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**METAPHORAL ANALYSIS FOR THE TEACHING STAFF CONCEPT OF PHYSICAL
EDUCATION AND SPORT TEACHERS**

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Abstract

It is very important to know how the concept of lecturer is perceived by students studying in physical education and sports teaching departments of universities, and what the perspectives of students studying in the department of physical education and sports teaching towards this concept are very important. This study aims to reveal the thoughts of the students of the physical education and sports teaching department about the instructors in their departments through metaphors. In this study, qualitative research model was used and phenomenological design was used. The study group consists of 70 girls and 80 boys, a total of 150 students from the department of physical education and sports teaching. To the students included in the study “ Teaching staff is like because... .. “. The data were obtained by asking the questions in the open-ended questionnaire that contains the statement. In this context, the metaphors developed by the students in the analysis and interpretation of the data were evaluated using the content analysis technique. Content analysis was performed by following the stages of naming, elimination, category development, providing validity and reliability, and interpretation according to the created metaphors. Among the striking results of the study, it can be said that the students produced the most different metaphors about the instructor in the negative situation dimension category, and the most frequently repeated metaphor was in the scientific category.

Keywords: University, Student, Instructor, Metaphor

INTRODUCTION

In many states, the teaching profession, the way teachers are trained and their quality are questioned, and most teacher training programs aim to improve teacher candidates' beliefs about education and training. (Çakıroğlu and Işıksal, 2009; Çapa and Çil, 2000).

Physical education teacher, according to Karakucuk (1991: 65), is called the teachers affiliated to the Ministry of National Education, who engage in, make and organize sports activities in and out of school in order to develop the body, spirit and ideas of young people in accordance with the basic principles of national education. Physical education teachers are those who graduated from the physical education and sports teaching departments of universities' education faculties or from the teaching department of physical education and sports colleges of universities at the four-year undergraduate level.

University lecturers have two basic duties: conducting scientific research and teaching. The general perception about the duties of university lecturers is mostly on “research”. However, teaching duty is a duty that should not be ignored for university lecturers. According to Ergün (2001), the teaching task of university lecturers has been seen as a secondary function compared to doing research for years. But lately the World The teaching duties of academic staff have become more prominent due to reasons such as the fact that higher education has become one of the normal education levels in all sides, the majority of the young people of the country are given the opportunity to complete this education level, and higher education is required to enter elite high-level professions. It is understood from all these that one of the most important duties of the teaching staff is a “teaching” duty. Teaching staff, in one aspect, teach while carrying out their lesson activities.

The simplest way to define the word “metaphor”, which is described as a “metaphor” by the Turkish Language Association Contemporary Turkish Dictionary (2015), is to express something with another (Littlemore, 2004). While perceiving the concepts, their common aspects with another concept are often brought to mind. Another newly learned feature of a concept is often matched with the features of other well-known situations or simulations are created in minds (Geçit & Gençer, 2010). The use of metaphors as a research method has started to take its place in the literature widely today. Lakoff and Johnson (2005) Metaphors, which form the basis of this method, are basically conceptual in nature; metaphorical language is secondary. Concept metaphors are based on everyday experience. Abstract thought is largely metaphoric, if not wholly. Metaphoric thought is inevitable, always present, and mostly unconscious. Abstract concepts have a verbal core, but these abstract concepts are extended by core metaphors, often inconsistent metaphors of several dimensions. Abstract concepts are incomplete without metaphors. Incidentally, magic, attraction, madness, union, magnification, etc. Love is not love without metaphors. Our system of concepts is not entirely consistent, because the metaphors used to reason about concepts may be inconsistent. We live our lives on the basis of inferences obtained through metaphor (cited in Karaşahinoğlu, 2015).

To explain a concept through metaphor is to reveal the imaginary phenomenon that the concept evokes. These images can reveal feelings and thoughts towards the specified concept to a certain extent. In this context, it is thought that the research will contribute to the literature, since the studies on the concept of dance are limited in the Turkish literature and there are no studies explaining the metaphorical indicators of the dance concept. While the aim of the study was to determine the metaphorical perceptions of university students towards the concept of lecturer, the concept of lecturer was approached in a metaphorical context and the metaphorical perceptions of university students towards the concept of lecturer were analyzed within the scope of the study.

