

Olympism through the Eyes of Coaches: Metaphorical Texture and Colors of Sport

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Abstract

This study aims to explore coaches' metaphorical perceptions of the concept of "Olympism." The research sample consists of 170 coaches (86 male, 84 female) from various sports disciplines, working in both public and private organizations in Turkey during the 2023-2024 academic year. Data were collected using a "metaphor form," where participants were prompted to complete the sentence: "Olympism is like ...; because ...". Content analysis was employed to examine the responses, leading to the development of categories and themes. The metaphors were organized into five categories, each comprising eleven themes. The most prominent category was 'values of sport,' followed by 'abstract concepts and spiritual development' and 'universal values.'. The most frequent metaphors included life, Olympiad, summit, success, harmony, spirit, and sport. These findings indicate that coaches view sport as both a physical and a spiritual journey, emphasizing that Olympism supports athletes' personal and professional development. In the category of "Sport and Ethical Competition," coaches highlighted that Olympism encompasses ethical values and social contributions in addition to achieving success. In the "Abstract Concepts and Spiritual Development" category, coaches described Olympism as a spiritual journey and a philosophy of life. Meanwhile, in the "Universal Values" category, they conveyed that sport serves as a means of fostering global unity and understanding. Overall, the study highlights that metaphors are an effective means of expressing the complex and multifaceted nature of Olympism.

Keywords: Olympism, Olympics, Coach, Metaphor, Qualitative research method

Antrenörlerin Gözünden Olimpizm: Metaforik Doku ve Sporun Renkleri

Öz

Bu arařtırmanın amacı; Antrenörlerin "Olimpizm" olgusuna iliřkin metaforik algılarının incelenmesidir. Bu amaçla arařtırma grubunu 2023-2024 eđitim öđretim yılında Türkiye'nin kamu veya özel kuruluşlarına bađlı çeřitli il ve ilçelerinde farklı branřlarda antrenörlük görev yapmakta olan 86'sı erkek, 84'ü kadın toplam 170 antrenör oluřturmaktadır. Arařtırmada veri toplama aracı olarak katılımcıların olimpizm kavramına iliřkin sahip oldukları algılarını belirlemek için "metafor formu" hazırlanmıřtır. Bu formda katılımcılardan "Olimpizm ... gibidir; Çünkü ..." cümlesini tamamlamaları istenmiřtir. Veriler içerik analizi yöntemi ile analiz edilerek, kategoriler ve temalar oluřturulmuřtur. Katılımcıların 68 metafor ürettiđi görölmüřtür. Üretilen metaforlar 5 kategori ve bu kategoriler altında yer alan 11 temadan oluřmaktadır. Katılımcıların en çok "sporun deđerleri" kategorisinde metaforlar geliřtirdikleri belirlenirken, bu kategorileri "soyut kavramlar ve ruhsal geliřim" ve "evrensel deđerler" kategorileri izlemiřtir. Katılımcıların en fazla ürettiđi metaforlar yařam, olimpiyat, hayat, zirve, başarı, ahenk, ruh ve spor řeklinde sıralanmıřtır. Bu bulgular, antrenörlerin olimpizmi anlamlandırmak için sporcuların kiřisel ve profesyonel geliřimini destekleme yolunda, sporun yalnızca fiziksel deđer, aynı zamanda ruhsal ve felsefi bir yolculuk olduđunu vurguladıđını göstermektedir. Antrenörlerin olimpizmi yorumlama ve anlamlandırma biçimlerine dair önemli bir ışık tutmaktadır. Kategori ve temalarda özellikle öne çıkanlar göz önüne alındıđında, "spor ve etik rekabet" kategorisinde antrenörler olimpizmi, başarı sađlamının yanında, etik deđerler ve toplumsal katkıları da kapsayan geniř bir perspektif olduđunu vurgulamaktadırlar. "Soyut kavramlar ve ruhsal geliřim" kategorisinde antrenörler, olimpizmin, ruhsal bir yolculuk ve yařam felsefesi olduđunu belirtmektedirler. "Evrensel deđerler" kategorisinde ise antrenörler, sporun küresel bir birlik ve anlayıř oluřturma aracı olarak kullanıldıđını vurgulamaktadır. Arařtırma, olimpizmin anlamını belirlerken metaforların güçlü bir araç olduđunu ortaya koymaktadır.

