

# The metaphors that secondary school students created for "physical education"

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## Abstract

The purpose of this study is to present secondary school students' emotions and thoughts about physical education class through their metaphors. The participants of this study consist of 482 students. A paper including the sentence "*Physical Education is like (a/an).....because.....*" was used to collect the data. The participants were asked to complete this sentence and the metaphors that they created were analyzed in five steps: naming the data, classifying the data, categorizing the data, testing the validity and reliability, and computerizing the data, respectively. As a result, the 6th grade secondary school students created 60, the 7th grade students 61 and the 8th grade students 79 different metaphors towards the concept of "Physical Education".

**Keywords:** Metaphor, physical education, student.

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## INTRODUCTION

The term "metaphor" comes from Latin and Grek root "metafora" (11) and it is derived from the word "Metapherein". Meta means change or shift and pherein means transfer or transport (13). Metaphor, which has been regarded as an ornamental language form or just a language issue from Aristotle to the present time (14), means that a person expresses a concept or a fact through analogies in the way s/he perceives it (2).

Conceptually, metaphor is to interrelate concept and knowledge area with words. Metaphors help create and reshape images, determine and make sense of the needs in educational activities (10).

Metaphors help express whatever is intended to say with less words and more stress. In other words, it is possible to find a way to utter a strong and intense expression with fewer words through metaphors. In this regard, it is inevitable for individuals to utilize metaphors in order to describe their thoughts, feelings and experiences (5). Metaphors are everywhere in our life and the most complex thoughts, meanings, explanations, correlations from science to politics as well as from literature to economics can be rendered understandable through them (15). Human mind

itself cannot make sense of abstract data adequately. It is certain that an abstract concept is reflected to the mind by being concretized. Especially, analogies were extensively used in many written works to make the expression of the abstract concepts more clear and precise (6). The meaningful enrichment provided by metaphors can be supported with these examples; "My anger is like dancing with a tiger", "We have reached the end of the road, seen the light!", "I'm carrying the whole world on my shoulder". Metaphors help create rich images in the readers or listeners' minds and provide them with more than one thoughts and experiences. It can be said that it is impossible to talk in daily spoken language without metaphors. It is emphasized that individuals use a metaphor every four minutes (12).

Metaphors enable educators to compare two things, draw attention to the similarities between two things or explain something by putting it in place of another thing. For example, when said "Teachers are like gardeners." or "Teachers resemble gardeners", the "gardener" image is utilized to draw attention to teachers' functions and qualifications that are similar to the ones gardeners have. Accordingly, in any metaphor relationship, it is required to mention at least three main components. (1) the subject of metaphor (for example, in the

sentence "Teachers are like gardeners." the word "Teachers" is the subject), (2) the resource of metaphor (for example, in the sentence "Teachers resemble gardeners", the concept "gardeners" is the resource), (3) the features attributed from the resource (gardeners) to the subject (teachers) of the metaphor (for example, "Just as gardeners take care the saplings and bushes separately, so should teachers pay attention to the individual differences among their students."). Therefore, in any metaphor relationship, the resource of metaphor functions as a filter or strainer in perceiving and explaining the subject of metaphor with a different point of view (1). In a study conducted by Pilav & Elkatmış (8), it was tried to determine Turkish and Class Teacher candidates' perceptions towards the concept of "Turkish" through metaphors. At the end of the study, it was found out that teacher candidates could use different knowledge areas, make comparison and think creatively while developing their metaphors. Pilav & Uslu (9), in their study, detected high school students' perceptions towards the concept "literature" through metaphors. In this study, participants included 276 9th, 10th, 11th and 12th grade students from different high schools. At the end of the study, it was observed that these high school students assess the concept of "literature" in a conceptual frame and as a device.

The aim of this study is to state the secondary school students' feelings and thoughts about physical education and sport class through metaphors. There are a lot of research conducted to determine students' perceptions and attitudes towards physical education and sport class. In these studies, it was seen that the related data was collected by means of different attitude scales that were developed. Although there have been metaphor studies about other classes, such studies about physical education and sport class are not present, which is believed to increase the importance of this study in term of its contribution to the related literature.