Metaphor is a simulation that describes an object as a result of using one's imagination with the help of a different object. (Thomas & Beauchamp, 2011).

METHOD

Research Model

The study was carried out by using the qualitative model and the phenomenological design. The phenomenological approach is the study of the personal universe. The basis of this approach is personal experiences. Here, the researcher is concerned with the participant's personal (subjective) experiences and examines the individual's perceptions and the meanings they attribute to the events (Baş & Akturan, 2008). Within the scope of the study, the metaphorical perceptions of students studying physical education and sports teaching towards the concept of instructor were examined in the light of the data collected using the metaphor technique.

Working group

The study group of the study consists of 150 students studying in the 2nd, 3rd and 4th grades of the School of Physical Education and Sports in the Department of Physical Education and Sports Teaching in the 2019-2020 academic year.

Data collection tool

In order to reveal the metaphorical perceptions of the students who voluntarily participate in the research about the concept of teaching staff, each of them are like "Instructors Because;" sentence was given and they were asked to complete these sentences according to their own opinions. The metaphors developed by the students participating in the study with their own handwriting were collected, and these collected metaphors formed the basic database of your study. Then, these data were evaluated.

While creating the data collection tool of the research, the relevant literature was scanned and the studies in which metaphors were used to reveal the perceptions of the individuals about any concept or subject were provided. In these studies, volunteer participants were asked to answer open-ended questions (For example, doctors are... because... ..) in order to determine their perceptions about a concept or a topic through metaphors. Students who participated voluntarily were asked to explain why they used metaphors. Because metaphor alone cannot reveal its visual or descriptive power at desired level. Since the main power of metaphors stems from questions related to adjectives, "why" or "why" questions should definitely be asked to metaphors. People can use the same metaphors in different meanings. It is possible to take the intended use of these different meanings or metaphors only with the answer to the question of "why". (Yıldırım & Şimşek, 2013).

Data Analysis

Content analysis technique was used to evaluate the data collected in this study. Content analysis method is one of the most important techniques used in social sciences. It can be defined as a systematic practice in which some words of a text are summarized with smaller content classifications with codings based on certain rules (Büyüköztürk, 2010). Content analysis can be used in summarizing, standardizing, comparing or converting the available data (Öğmiş, 1991).

In the analysis of the studies conducted by the students, the study of Koçbeker and Saban (2006) has also been used and followed in the following order;

1- Naming Stage: Students' ability to construct meaningful sentences and metaphors was examined. Which metaphors the students constructed were temporarily noted in order to prepare them for classification. The metaphors created by the students were defined by turning them into concepts. For example; flying bird, heaven, science etc.

2- Elimination Stage: At this stage, previously determined papers were reviewed. In the metaphor that does not produce valid metaphor; 13 papers were excluded from the scope of the study, which did not include the source area, the target area or the relation elements that should have been from the source area to the target area; the other 137 valid papers were examined.

3- Category Development: Categories have been developed on which features are considered for the metaphors used. By considering the list of metaphors that students create in relation to the concept of instructor, categories were tried to be developed by looking at how the instructor conceptualized the instructor.

4- Validity and reliability phase: In order to ensure the reliability of the study, expert opinion was consulted to confirm whether the metaphor images given under 5 categories represent a conceptual category in question.

5- Interpretation Stage According to Created Metaphors: Categories were developed and transferred to tables. The frequency of use among students was calculated in percentages and frequencies. Every metaphor that is established was written by taking the most understandable student sentence exactly.

RESULTS

The metaphors produced by the students of the teaching department of the physical education and sports school and collected in 4 categories were listed separately under each category heading, and these tables included direct quotations from the expressions of the students of the teaching department. Examples of the opinions of the physical

education sports college students regarding the “Scientificity” category are given in Table 1.