Anahtar Kelimeler: Olimpizm, Olimpiyatlar, Antrenör, Metafor, Nitel arařtırma yöntemi

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INTRODUCTION

Olympism is a social philosophy that underscores the significance of sport in advancing global development, fostering international understanding, promoting peaceful coexistence, and supporting social and moral education (Parry, 2012). Modern Olympism finds its origins in the writings of Baron Pierre de Coubertin, the founder of the inaugural modern Olympic Games held in Athens in 1896 (Gebauer, 2020). Olympism is fundamentally a state of mind rather than a system. It integrates sport, culture, and education to foster a way of life centered on the joy of effort, the educational impact of setting a good example, social responsibility, and adherence to universal ethical principles. Instead of being viewed as a structured system or practical guide, Olympism should be seen as an accessible mindset for everyone (Coubertin, 2000). This philosophy represents a harmonious integration of physical, mental, and moral development, emphasizing that Olympism is fundamentally a holistic approach to living that combines the qualities of body, will, and mind (Olympic Charter, 2020). The principles of Olympism, which advocate for the harmonious development of body, mind, and spirit, guide coaches in their mission to mentor athletes, emphasizing not only performance excellence but also the importance of sportsmanship and personal integrity (Olympic Charter, 2021).

Coaching plays a crucial role in supporting athletes' development on physical, mental, and emotional levels. According to Gültekin (2020), coaching involves "providing the necessary technical and psychological support to maximize the talents of athletes and lead them to success." This approach aligns with the principles of Olympism, which are often conveyed through metaphors that impart deeper significance to both athletes and audiences. For instance, the Olympic motto "Higher, faster, stronger" (Coubertin, 2000) not only inspires physical advancement but also encourages mental and emotional growth. By incorporating Olympic values into their training and mentorship, coaches not only help athletes develop their technical skills but also instill key principles such as friendship, respect, and justice, which are fundamental to the Olympic philosophy." Binder (2012) assert that "coaches assume the role of transferring Olympic values to athletes and guiding them according to these values." Additionally, Côté and Gilbert (2009) highlight the importance of this value transfer and its positive impact on athletes' performance. The concept of coaching within the framework of Olympism is essential for understanding how sport can serve as a tool for both physical and moral development. Integrating Olympic values into coaching practices allows athletes to enhance not only their technical skills but also their character and sense of social responsibility. This holistic approach maximizes the benefits of sport for both individual growth and societal development (Tomlinson, 2005).

Metaphors serve to clarify a new or complex concept, phenomenon, or event by relating it to a simpler, more familiar one. They act as mechanisms for revealing various dimensions and facilitating a deeper understanding by connecting the subject to other areas of meaning (Güneş and Fırat, 2016). When the literature is examined, it is possible to come across studies on metaphors in different research fields, with samples of physical education teachers, academicians, sports managers and coaches. (Can et al., 2022; Iğdır and Aydos, 2023; İnan et al., 2019; Kurtipek and Güngör, 2019; Kurtipek and Sönmezoglu, 2018; Küçükahmetoğlu and İlhan, 2023; Sarı and Şahin, 2021; Yanar and Akpınar, 2023). When viewed as powerful

metaphors that convey the shared values and ideals of humanity beyond the realm of sport, Olympism offers a lens through which coaches, responsible for both executing and teaching sport, play a crucial role in the development of values emerging from sport. Accordingly, this study aims to explore coaches' metaphorical perceptions of the concept of 'Olympism.'

METHODS

Study Design

Phenomenology, a qualitative research design, was employed in this study. This approach leverages insights gained from individuals' experiences to explore and understand the phenomenon under investigation (Kocabıyık, 2015). In phenomenological research, the concept of 'experience' is central and critically important. A key aspect of this research design is that it emphasizes the commonalities among participants' experiences, rather than focusing solely on the unique value of each individual's experience (Toprak, 2021).

