The following are the sample metaphors and rationale:

The physical education teacher is like an orchestra conductor because he/she enables students to act together (PT 198).

A physical education teacher is like Mussolini because while students are not afraid of other branch teachers, they are afraid of physical education teachers, and they bow down (PT 179).

The physical education teacher is like the lion of the forests because all students enter into order when a physical education teacher arrives, they are afraid of it. They regulate schools. They are the people whose word is heard (PT 141).

The physical education teacher is like an ant because physical education teachers can make children disciplined without being boring [...] (PT 119).

The physical education teacher is like a lion because he is the manager, leader, and king (PT 74).

The physical education teacher is like a shepherd because they have to keep the students who have escaped like goats in all directions in order (PT 39).

"Exploring and guiding" was the third theme under which 28 teachers produced 25 different metaphors. The teachers perceived the physical education teacher as the person who identified talents, and explored the potential of students, and guided them in the right direction. The following are the sample metaphors and rationale:

The physical education teacher is like a director because he/she is the person who directs them while entertaining people (PT 199).

The physical education teacher is like a scout because he/she must discover the potential that exists in the students. He/she should direct the student to sports activities [...] (PT 160).

The physical education teacher is like an army commander because of how the army commander drives the soldiers to the front according to their different features; the physical education teacher guides the students using various features and skills (PT 139).

The physical education teacher is like an orchestra conductor because it is a personality that can enable individuals with different characteristics and spirits to do sports together and see which branch is suitable for which child, he/she can create a harmonious union from the differences (PT 106).

The physical education teacher is like an artist because an artist can shape the raw material in front of him with very different aspects (PT 88).

The physical education teacher is like a magic wand because he/she reveals the hidden abilities of the student and helps the students to realize themselves. Students who seem to fail in academics or other subjects gain self-confidence in these ways (PT 83).

The physical education teacher is like a guide because he/she both contributes to the development of talents and discovers talents (PT 53).

The physical education teacher is like a carpenter because he/she shapes the wood and timber, which are not sculpted (PT 36).

Under the theme of "student-friendly," 23 teachers produced 23 different metaphors. The teachers perceived the physical education teacher as a teacher who cares about every problem that the students have, treats them sincerely, and is loved by the students. The following are the sample metaphors and rationale:

The physical education teacher is like water because he/she cleans, nurtures, and gives life to students spiritually and physically, like water (PT 163).

The physical education teacher is like a flying balloonist because he/she is a very colorful and entertaining person (PT 146), who is the center of attention for children, and is expected to come immediately upon request.

The physical education teacher is like cotton because he/she gives people peace, comfort, and joy (PT 115).

The physical education teacher is like a father because he/she is a role model. Students love him/her and take him/her as an example (PT 1).

The physical education teacher is like Fatih Sultan Mehmet because he/she conquers the hearts of all students (PT 84).

The physical education teacher is like a close friend because the physical education teacher does not act officially. You can have fun by doing sports activities with the physical education teacher (PT 52).

The physical education teacher is like a companion in misfortune because students tell him/her their problems with other lessons or their private lives. For students to cope with these problems or forget about them, he/she has various sports activities and advises them (PT 18).

The physical education teacher is like a student coach because students share their problems and concerns about their future lives in the most comfortable way with their physical education teachers (PT 37).

Under the theme of "comfortable and active personality," 11 teachers produced 10 different metaphors. The teachers perceived the physical education teachers as having a more cheerful personality than other teachers and as an active figure due to their work. The following are the sample metaphors and rationale:

The physical education teacher is like a rabbit because he/she is active in its branch. Being comfortable makes him/her cute like a rabbit (PT 33).

The physical education teacher is like cotton because he/she gives people peace, comfort, and joy (PT 115).

The physical education teacher is like a squirrel because he/she is continuously mobile and agile (PT 38).

The physical education teacher is like Superman because he/she is always in motion (PT 124).

The teachers produced metaphors under the themes of "physical strength element," "savior," and "health-giving." The physical education teacher is like Hercules because body strength is at the forefront [...] (PT 128) is an example of "physical strength element." The physical education teacher is like a fairy tale hero because it frees students from the impact of a heavy curriculum and directs them to activity (PT 16) is an example of "savior." The physical education teacher is like a gardener because he/she does the necessary to grow numerous, a different type of flowers in his/her garden healthily (PT 6) is an example of "health-giving."

