Metaphoric Perceptions of School Principals

towards Physical Education Term

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Abstract

It is very crucial to know how the notion of physical education is perceived by the Principals who are responsible for the school administration and to know the mission and visions they have put on these concepts. The aim of this study is to reveal the metaphoric perceptions of school Principals about physical education concept. The research group is consisted of 153 school principals in Ankara in 2017-2018 academic year. The datum is like "Physical Education is like ...., it is because ...." It was gathered with an open-ended survey containing the sentence. Content analysis technique was used in data analysis and interpretation. In this research, the data were analyzed under the headings of coding and sorting, category development, validity and reliability, data interpretation by taking into consideration the content analysis stages. Metaphors were gathered in 6 different categories as a result of the grouping formed according to the common characteristics of 66 metaphors produced that are related to the concept of Physical Education and produced by school Principals. Among these metaphors, it is seen that the most used ones are lesson, activity, power, socialization, discharge and need.

Keywords: school management, physical education, metaphor

1. Introduction

While science has considered education as a mental process in the past years, mind and body unity approach gained importance recently. Therefore; carrying out physical education lessons in an effective manner is important for students' physical, mental, emotional and social achievements. Adapting to the changing and developing world, achieving the level of contemporary civilizations, carrying out change and transformation is only possible through generations of culturing and education, which is a goal that can only be achieved with well-planned and well-managed schools.

The school is the private and official institution that guide people according to the needs and expectations of the society in accordance with the skills of the students. The educational environment has a great importance because of the behaviors that it contributes to the individual (Urlu, 2002). The teaching profession, which is the basic building block of school functionality, requires special knowledge and skills. The status and dignity of the teaching profession vary according to the culture and understanding. Because it is a profession that is directly related to human beings, it is seen not only as a job but also as an extremely sacred profession because it builds the future (Şişman, 2002). It leaves its place to the values and concepts that he presents in the environment and school setting to the school principal and his knowledge and skills about school management (Bursalıoğlu, 2010). It is possible to combine the forms of administration implemented in schools under four headings. These are autocratic, democratic, protective and cooperative management approaches. None of these forms of administration are considered alone (Başaran, 1994).

The concept of management is defined by different definitions according to different fields of science. According to economists; it is one of the factors that directly affect production with labor and capital. According to the scientists, authority functions are defined as group and dignity by sociologists. The common aspect of all these concepts is that the management is the process of organizing the efforts to reach the goal and dragging a common goal (Koçel, 2005).

Education management however; examines the purpose, structure and missions of the education system in a society and evaluates the philosophy of said system. These values shed light on the behavior of the school management.

There are different studies about education managers in the literature. These are executive leadership characteristics (Marks & Printy, 2003; Sabancı, 2007), communication skills of school Principals (Boydak, 2006), the roles of school principals (Yavuz, 2006), the school principal's competencies (Bursalıoğlu, 1976), executive burnout (Dağlı, 2006), etc. Different studies have been conducted on metaphor perceptions of education managers however; there is no metaphorical study on the concept of physical education.

The use of metaphor is a way of thinking and a different vision for us to perceive the environment in which we live. According to Forceville (2002), there must be three basic elements in order to have a similarity between two or more things; the subject of metaphor, the source of the metaphor, is the same as the source of the metaphor and the subject of the metaphor. Metaphorical thinking makes hidden comparisons between two things that share common features. In the comparison process, it transforms into metaphoric expressions as a holistic representation. Metaphors are a representative variety in nested information and analogical problem solving (Moser, 2000).

It has a forming impact on the character of physical education. This effect depends on the student's abilities and his development (Selçuk, 2006). Physical education is a part of education and ensures that the students enjoy the sport activities by ensuring physical and spiritual education while securing the right of play and physical movements within the school (Güneş, 2002). Despite all these achievements, the importance of physical education in schools is not sufficiently given. Basic movements and children in the age of play are deprived of sportive activities, and young people in primary, secondary and high school period do not find enough opportunities to be directed to the sportive activities (Çelik, 2008).

When the developing and changing world is considered, a teaching system that is only responsible for intellectual training has lost its validity. One needs, as well as cognitive education, physical and spiritual development. It is clear that the most effective way to achieve this in educational institutions is physical education and sporting activities (Öncü & Güven, 2011).

The future of the countries is directly proportional to the maturity of the young population. Civilization depends on the importance shown to the person and the education they receive in relation to this value. Through education, the individual's hidden powers and abilities are attained to the highest level. To educate the students with their physical, mental, emotional and social aspects is one of the main tasks of education (Aracı, 2001).

The purpose of this study is to bring out the metaphorical perceptions of school Principals about the concept of physical education. For this purpose, the following questions have been searched out.

• What are the metaphors of school Principals about the physical education concept?

• In which conceptual categories did the metaphors of school Principals gathered on the concept of physical education?