Participants

The study utilized criterion sampling, a type of purposive sampling method, to select the research participants. Criterion sampling involves choosing information-rich cases that are critical for addressing the research questions. This approach is a form of purposive sampling, which focuses on identifying and selecting cases that provide deep insights into the phenomenon under study (Patton, 2014). Şahan and Uyangör (2021) defined criterion sampling as the process of selecting individuals who meet specific predetermined criteria and represent a particular group. In line with this method, the research group for this study comprises coaches from various sports disciplines across different provinces and districts in Turkey, working in both public and private organizations during the 2023-2024 academic year (Table 1).

Table 1. Demographic data of participants

Variables	f
Gender	
Female	84
Male	86
Age	
18-20 years	12
21-23 years	26
24-26 years	31
27 years and over	101
SportsType	
Team sports	67
Individual sports	103

Data Collection Tools

In this study, a 'Metaphor Form' was utilized to assess coaches' perceptions of the concept of 'Olympism.' This form, along with an introductory text, was distributed to participants via a link through the social network application (WhatsApp), on a voluntary basis. Participants first provided their demographic information, including gender, age, and the type of sport they coach, in the initial section of the form. In the second section, they completed the sentence "Olympism is like ...; because ..." to express their metaphors and reveal their perspectives on

Olympism. The link was accessible from March 5 to April 25, 2024. Once the data were collected, they were transferred to a Word file and compiled into a dataset for statistical analysis.

Ethical Approval

This research was approved by the Research Ethics Committee of Karamanoğlu Mehmetbey University Social and Human Sciences (Approval ID: 05-2024/93)

Data Analysis

Since the metaphors obtained in this study served as descriptive tools, content analysis, a qualitative research approach, was employed to analyze the data. Content analysis involves both quantitative and qualitative examination of the meanings embedded in texts or transcripts, systematically organizing these into concepts and categories (Güler et al., 2015). Qualitative analysis entails separating the data into key themes, categories, and illustrative examples, and then transforming them into coherent narrative descriptions. The categories and themes derived from this process are the products of qualitative research (Patton, 2014).

To begin the analysis, participants' forms were numbered from P1 to P170. To ensure research reliability, two field experts (one educational scientist and one sports scientist) analyzed the data to verify that the conceptual categories reflected the identified themes. The codes and their corresponding categories were then compared. After coding the research data separately, a final code and category list were established. Reliability was calculated using the formula $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ (Miles and Huberman, 1994). The study produced a total of 68 metaphors from 170 responses, with three metaphors (*index, coffee and machine*) identified. The average reliability between coders was 95% $[65 / (65+3) \times 100 = 95\%]$, indicating that the desired level of reliability was achieved.

RESULTS

Table 2 presents the types and categories of metaphors that coaches produce to describe the concept of Olympism.

Table 2. The metaphors that coaches produced to describe the concept of Olympism

Metaphor Order	Metaphor Name	f	Metaphor Order	Metaphor Name	f
1	Life	17	35	Power	2
2	Olympiad	10	36	Cooking	1
3	Life	9	37	Torch	1
4	Summit	9	38	Roof	1
5	Success	6	39	Modernity	1
6	Harmony	5	40	Tea	1
7	Spirit	5	41	Strawberry	1
8	Sports	5	42	Friend	1
9	World view	4	43	Machine	1
10	Champion	4	44	Worship	1
11	Pulse	3	45	Candle	1
12	Excitement	3	46	Unity	1
13	Passion	3	47	Road	1
14	Competition	3	48	Music	1
15	Combination	3	49	Humanity	1
16	Belief	3	50	Intellectuality	1
17	Friendship	3	51	Heart	1
18	Culture	3	52	Formation	1
19	Perfection	3	53	Breath	1
20	Self-discipline	3	54	Inequality	1
21	Water	3	55	Index	1
22	Balance	3	56	Duck	1
23	Peace	3	57	Order	1
24	Fairplay	2	58	Freedom	1
25	Pride	2	59	Hope	1
26	Labor	2	60	Socialization	1
27	Farmer	2	61	Principle	1
28	Coffee	2	62	Sea	1
29	Target	2	63	Menemen	1
30	Ocean	2	64	Book	1
31	Fighting	2	65	Justice	1
32	Intelligence	2	66	Adaptation	1
33	Development	2	67	Imagination	1
34	Dream	2	68	Interaction	1
				Total Opinion	170