## MATERIAL & METHOD

### Participants

The research was conducted in the Spring Semester of 2013-2014 Academic Year in Kırıkkale. Participants included 554 students in their 6th, 7th and 8th grade from the randomly chosen 8 secondary schools in the city center. All the participants were given a form and asked to create their own metaphors. 72 students' metaphors were considered invalid and omitted and thus 482

metaphors were found appropriate for the study and evaluated.

Table 1. Participants' gender and their distribution according to their grade.

Grade	Female	Male	Total
6th	80	80	160
7th	80	78	158
7th	82	82	164
Total	242	239	482

### Data Collection

While developing the data collection tool, the studies conducted to find out individuals' perceptions through metaphors were examined.

Based on the related studies, in this study, secondary school students were given a paper on which the expression "Physical Education is like (a/an) ..... because ....." is written.

The 6th, 7th and 8th grade secondary school students were asked to use this expression and express their thoughts by focusing on only one metaphor. The students were given approximately 5 minutes to write their own metaphors towards "Physical Education".

### Analyzing and Interpreting the Data

Analyzing and interpreting the metaphors developed by the students were realized into five stages. These stages are as follows: (1) Naming the data, (2) Classifying and Dissecting the data, (3) Categorizing the data, (4) Testing the validity and reliability, and (5) Computerizing the data

**1. Naming the Data Stage:** The first thing to be done in the study was to make a temporary alphabetical list of the metaphors created by the 6th, 7th and 8th grade secondary school students. Considering this aim, it was examined whether participants had created clear and definite metaphors in their writings. The metaphors the students created were coded (for example health, game, entertainment, life, etc). The writings on which no metaphors were created were detected.

**2. Classifying and Dissecting the Data Stage:** In this stage, by using the "metaphor analysis" techniques, each metaphor was analyzed in terms of their similarities or common characteristics with other metaphors. Considering this aim, each metaphor the students wrote in their writings were read and reviewed and they were analyzed according to (1) the subject of metaphor, (2) the

resource of metaphor, and (3) the relationship between the subject and the resource.

**3. Categorizing the Data Stage:** In this stage, the metaphors created by the participants were examined in terms of their common characteristics related to the concept of "Physical Education" and themes were developed accordingly. While doing so, the metaphor lists made for 60 metaphors in the 6th grade, 61 metaphors in the 7th grade and 79 metaphors in the 8th grade were taken into consideration and each metaphor was examined according to how they conceptualize the issue of "Physical Education". Considering this aim, each metaphor created by the 6th, 7th and 8th grade secondary school students was related to a certain theme according to the point of view they have towards "Physical Education". At the end of this stage, for the metaphors of the 6th grade students 10, for those of the 7th grade students 10 and for the metaphors of the 8th grade students 12 different conceptual category were determined.

**4. Testing the Validity and Reliability Stage:** For the validity of the study, with the aim of conforming whether the metaphors listed in the conceptual categories really represent those categories, an expert was asked for his opinion. Considering this aim, the expert was given two lists. These lists were (a) an alphabetic list of metaphors, (b) a list including the names and characteristics of different conceptual categories. The expert was asked to match all the metaphors in the first lists to the conceptual categories in the second list (without omitting any metaphors). After that, the matching the experts had done was compared with the researcher's own categories. In this comparison,

agreements and disagreements between the expert and researcher were determined and the validity of the study was calculated by means of Miles and Huberman's formula (1994) (Validity = the number of the agreements / the number of the agreements + the number of the disagreements).

During this validity measurement process, the expert categorized 4 metaphors of the 6th grade students, 4 metaphors of the 7th grade students and 5 metaphors of the 8th grade students differently than the researcher did. In this sense,

Validity;

Validity for the 6th grade =  $56 / (56+4) = 0.93$

Validity for the 7th grade =  $58 / (58+3) = 0.95$

Validity for the 8th grade =  $79 / (79+5) = 0.94$  was observed.

**5. Computerizing the Data Stage:** After all the data was computerized, the number of the participants (*f*) and their percentage (%) were calculated.

## RESULTS

When Table 2 is examined, it is seen that 160 sixth grade students wrote 60 different metaphors in their writings as "*Physical Education is like (a/an).....because.....*"

When Table 3 is examined, it is seen that 158 seventh grade students created 61 different metaphors.

When Table 4 is examined, it is seen that 164 eighth grade students created 79 different metaphors.