Table 1. “Scientific” Category

Metaphor name	Quote
Google	“They answer every question.” (d.1), (d.5), (d.50), (d.62),
Bilge	“He has ideas on every subject.” (d.2).
Chrome	“You can find what you want, whenever you want.” (d.63).
Scientificity	“There is information on every subject.” (d.4).
Flash Memory	“Their brains are full of information.” (d.6).
Smartphone	“You can find all kinds of information.” (d.7), (d.29).
The book	“They convey everything they know.” (d.8), (d.64), (d.69), (d.70), (d.72), (d.75), (d.81).
Fish in the Ocean	“Big information feeds little information, because there is all kinds of useful and harmful information, they feed on each other and grow.” (d.9).
Computer	“We will find what we are looking for instantly” (d.13).
Precious Diamond	“” They shine light everywhere and inform us. “(D.18).
The philosopher	“” They know everything. “(D.19).
Food	“They fill us with their knowledge.” (D.24).
Flower	“They all carry separate information” (d.26).
Hour	“They transmit information to us regardless of time.” (D.27), (d.112)
Library	“ We can find any information we are looking for. “ (D.
Encyclopedia	“ Everything to inform people is hidden in it. “”
Tree	“Each branch carries a separate information” (d.60)
The series	“Continues as you watch.” (d.59).
	“Just as water is the source of life, they are the source of education.” (D.68), (Ö.136).
The farmer	“They process information to us as if they plant seeds in a soil.” (D.101), (d.122).

Twenty metaphors were obtained under the “scientific” category. It was emphasized that according to the discourses of the students of the department of physical education teaching, the teaching staff formed the basis of science under this category. It is seen that the most frequently used metaphors under the scientific category are book, library and google.

The opinions of the students of the physical education teaching department on the category of “Guidance” are given in Table 2.

Table 2. “Counseling” Category

Metaphor name	Quote
Guide	“They show the way.” (D.46), (di.48), (di.53), (d.86)
Idols	are “exemplary people in the matter.” (d.15)
The guide	is “Our guide on an unknown road.” (D.16), (d.20).
Parents	“They teach us life.” (d.21), (d.31), (d.39).
The father	“is the guide.” (d.11).
Friend	“They take care of our problems.” (d.43), (d.52), (d.67), (d.78).
Light bulb	“With their knowledge, they illuminate us and guide us.” (d.49).
Family	“They recognize university students and value personal development.” (d.10), (d.22), (d.42), (d.51), (d.76).
Compass	“They show the way.” (d.54), (d.82).
Tool	“They are instrumental in the development of students.” (d.71).
The sun	“reflects on the students who are the lights of the future, and the students take those lights themselves and turn on new lights.” (d.56), (d.58), (d.73), (d.89).
Lantern	“They enable us to shed light on our future and learn.” (D.79).
Lighthouse	“ Guides us “ (d.105).
Trabzonspor	“Everyone depends on each other” (d.32).
Sycamore	“Even if it has no fruit, its shade is enough.” (d.36), (d.117).
Moonlight	“Inaccessible and just as sympathetic.” (d.74), (d.85).
Ali KOÇ	“They become the light of our future.” (d.77).
Libra	“They know well how to find balance in the classroom.” (d.106), (D.109).

As seen in Table 2, twenty different metaphors were collected under the “Guidance” category. According to the discourse of the students of the physical education teaching department, the instructors are integrated with their guiding identities. It is seen that the most frequently used metaphors under this category are family and mother.

The opinions of the students studying in the department of physical education teaching about the “Developmental” category are given in Table 3.

Table 3. “Developmental Dimension” Category

Metaphor name	Quote
Bee	“They raise hardworking and useful students.” (d.14), (d.34).
Life	“both tires us and adds something.” (d.33), (d.80).
Internal organs	“ Even if someone is missing, the system will not function properly. ” (d.57).
Pen	“They create beautiful masterpieces with a pen.” (d.65).
Technology	“They develop day by day.” (D.66).
Wine	“ As time goes on, what he tells becomes more valuable. “ (d.100), (d.126).
Racehorse	“They compete with other instructors like himself and their goal is to be the best.” (d.102).
Treasury	“When we reach and open it, it enriches us.” (d.25).

As seen in Table 3, there are eight different metaphors under the category of “Developmental Dimension”.