Table 2 reveals that coaches produced a total of 68 different metaphors for the concept of 'Olympism' and provided 170 related opinions. The most frequently produced metaphor was "life," which appeared 17 times. Additionally, metaphors such as Olympiad (10), summit (9) and life (9), and success(6) were used more frequently compared to others.

Table 3. Distribution of the metaphors produced by the participants about the concept of 'Olympism' according to themes and categories

Category	Theme	f	Metaphors
Universal Values	Humanity and Faith	18	<i>Spirit (n=5), faith (n=3), peace (n=3), pride (n=2), worship (n=1), humanity (n=1), unity (n=1), hope (n=1), heart (n=1)</i>
	Ethical Values and Code of Conduct	3	<i>Freedom (n=1), index (n=1), harmony (n=1)</i>
	Philosophical Principles and Perspectives	15	<i>Life (n=9), world view (n=4), justice (n=1), principle (n=1)</i>
Sports and Ethical Competition	Values of Sport	33	<i>Olympiad (n=10), success (n=6), sport (n=5), champion (n=4), perfection (n=3), passion (n=3), power (n=2)</i>
	Sports Ethics and Code of Conduct	12	<i>Self-discipline (n=3), competition (n=3), goal (n=2), fighting (n=2), fair play (n=2)</i>
Nature and Inner Harmony	Nature and Environment Connection	11	<i>Water (n=3), ocean (n=2), farmer (n=2), duck (n=1), order (n=1), tea (n=1), strawberry (n=1)</i>
	Inner Experience and Focus	24	<i>Summit (n=9), balance (n=3), excitement (n=3), labor (n=2), coffee (n=2), breath (n=1), sea (n=1), music (n=1), book (n=1), cooking (n=1)</i>
Culture and Social Connections	Cultural Diversity and Connections	9	<i>Culture (n=3), friendship (n=3), intellectuality (n=1), modernity (n=1), interaction (n=1)</i>
	Social Bonds and Relationships	5	<i>Inequality (n=1), friend (n=1), socialization (n=1), road (n=1), roof (n=1)</i>
Abstract Concepts and Spiritual Development	Abstract Concepts and Philosophical Thoughts	30	<i>Life (n=17), pulse (n=3), harmony (n=5), intelligence (n=2), dream (n=2), imagination (n=1)</i>
	Spiritual and Inner Development	10	<i>Combination (n=3), development (n=2), menemen (n=1), machine (n=1), torch (n=1), formation (n=1), candle (n=1)</i>
Total		170	

The metaphors produced by the coaches regarding Olympism are categorized into five main groups, with a total of eleven themes identified within these categories, as shown in Table 3. The Universal Values category includes themes such as Humanity and Faith (18), Ethical Values and Codes of Conduct (3), and Philosophical Principles and Perspectives (15). In the Sports and Ethical Competition category, the themes are Values of Sport (33) and Sports Ethics and Codes of Conduct (12). The Nature and Inner Harmony category features themes like Nature and Environment Connection (11) and Inner Experience and Focus (24). For Culture and Social Connections, the relevant themes are Cultural Diversity and Connections(9) and Social Bonds and Relationships (5). Finally, the Abstract Concepts and Spiritual Development category encompasses Abstract Concepts and Philosophical Thoughts (5) and Spiritual and Inner Development (10).