Table 2. 6th grade secondary school students' metaphors.

Created Metaphors	f
Sports	32
Game	16
Entertainment	12
Running	9
Life	7
Healthy Life	6
Water	5
Health	5
Flower	4
Music, Shoe, Training,	3
Action, Live, Nature, Sugar, Luna park, Relaxing Activity, Tree	2
Truth, Hygiene, Life Line, Running Man, Feet, Meaning of Life, Warm-up, Wandering, Football, Match, Ball, Putting the body at ease, Pigeon, Gymnastics, Food, Free Activity, Improving Ourselves, Toy, Game box, Playground, Activity, Soldier, Plant, Insanity, Street, Discipline, Meaning of school, Addiction, Entertainment Activities, Social Sciences, Sports Community, Physical Education, Jigsaw Puzzle, Wood, Happiness, Sport Branch, Sweet, Cheetah, Leopard, Improving the Body	1

Table 3. 7th grade secondary school students' metaphors.

Created Metaphors	f
Sports	25
Life	21
Game	12
Idle Class	9
Water	8
Health, Entertainment, Childhood,	4
Freedom, Tree, Bath, Sleep, Flower ,Heart	3
Resource of Joy, Blood, Dream, Sibling, Fruit, Olympic Games	2
Strawberry, Reading a Novel, Wandering Outside, Book, Messi, Ball, Written Exam, Healthy Human, Placement Exam for High School Entrance, Survival, Chocolate, Health Situation, Sweatsuit, Rubber, NBA, Mushroom, Putting the body at ease, Playground, Weather, Sea, Healing, Healthy Life, Discharging, Breathing, Comfort, Being Free, Relaxing Session, Play Area, Resource of Health, Dejavu, Apache Dance, Facebook, Lemon, Swimming, Break Time, Game Type, Military Camp, Star, River, Sport Center, House	1

Table 4. 8th grade secondary school students' metaphors.

Created Metaphors	f
Life	24
Water	19
Health	10
Tree	9
Flower	6
Plant, Game, Idle Class,	4
The air we breathe, Sugar	3
Race, Freedom, Mother, Pencil, Torture, Sport, Nutrition, Clock, Nature	2
Football, Luna park, Watching the fish, Driving a car, the feeling of relaxation, Move, Growing, Therapy, peaceful thing, chocolate, car wheel, wine, health center, cloth, earring, sapling, nourishment, second, new bloom, bird, peace, map, music, play ball, healing, tyre, technology, pharmacy, playground, live, the language of the world, entertainment, love, the 8th wonder of the world, greening tree, personal development, gym, Party, Balanced diet, Hospital, healthy life, people, training, bees, Doctor, flying, cactus, woman, human body, affection, house	1

Table 5. The categories for the metaphors the 6th grade secondary school students created towards "physical education".

Categories	Names of the Metaphors	Metaphor Numbers	Metaphor Frequency
Physical Education as a sport activity	Sport (32), Running (9), Shoe (3), Exercise(3), Football (1), Gymnastic (1), Match (1), Sport Branch (1), Sport Group (1), Action (1), Activity (1), Running Man (1), Feet (1), Ball(1), Warm-ups (1)	15	58
Physical Education related to nature	Life (7), Water (5), Flower (4), Nature (2), Live (2), Tree (2), Plant (1),	7	23
Physical Education as living the childhood	Game (16), Play Ground (1), Game Box (1), Luna park (1), Toy (1), Jigsaw Puzzle (1)	6	21
Physical Education as Pleasure	Entertainment (12), Music (3), Entertainment Activities (1),Wandering Around(1),Street (1), Insanity (1)	6	19
Physical Education as a health and peace resource	Healthy Life (6), Health (5), Relaxing Activity (2), Putting the body at ease (1), Physical Tendency (1), Body Development (1)	6	16
Physical Education as an expression of values and feelings	Life Line (1), The meaning of life (1), the meaning of school (1), Addiction (1), Happiness (1),Truth (1), Hygiene (1), Social Sciences (1), Personal Development (1)	9	9
Physical Education related to nutrition resources	Sugar (2), Food (1), Sweet (1)	3	4
Physical Education related to speed and freedom	Pigeon (1), Leopard (1), Cheetah (1)	3	3
Physical Education perceived as normative	Discipline (1), Soldier (1), Wood (1)	3	3
Physical Education perceived as useless	Free Activity (1), Idle Class (1)	2	2

The metaphors created by the 6th grade participants were classified under 10 conceptual categories in terms of their common characteristics. These categories were determined as follows:

Physical Education as a sport activity, Physical Education related to nature, Physical Education as living the childhood, Physical Education as Pleasure, Physical Education as a health and peace resource,

Physical Education as an expression of values and feelings, Physical Education related to nutrition resources, Physical Education related to speed and freedom, Physical Education perceived as normative, Physical Education perceived as useless.