According to the statements of the students of the physical education teaching department, it is said that the instructors improved themselves under this category. It is seen that the most frequently used metaphors under this category are bee, life and wine.

The opinions of the students studying in the department of physical education teaching about the “Negative Situation Dimension” category are given in Table 4.

Table 4. “Adverse Event Dimension” Category

Metaphor name	Quote
Clown	“They never show their unhappiness during the lesson, they always laugh.” (d.38).
Deciduous tree	“In time, they expect the freshness of their knowledge and everything from their students” (d.41).
Deciduous tree	“In time, they expect the freshness of their knowledge and everything from their students” (d.41).
Tabula rassa (blank plate)	“They learn later with the students.” (Ö.45).
Lottery	“you never know what will come to whom.” (d.47).
The movie is	“You watch it once and the whole trick is revealed.” (d.61).
Robot	“Lessons process news on slide (d.83), (d.84), (d.99).
Empty tin	“They don’t know much, but they pretend to know.” (d.88), (d.111).
Zlatan İBRAHİMOVIÇ	“They are very egoists.” (d.90).
Smoking	“They harm the student financially and morally.” (d.91), (d.121).
	“Torture us is their essential duty.” (d.92).
Shepherd	“” they have to direct what they want to learn and do what they say. ‘ ‘ (Ö.93).
Dear ‘	‘ They like to run after them. ‘ (Ö.94), (d.113).
Vampire	“They absorb all our life energy.” (Ö.95).
Avarel	“Even if it is obtained in the stupidest winter at school, it is not even aware.” (Ö.96).
Ready to explode	“Weapons as a threat to the grade.” (Ö.97)
Hitler	“They try to impose their own truths on the student, even if they are forced” (d.103).
Cicada	“” They talk all the time and inflate the head. “(D.104), (d.125).
The snake	“” You never know when it will bite, you cannot know what to do. “(D.107).
Knives’	on one side is very sharp and brutal. ‘ ‘ (Ö.108).
Remorse of conscience	“ They always give us trouble with the responsibilities they place on us. (D.110), (d.132)
Drugs	“” The world they make us believe when we are with them is actually a product of imagination. “(D.114), (d.133).
Wall	“They do not show their feelings and prevent us from reaching them.” (D.115), (d.131), (134).
Hot pepper	“” They never treat us the way we want to. “(D.116).
Virus	“It takes a long time to get rid of it once you get infected.” (D.118).
Executioner	“They tend to punish constantly.” (D.119).
Kiwi	‘is useful but a negative space in our lives.’ ‘(Ö.123).
Galatasaray	“ Although they are mediocre, they think they are perfect. (D.124)

There are thirty three different metaphors under the category of “Negative Situation Dimension”. According to the statements of the students of the physical education and sports teaching department, it is seen that the concept of teaching element evokes some negative connotations on individuals. Looking at the discourses of the students of the physical education teaching department, it is seen that the most frequently used metaphor is robot and wall.

DISCUSSION AND CONCLUSION

This study, which aims to determine the thoughts of students of the physical education and sports teaching department, towards their lecturers through the metaphor method, revealed several important findings. One of the striking results is that 137 students produced 82 different metaphors.

One of the most striking findings of the study is that students formed the most metaphors in the negative situation category using 33 different metaphors. Besides, another striking finding is that the most repeated metaphor is

the book metaphor with seven repetitions in the category of science.

It was observed that the metaphors that students produced for the concept of teaching staff were mostly in the negative situation category. This result is parallel to the data obtained by Demirtaş and Çoban (2014). In the studies conducted by Polat, Apak, and Akdağ (2013) and Tortop (2013), students explained the instructor by producing metaphors in the most information source category. These data do not support our study.

Some suggestions that can be made based on the results of the research are as follows:

Extracurricular activities that will enable academic staff to communicate effectively with students.

Events can be arranged.

As in every research, this research has its limitations. Since the research is designed in qualitative research design, its generalizability is limited. Therefore, the next study should be supported by quantitative research.

The research was conducted with the students of the physical education teaching department. Large-scale studies can be conducted by including students from other departments and faculties in the sample.

Only metaphors were used in the research. By using different measurement techniques, students' perceptions of their teaching staff can be determined.

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