Table 4. Metaphors and explanation examples in the “Universal Values” category

Category	Theme	f	Metaphors
Universal Values	Humanity and Faith	18	<i>Spirit (n=5), faith (n=3), peace (n=3), pride (n=2), worship (n=1), humanity (n=1), unity (n=1), hope (n=1), heart (n=1)</i>
	Ethical Values and Code of Conduct	3	<i>Freedom (n=1), index (n=1), harmony (n=1)</i>
	Philosophical Principles and Perspectives	15	<i>Life (n=9), worldview (n=4), justice (n=1), principle (n=1)</i>

Quotes from examples of coaches' explanations:

Spirit: Because; “The individual with the spirit of Olympism makes sports more meaningful” (P113).

Spirit: Because; “Invisible, untouchable but lived” (P109).

Humanity: Because; “It is the point where the whole world unites under one roof without discrimination of language, religion, or race” (P34).

Heart: Because; “When I believe with my heart, my emotions come into play” (P114).

Hope: Because; “It represents the highest expression of humanity's capabilities and unity” (P157).

Index: Because; “It has a broad definition and contains many elements related to sports” (P143).

Life: Because; “I wholeheartedly believe in the philosophy of: share the success, take the failure” (P32).

Life: Because; “Those who make sports a philosophy in their lives and active life standards achieve success in every field” (P45).

Worldview: Because; “The integrity of all countries” (P6).

Justice: Because; “Everything is fair, conditions and powers are equal, and rules are clear” (P164).

According to Table 4, a total of 36 metaphors were identified in the category of “Universal Values” related to Olympism. The coaches produced metaphors such as spirit, humanity, heart, hope, life, world, and justice to emphasize different aspects of the universal values inherent in Olympism. These metaphors illustrate the diverse dimensions of Olympism and universal values, highlighting humanitarian, ethical, and philosophical elements. This variety reflects the broad spectrum of universal values that underpin the concept of Olympism.

Table 5. Metaphors and explanation examples in the “Sports and Ethical Competition” category

Category	Theme	f	Metaphors
Sports and Ethical Competition	Values of Sport	33	<i>Olympiad (n=10), success (n=6), sport (n=5), champion (n=4), perfection (n=3), passion (n=3), power (n=2)</i>
	Sports Ethics and Code of Conduct	12	<i>Self-discipline (n=3), competition (n=3), goal (n=2), fighting (n=2), fair play (n=2)</i>

Quotes from examples of coaches' explanations:

Olympiad: Because; “The word directly makes you feel it” (P101).

Olympiad: Because; “Gave birth to the Olympics” (P105).

Success: Because; “The place of the best and to be the best you need to be successful” (P151).

Success: Because; “I think it is the last stage of success in sport” (P139).

Sport: Because; “A worldview and understanding of life based on the basic characteristics of the sporting event” (P49).

Champion: Because; “If he/she made it to the Olympics, he/she is a champion” (K84).

Competition: Because; “An organization where even the political presence of all countries from the past to the present is represented” (P57).

Fairplay: Because; “Games and players competing on equal terms” (P89).

Goal: Because; “Olympism is success and the path to success is the goal” (P16).

According to Table 5, 45 metaphors were identified in the category of “Sport and Ethical Competition” related to Olympism. The coaches produced metaphors such as Olympiad, success, sport, champion, competition, fairplay, and goal to illustrate various facets of Olympism. These metaphors highlight that Olympism promotes not only athletic success but also ethical competition, friendship among athletes, and the core human values of sports. This suggests that Olympism is a multifaceted concept that emphasizes ethical competition, performance, fair play, and the friendship among athletes, in addition to sports.

Table 6. Metaphors and explanation examples in the “Nature and Inner Harmony” category

Category	Theme	f	Metaphors
Nature and Inner Harmony	Nature and Environment Connection	11	<i>Water (n=3), ocean (n=2), farmer (n=2), duck (n=1), order (n=1), tea (n=1), strawberry (n=1)</i>
	Inner Experience and Focus	24	<i>Summit (n=9), balance (n=3), excitement (n=3), labor (n=2), coffee (n=2), breath (n=1), sea (n=1), music (n=1), book (n=1), cooking (n=1)</i>

Quotes from examples of coaches' explanations:

Water:Because; "It is a must for an athlete" (P94)

Farmer: Because; "One day you will reap the rewards of your labor" (P163).