DISCUSSION AND CONCLUSION

This study aimed to examine the perceptions of other branch teachers about physical education teachers and lessons through metaphors. The teachers produced 118 metaphors for the physical education lessons and 121 metaphors for the physical education teachers. These metaphors were classified under 8 themes for both the lessons and the teachers. The teachers perceived the physical education lessons as "expected and beloved lesson," "unifying factor," "disciplinary tool" "entertaining, relaxing and health-improving lesson," "gathering, discovering and directing different talents," "mobility," "free environment," and "basic lesson." The variety of metaphors and themes that were used for the perception of physical education lesson coincided with the variety of the definition and general objectives of the course. Especially when defining the concept of physical education, this versatility emerged. Kirk (2009, p.11) mentioned that physical education has many definitions in many openness, features, and scopes today, and these are generally associated with the human body, physical and social skills, health, spiritual and mental activities. The objectives of the physical education lesson revealed this versatility. Tamer and Pular (2001, p. 51-52) stated that the general objectives of physical education are to provide the organic, psychomotor, mental, spiritual, and social development of people, namely children. The solidarity, anthill, antibiotics, discharge, health, the door to freedom, the root of the tree, etc., metaphors overlapped with the definitions and objectives of the course.

The theme in which the branch teachers produced most metaphors was “entertaining, relaxing, and health-improving”. It can be said that different branch teachers perceived the physical education lesson as a lesson that entertains and relaxes students, and improves health. The second theme in which the branch teachers produced the most metaphors was the “expected and beloved lesson” theme. When the reasons for the metaphors presented were examined, the teachers perceived the physical education lesson as a lesson that students were looking forward to and expected. Research has shown that students perceive physical education lesson as a joyful, relaxed, developer, entertainment environment, beautiful and enjoyable lesson (Namlı, Temel, & Güllü, 2017; Köksel & Görücü, 2015; Yılmaz et al., 2017).

Additionally, in their study of the perceptions of Norwegian students about physical education lessons, Roset Green & Thurston (2019) concluded that the physical education lesson was perceived as relaxing by getting rid of the routine and school intensity, strengthening social ties, and improving social interaction, entertaining students. Coulter and Ni Chroinin (2013) emphasized that the physical education lesson was perceived as an essential part of the school, and a factor that relieves children from other academic intensity, and thus contributes to their health positively. In their study, Morgan and Hansen (2008), who examined the perceptions of classroom teachers towards physical education lesson, concluded that the classroom teachers perceived the physical education lesson as one that gives children vitality, protects them from obesity and increased sedentary life, and has a positive effect on the learning behaviors of the children. The teachers perceived the physical education lesson as a disciplinary tool, a free environment, and a basic lesson. These findings were similar to the results of Yılmaz et al. (2017), which included disciplinary tool, source of life, freedom, and Köksal and Görücü (2015), including freedom and necessity. The findings (theme) of unifying factor, gathering, discovering, and directing different talents, mobility were not found in literature; hence, with these metaphorical perceptions of the teachers, this study contributed to the qualitative literature on physical education and sports.

The teachers perceived the physical education teachers as "hard-working and versatile," "physical strength element," "exploring and guiding," "providing control and discipline," "savior," "student-friendly," "comfortable and active personality," and "health-giving." In current studies where the perceptions by students about the physical education teacher were examined through metaphors, it can be said that physical education teacher was perceived in similar ways (Korur ve Sözen, 2019; Cirit, 2020). Gifted students perceived the physical education teacher as a mentor and leader, a problem solver and a master, and a wise person (Aynur et al., 2017). Karaşahinoğlu and İlhan (2019) examined the perceptions of secondary school students towards physical education teachers through drawings. Physical education teachers were perceived as disciplined and hard-working, entertaining, physical strength elements, a good person, hero, motivating, guiding, being an element of love, shaping the student, and a helpful teacher. Yılmaz and Güven (2015) examined the perceptions of gifted students towards the physical education teacher by drawing and writing. The physical education teacher was perceived as unifying and integrative, guiding and leading, an element of love and exemplary person.

The perceptions of branch teachers about physical education lessons and teachers are essential in terms of directing students to physical education lessons and their activities (such as extracurricular sports activities). It was revealed in the research results that the branch teachers did not have any negative perceptions of either the lessons or the teachers. These results reflected a positive attitude towards directing and encouraging students to the lessons and the activities (such as extracurricular sports activities).

Study Limitations and Future Research

The fact that the branch teachers had negative perceptions about the course and the teacher may affect participation by the students in the lesson and its activities. For this, branch teachers who have a negative perception towards physical education lessons and the teachers can be identified, and

research can be conducted to identify the causes of the negative perceptions and eliminate them. Moreover, the perceptions of different study groups towards physical education lessons and teachers can be examined through metaphors. One of the limitations of this research was that the branch teachers participating in the study were not distributed homogeneously.

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