**Category 1: “Physical Education as a sport activity”** category is observed to consist of 15 metaphors. Some expressions written by the participants were as follows:

*“Physical Education is like sport because it is health itself.”*

*“Physical Education is like running because we are always active in it.”*

**Category 2: “Physical Education Related to Nature”** category is seen to have 7 metaphors. Some examples of the participants' sentences are as follows:

*“Physical Education is like plant because it bares our soul.”*

*“Physical Education is like water because it gives people health.”*

**Category 3: “Physical Education as Living the Childhood”** category is seen to include 6 metaphors. Following sentences exemplify the participants' expressions:

*“Physical Education is like a jigsaw puzzle because we like it more as we do it.”*

**Category 4: “Physical Education as Pleasure”** category is seen to have 6 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like music because it happifies.”*

**Category 5: “Physical Education as Health and Peace Resource”** category is seen to have 6 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education likes a relaxing activity because it relieves the spirit.”*

**Category 6: “Physical Education as an Expression of values and feelings”** category is seen to have 9 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education like the meaning of life because the body carries the spirit and the spirit is in life itself.”*

*“Physical Education like life line because it never comes to an end.”*

*“Physical Education like hygiene because it enlightens our soul.”*

**Category 7: “Physical Education Related to Nutrition Resources”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like food because we cannot live without food.”*

*“Physical Education is like honey because its taste remains in our mouth.”*

**Category 8: “Physical Education related to speed and freedom”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like cheetah because we run.”*

*“Physical Education is like pigeon because we can act freely during class.”*

**Category 9: “Physical Education perceived as Normative”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like discipline because it teaches us discipline.”*

**Category 10: “Physical Education perceived as Useless”** category is seen to have 2 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like idle class because we always play games.”*

The metaphors created by the 7th grade participants were classified under 10 conceptual categories in terms of their common characteristics. These categories were determined as follows: Physical Education related to nature, Physical Education as a sport activity, Physical Education as a health and peace resource, Physical Education as Pleasure, Physical Education as living the childhood, Physical Education perceived as useless, Physical Education related to nutrition resources, Physical Education as an expression of values and feelings, Physical Education related to exams and rules, Physical Education related to objects.

**Category 1: “Physical Education related to nature”** category is seen to have 8 metaphors and some participants' expressions can be exemplified as follows:

Table 6. The Categories for the metaphors the 7th grade secondary school students created towards "physical education".

Categories	Names of the Metaphors	Metaphor Numbers	Metaphor Frequency
Physical Education related to nature	Life (21), Water (8), Tree (3), Flower (3), Stream (1), Air (1), Sea (1), Star (1)	8	39
Physical Education as a sport activity	Sport (25), Olympic Games (2), Messi (1), Ball (1), Sport Center (1), NBA (1), Sweatsuit (1), Swimming (1)	8	33
Physical Education as a health and peace resource	Health (4), Sleep (3), Bath (3), Heart (3), Blood (2), Putting the body at ease (1), Comfort (1), Healthy life (1), Breathing (1), Discharge (1), Health Condition (1), Healing (1), Health Resource (1), Relaxing Session (1), Healthy Person (1)	15	25
Physical Education as Pleasure	Entertainment (4), Resource of Joy (2), Dream (2), Sibling (2), Reading an novel (1), Hanging out (1), Apache Dance (1), Facebook (1),	8	14
Physical Education as living the childhood	Game (12), Childhood (4) Play Ground (1), Playing field (1), Game Type (1)	5	19
Physical Education perceived as useless	Idle Class (9), Break free (1), break time(1)	3	11
Physical Education related to nutrition resources	Fruit (2), Strawberry(1), Chocolate (1), Lemon (1), Mushroom (1)	5	6
Physical Education as an expression of values and feelings	Freedom (3), Dejavu (1), Surviving (1)	3	5
Physical Education related to exams and rules	Written Exam (1), Placement Exam for High School Entrance (1), Military Camp (1)	3	3
Physical Education related to objects	Tyre (1), Book (1), House (1)	3	3