Duck:Because; "It stands nobly above the water, but its feet are always working under the water" (P74).

Strawberry:Because; "It must first be above the soil and then ripen and go to the market" (P133).

Peak:Because; "The end point of an athlete's career" (K110).

Labor:Because; "It is an important expression and meaning that is achieved through labor and effort, which requires a more imaginative and realistic mission rather than an individual approach" (P7).

Ocean: Because; "Oceans form from the combination of seas, and since Olympism covers the sports in the world, it is the ocean for me" (P22).

Book:Because; "The more I read, the more my horizons broaden and I can look from wider windows" (P165).

According to Table 6, 35 metaphors were identified in the category of “Nature and Inner Harmony” related to Olympism. The coaches produced metaphors such as water, farmer, duck, strawberry, peak, and labor to illustrate how Olympism represents the balance and harmony between nature and the inner world of individuals. These metaphors suggest that Olympism encompasses more than just sports; it also emphasizes the importance of being in harmony with nature, achieving balance, labor, and maintaining inner focus.

Table 7. Metaphors and Explanation Examples in the “Culture and Social Connections” Category

Category	Theme	f	Metaphors
Culture and Social Connections	Cultural Diversity and Connections	9	<i>Culture (n=3), friendship (n=3), intellectuality (n=1), modernity (n=1), interaction (n=1)</i>
	Social Bonds and Relationships	5	<i>Inequality (n=1), friend (n=1), socialization (n=1), road (n=1), roof (n=1)</i>

Quotes from examples of coaches' explanations:

Culture:Because; "All athletes and sports disciplines can be practiced together without discrimination of religion, language, or race" (P53).

Culture:Because; "There will be a generation that will carry this flag tomorrow as it was yesterday" (P128).

Friendship:Because; "Five continents uniting without any distinction and playing sports with the Olympic spirit within the framework of fair play" (P59).

Intellectuality:Because; "Means that the individual has raised himself mentally above a certain level" (P54).

Road: "In order to reach the goal, you need to set out on the road, and the road to success starts from Olympism" (P15).

Roof:Because; "It is the roof of the sports family where all sports compete together and all branches come into contact with each other" (P155).

According to Table 7, 14 metaphors were identified in the category of “Culture and Social Connections” related to Olympism. The coaches produced metaphors such as culture, friendship, road, and intellectuality to highlight how Olympism encompasses not just sports but also cultural diversity, social connections, and a philosophy rooted in equality. These metaphors suggest that Olympism is a broad concept that emphasizes cultural understanding, social ties, equality, and social awareness, extending beyond the realm of sports.

Table 8. Metaphors and explanation examples in the “Abstract Concepts and Spiritual Development” category

Category	Theme	f	Metaphors
Abstract Concepts and Spiritual Development	Abstract Concepts and Philosophical Thoughts	30	<i>Life (n=17), pulse (n=3), harmony (n=5), intelligence (n=2), dream (n=2), imagination (n=1)</i>
	Spiritual and Inner Development	10	<i>Combination (n=3), development (n=2), menemen (n=1), machine (n=1), torch (n=1), formation (n=1), candle (n=1)</i>

Quotes from examples of coaches' explanations:

Life:Because; "Olympism is at the very heart of the lifeblood of sport" (P29).

Life:Because; "A practical philosophy of life that is not only related to professional sport but can also be carried over into everyday life, using one's body to its fullest potential through regular and systematic training" (P48).

Pulse:Because; "Olympism is the pulse of the athlete" (P116).

Harmony:Because; "The harmonious dance of body power, intelligence, morality" (P92).

Dream:Because; "For someone whose life is sport, Olympism is a dream" (P152).

Menemen:Because; "It brings different people together and creates a perfect flavor" (P162).

Torch:Because; "We need to light the torch to see the way ahead" (P148).

Candle: Because; "Olympism is an understanding of life and a concept that sheds light on the future. It should be continued and shed light on future generations" (P6).

According to Table 8, 40 metaphors were identified in the category of “Abstract Concepts and Spiritual Development” related to Olympism. The coaches produced metaphors such as life, pulse, harmony, intelligence, dream, menemen, torch, and candle to highlight that Olympism reflects not only physical performance but also philosophical thoughts and spiritual growth. These metaphors suggest that Olympism extends beyond the realm of physical achievement to encompass spiritual, personal, and emotional development, appealing to the deeper layers of the human experience.

DISCUSSION AND CONCLUSION

This study aims to explore coaches' metaphorical perceptions of the concept of "Olympism." We analyzed explanatory statements from individuals actively coaching in various sports and identified a total of 68 unique metaphors. These metaphors were categorized into five main categories and eleven themes within these categories. The most frequently produced metaphors were in the category of "values of sport," followed by "abstract concepts," "spiritual development," and "universal values." The most commonly used metaphors included "life," "Olympiad," "summit," "success," "harmony," "spirit," and "sport."

Olympism is a conception of life based on the Olympic Games in ancient Greece and combining sport, culture, and philosophy (life, Olympiad, lifetime). It encourages individuals to push their limits and maximize their potential (peak). For athletes, this means reaching peak performance physically and mentally. Major sporting events, such as the Olympic Games, represent the goal for athletes to achieve the highest level of achievement (success). Olympism promotes harmony both physically and mentally and offers a life philosophy that positively influences spiritual health (spirit) through aspects such as spiritual integrity, resilience, purification, and social bonds. Analysis of the metaphors developed by the coaches shows a positive emphasis on many different facets of Olympism. This finding supports the idea that metaphors can explain abstract concepts by relating them to more tangible experiences (Lakoff and Johnson, 2005).

When the metaphors were categorized from most to least used, "*Sport and Ethical Competition*" emerged as the category with the highest number of metaphors (45 metaphors). These include "Olympics, success, sport, champion, perfection, passion, self-discipline, competition, power, goal, fighting, and fair play." According to the Olympic Charter (Olympic Rules and Guidelines), one of the aims of the Olympic Movement is to promote "clean and honest competition" (Olympic Charter, 2020). Within this framework, ensuring ethical competition is directly aligned with Olympism. Additionally, Coubertin's assertion that "the Olympic ideal is based on passion and dedication" (Coubertin, 2000) reinforces the relevance of these metaphors to Olympism. Côté and Gilbert (2009) suggest that Olympic values serve as a beacon, guiding athletes' personal and sporting development. Brown (2008) describes Olympism as a "pursuit of excellence," highlighting the effort of athletes and nations to achieve excellence and seek continuous improvement. Milton-Smith (2002) argue that Olympism views ethical competition as integral to the pursuit of spiritual excellence, which, in turn, encourages athletes' spiritual development and enhances their ethical and spiritual growth.

In the category of "*Abstract Concepts and Spiritual Development*", 40 metaphors were produced. The metaphors identified by the coaches for the phenomenon of Olympism include "life, harmony, pulse, combination, intelligence, dream, development, imagination, menemen, machine, torch, formation, candle." MacAloon (Coubertin, 2000) views Olympism as "an ideal that encourages spiritual and character development in sport." Sartre (2007) describes Olympism as an "existential test," suggesting that the Olympic Games offer a stage for individuals to explore their existential meaning and identity. Tomlinson (2005) frames Olympism as part of a journey, illustrating how sport functions as a tool for both physical and spiritual development. The journey metaphor underscores the role of sport in fostering personal growth. Beschloss (2008) characterizes the Olympics as a "test of the human spirit," highlighting how the Games push athletes and societies to explore the limits of human capacity. In this context, it can be said that Olympism seeks to foster an environment of harmony and unity at the international level through sport.