*"Physical Education is like sea because it calms people down and gives people peace."*

*"Physical Education is like a tree because sport branches are like the branches of a tree."*

**Category 2: "Physical Education as a sport activity"** category is seen to have 8 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like Olympic Games because its principle is sport."*

*"Physical Education is like NBA because it means reaching the top."*

**Category 3: "Physical Education as a health and peace resource"** category is seen to have 15 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like healthy life because it itself is the whole life."*

*"Physical Education is like breathing because we can hold on life with sport."*

*"Physical Education is like a relaxing session because it relieves."*

**Category 4: "Physical Education as Pleasure"** category is seen to have 8 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a dream because it is fun like dreams."*

*"Physical Education is like Facebook because it is a place for spending time."*

**Category 5: "Physical Education as living the childhood"** category is seen to have 5 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a play field because we are free."*

*"Physical Education is like a playground because it is a lot of fun."*

**Category 6: "Physical Education perceived as useless"** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like break time because we play games."*

*"Physical Education is like breaking free because it is not important."*

*"Physical Education is like idle class because it just makes us happy."*

**Category 7: "Physical Education related to nutrition resources"** category is seen to have 5 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like a lemon because it makes our mouths water.”*

*“Physical Education is like a strawberry because it is delicious.”*

**Category 8: “Physical Education as an expression of values and feelings”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like freedom because it gives comfort and peace.”*

*“Physical Education is like Dejavu because it is recurrent.”*

**Category 9: “Physical Education related to exams and rules”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like a military camp because it is a strict class.”*

*“Physical Education is like the Placement Exam for High School Entrance because it determines our future.”*

*“Physical Education is like a written exam because it causes a lot of work.”*

**Category 10: “Physical Education related to objects”** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*“Physical Education is like a house because it has parts.”*

*“Physical Education is like a tyre because we can find ourselves in any situations or doing anything in this class.”*

The metaphors created by the 8th grade participants were classified under 12 conceptual categories in terms of their common characteristics. These categories were determined as follows: Physical Education related to nature, Physical Education as a health and peace resource, Physical Education as an expression of values and feelings, Physical Education as a sport activity, Physical Education related to nutrition resources, Physical Education related to objects, Physical Education as Pleasure, Physical Education as living the childhood, Physical Education with love expressions, Physical Education perceived as useless, Physical Education with time expressions, Physical Education with dislike expressions.

Table 7. The Categories for the metaphors the 8th grade secondary school students created towards "physical education".

Categories	Names of the Metaphors	Metaphor Numbers	Metaphor Frequency
Physical Education related to nature	Life(24),Water (19), Tree (9), Flower (6), Plant (4), The Air We Breathe (3), Nature (2), Fresh Air(1), Sapling (1), New Bloom (1), Live(1), Greening Tree (1), Bird (1), Bees(1)	14	74
Physical Education as a health and peace resource	Health (10),Sleep (1), Classical Music (1), Move (1), Doctor (1), Healthy Life (1), Hospital (1), Heart (1), Healing (1), Pharmacy (1),Relaxing Music (1), Peaceful (1), Therapy (1), Relaxing Feeling (1), Watching the Fish (1), Health Center (1)	16	25
Physical Education as an expression of values and feelings	Freedom (2), Mother (2),Peace (1), Technology(1), The Language of the World (1), Growing (1), Flying (1), Personal Development (1), People (1), Human Body (1)	10	12
Physical Education as a sport activity	Sport (2), Race (2), Football (1), Volleyball (1), Basketball (1), Play Ball (1), Gym (1), Training (1)	8	10
Physical Education related to nutrition resources	Sugar (3), Nutrition (2), Nourishment (1), Chocolate (1), Balanced Diet (1), Biscuits (1)	6	9
Physical Education related to objects	Pencil (2), Map (1), Tyre (1), Car Wheel (1), Earring (1), Cloth (1), Book (1), House (1)	8	9
Physical Education as Pleasure	Entertainment (1), Drive A Car (1), Music (1), Party (1)	4	4
Physical Education as living the childhood	Game (4), Playing Field (1), Luna park (1),	3	6
Physical Education With Love Expressions	Love(1), The 8th Wonder of the World (1), Affection(1), Woman (1), Wine(1),	5	5
Physical Education perceived as useless	Idle Class (4)	1	4
Physical Education with time expressions	Clock (2), Second (1)	2	3
Physical Education with dislike expressions	Torture (2), Cactus (1)	2	3