In the category of "*Universal Values*", 36 metaphors were produced. These include "life, spirit, worldview, faith, peace, pride, worship, humanity, unity, heart, hope, freedom, index, harmony, justice, principle." Kelmendi et al., (2015) describes Olympism as an ideal that "promotes not only physical but also social and moral development." This perspective highlights that Olympism emphasizes universal values such as justice, equality, and honesty, which are

advanced through sport. Additionally, the Olympic Games are said to “bring together people from different cultures and nations, creating universal unity and understanding” (Olympic Charter, 2020), illustrating Olympism’s aim to foster global unity and solidarity through sport. (Arnold, 1996) notes that Olympic values serve as a symbol for athletes, reflecting principles such as justice, friendship, and excellence. Kidd (2013) likens Olympism to a flame, suggesting that sport acts as a fire representing these universal values. Overall, the metaphors in the “Universal Values” category reflect Olympism’s emphasis on fundamental principles such as justice, unity, and peace, highlighting how the Olympic Games strive to promote global solidarity and embody these universal values through sport.

In the category of “*Nature and Inner Harmony*”, 35 metaphors were produced, including “summit, water, balance, excitement, labor, ocean, farmer, coffee, duck, order, tea, strawberry, breath, sea, music, book, cooking.” MacAloon (2013) describes Olympism as a movement that “encourages athletes to reach their highest performance and aims to reach the peak in this process.” Leopold (1949) defines Olympism as an “ecological balance,” emphasizing the importance of harmony with nature. Gould (2007) likens Olympism to a labyrinth, suggesting that athletes and societies navigate challenges using Olympic values. Lovelock (2016) refers to Olympism as “Gaia’s festival,” highlighting the opportunity to celebrate vitality within the Gaia Theory framework. Messner (1995) states that Olympism is “a system developed to ensure that individuals remain physically and spiritually balanced,” illustrating how Olympism promotes balance through sports. These metaphors capture Olympism’s focus on achieving inner harmony and balance, both personally and with nature.

In the “*Culture and Social Connections*” category, 14 metaphors were produced, including “culture, friendship, road, intellectuality, modernity, interaction, inequality, socialization, roof, friend.” Bach (2023) highlights that the Olympics foster a global community by uniting diverse cultures, thus supporting their cultural and social dimensions. UNESCO (2016) notes that the Olympics “strengthen social bonds by celebrating cultural diversity,” illustrating how sports enhance social cohesion and cultural connections. Goldblatt (2016) refers to Olympism as an “ocean of ideals,” emphasizing its role in merging various cultural and social elements. Goldblatt (2014) also describes Olympism as a platform that “supports international harmony and social cohesion.” Yuting (2013) characterizes Olympism as a “cultural feast,” celebrating diverse cultural expressions and traditions. Smith and Smoll (2011) view Olympism as a symphony, reflecting the harmonious integration of different cultural values. Similarly, Tomlinson (2005) describes Olympism as a global network, showcasing its extensive international influence and cultural amalgamation. Hobsbawm (1995) suggests that Olympism contributes to the internationalization of sports as part of the modernization process, highlighting its connection to global development. These metaphors illustrate how Olympism fosters cultural exchange, social cohesion, and modernization through the global celebration of diverse cultural values.

In conclusion, this study analyzed 68 metaphors produced by coaches from various sports to explore their perceptions of Olympism. The findings reveal that coaches associate Olympism with profound and multifaceted themes, particularly emphasizing its universal and spiritual dimensions. The most frequently produced metaphors underscore the importance of Olympism as a high value and ideal within sports education and culture. Moreover, the strong focus on

ethical and universal values highlights the coaches' commitment to imparting these principles to athletes. Overall, the study demonstrates that coaches view Olympism, along with universal and ethical values, as having a positive impact on their approaches and philosophies. Future research could benefit from exploring how metaphorical perceptions of Olympism differ among coaches at various levels, such as youth, amateur, and professional. Additionally, cross-cultural comparisons could provide valuable insights into how Olympism is interpreted and valued in different cultural contexts, further enriching our understanding of its global significance.

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Authors' Contribution: Research Design – MM, Data Collection - MM; GCA; AB, Statistical Analysis - GCA, MM, Manuscript Preparation – MM, AB, GCA.

Ethical Approval

Ethics Committee: Karamanoğlu Mehmetbey University Social and Human Sciences Ethics Committee

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