**Category 1: "Physical Education related to nature"** category is seen to have 14 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a tree because as the twig is bent so is the tree inclined."*

*"Physical Education is like water because it finishes quickly, it floods away quickly."*

*"Physical Education is like bees because it is so energetic."*

**Category 2: "Physical Education as a health and peace resource"** category is seen to have 16 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like therapy because it motivates people."*

*"Physical Education is like a doctor because it helps us have a healthy body."*

*"Physical Education is like a pharmacy because it protects us from illnesses."*

**Category 3: "Physical Education as an expression of values and feelings"** category is seen to have 10 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like personal development because it helps train our body."*

*"Physical Education is like flying because it requires continuity."*

*"Physical Education is like technology because it develops every time."*

**Category 4: "Physical Education as a sport activity"** category is seen to have 8 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like training because we always run."*

*"Physical Education is like a gym because I can lose the extra kilos I lose during this class only in a gym."*

**Category 5: "Physical Education related to nutrition resources"** category is seen to have 6 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like chocolate because I never give up on it."*

*"Physical Education is like sugar because it is sweet and fun."*

**Category 6: "Physical Education related to objects"** category is seen to have 8 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a pencil because it always moves."*

*"Physical Education is like a map because it improves as we discover."*

**Category 7: "Physical Education as Pleasure"** category is seen to have 4 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a party because we wear comfortable things different from our school uniform."*

*"Physical Education is like driving a car because it is fun."*

**Category 8: "Physical Education as living the childhood"** category is seen to have 3 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a game because I feel sad when it ends."*

*"Physical Education is like a playing field because we never want to leave while we are playing there."*

**Category 9: "Physical Education with love expressions"** category is seen to have 5 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like love because it becomes more beautiful as we love more."*

*"Physical Education is like wine because its beauty increases as the years have gone by."*

**Category 10: "Physical Education perceived as useless"** category is seen to have 1 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like idle class because we do nothing."*

**Category 11: "Physical Education with time expressions"** category is seen to have 2 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like a clock because it goes further with every move."*

*"Physical Education is like a second because it ends quickly."*



**Category 12: "Physical Education with dislike expressions"** category is seen to have 2 metaphors and some participants' expressions can be exemplified as follows:

*"Physical Education is like torture because it is extremely boring."*

*"Physical Education is like a cactus because once you are in it you can never get out of it."*

## CONCLUSIONS AND SUGGESTIONS

When all the participants of this study are examined, it can be seen that the sixth-grade secondary school students created 60, the seventh grade students 61, and eighth grade students 79 metaphors towards "Physical Education". It can be understood from the results that the participants integrate physical education with sport and they are aware of the fact that physical education is necessary for lifelong health. In addition to this, regarding their ages, it can be said that the students like physical education as a game and entertainment. As a result, it can be stated that these secondary school students understand the importance of physical education and its positive relationship with life, health, psychology and development.

Based on the findings of this study, the following implications have been made:

Metaphors can be utilized as a strong research tool in order to find out and understand secondary school students' perceptions towards "Physical Education".

The results and findings that will be obtained from more extensive studies can provide physical education and sports teachers, academicians and undergraduate students with an insight and point of view on this matter.

The metaphors created by the students in this study can be beneficial for the researchers that will prepare metaphor lists or different scales as a resource.

Similar studies can be conducted with physical educations and sport teachers, high school students, school principals, parents and sportsmen and sportswomen.

While preparing educational programmes, such studies can be conducted periodically (for other subjects and some concepts or facts).

If this study is conducted in a more extensive way, metaphors can make other subject matter

teachers perceive physical education and sport class and students more positively.

Metaphors can be utilized to increase children's interest in physical education and motivate them cognitively and affectively.

The metaphor "Idle class" is upsetting and food for thought.

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