2. Method

2.1 Research Pattern

The aim of this study is to find out the metaphoric perceptions of school Principals on the concept of physical education. In this research, the basic qualitative research design is used. The reason why the basic qualitative research design is preferred is to reveal the metaphors that school Principals have created about the concept of physical education. According to Saban (2008), metaphor is used as a research device and the word "like" is often used to articulate the subject of metaphor and the relationship between the source and the subject of the metaphor. By including the word "because", the participants were asked to provide a logical basis for their metaphors. In this pattern, it is emphasized how participants interpret and create the concepts and give meaning to their experiences. This pattern is widely used in all areas as well as education (Merriam, 2013).

2.2 Study Group

The research was performed with 180 school Principals working in Ankara. The answers of the 27 school Principals were not taken into consideration due to the fact that they left the expressions in the form completely empty or incomplete. The participants of the study were selected according to the sampling method which is easily accessible. The demographic characteristics of 153 school Principals participated in the study are given in Table 1.

Table 2. Demographical Characteristics of School Principals

	Variance	Frequency	%
Gender	Female	69	45.10
	Male	84	54.90
Duty	School Principal	59	38.56
	Assistant Principal	94	61,44
Management Year	1-10 Years	12	7.84
	11-15 Years	48	31.37
	16- 20 Years	33	21,57
	21-Years	60	39,21
Branch	Classroom Teacher	74	48,37
	Branch Teacher	63	41.18
	Physical Education Teacher	16	10.46
	Total	153	

When the demographic characteristics given in Table 1 are examined; it is observed that 54.90% of the participants were male, 45.10% were female, 38.56% were Principal and 61.44% were Assistant Principal. In addition, 7.84% of the research group consisting of 153 persons, between the years of 1-10 years 31.37% of the 11-15 years 21.57% of the 16-20 years, 39.21% of the work has been 21 years and over, 41.18% of the teachers were 10.46% of the teachers were from physical education and 48.37% of them were class teachers.

2.3 Collection of Data

In this study, semi-structured form was used with an A4 paper; physical education is like .... because school education is like ...."in order to reveal the metaphors of school Principals about the concept of physical education. The study group consisted of 180 school Principals who volunteered to participate in the research. The research data were obtained via individual interviews. The participants were not guided. Moreover, in order to collect personal information, each participant was given a form consisting of questions, which determine the gender, duty and management year. The participants had approximately 15 minutes to produce the metaphor for the concept of physical education. Yob (2003) stated that metaphors are powerful mental tools to help in understanding and explaining an abstract, complex or theoretical phenomenon. Metaphors are very effective structures that are used to reveal the concept perceptions of the participants. There are three methods used to collect data in metaphor research. These are; data obtained by semi-structured questions (Inbar, 1996, Saban, 2009; Linn et al, 2007), after listing the relevant metaphors, the data obtained by asking the participants to choose the metaphors of their choice (Kasoutas & Katerine, 2009; Semerci, 2007; Küçükali , 2001; Mahlios & Maxson, 1998), data acquired by observation and interview (Johnson, 2006; Girmen, 2007; Browne-Ferrigno, 2003).

2.4 Analysis of Data

Metaphors formed by the school Principals in written form were analyzed with content analysis method. The data collected in the content analysis are first conceptualized, then these concepts are organized in a logical manner and the situations that explain the data are presented (Yıldırım & Şimşek, 2011). The main purpose of content analysis is to reach the concepts that can explain the data obtained as a result of the research. The data obtained from the research were analyzed under the titles of coding and sorting, category formation, validity-reliability and interpretation of data by taking into consideration the content analysis stages.

Coding and Debugging: Firstly, answers of the participants were examined to determine whether the metaphors and sentences were meaningful. Expressions left blank, meaningless or incomplete were excluded from the study. Participants were coded up to the first line (Principal.1) to the last (Principal.153). The metaphors developed by the participants are listed in a table. A relational category framework was created from the data created at the end of the study.

Categorization: It was determined that the participants thought about the concept of physical education when creating the metaphor, and those with common characteristics were grouped together. As a result of content analysis, categories were determined. While determining the categories, special attention was paid to metaphors to consist a

meaningful whole. 153 school Principals participated in the study, have put forward 66 metaphors which are related to physical education notion. 6 different conceptual categories were created for the school Principals on the concept of physical education when it was related to a specific theme considering the reasons of the participants.

Reliability and Validity: During the research, no attention was paid to the guidance. The metaphors for conceptual categories were presented to four experts who excel in qualitative research and a consistency analysis was conducted. Data analysis process is explained to ensure validity of the research. To ensure reliability, experts were asked to match the metaphors and conceptual categories. Miles and Huberman's (1994) reliability formula was used to determine inter-encoders reliability to determine consensus and disagreement. The consistency between the researcher and the expert evaluations was 94%. In qualitative research, the compliance between expert and researcher assessments is expected to be 90% and above.

Interpretation of data: The formed metaphors, categories and explanations are presented and interpreted as figures and tables. The usage rates of metaphors were calculated as percentages and frequencies.

3. Results

In this part, metaphors produced by the school Principals in relation to the concept of physical education and the categories formed from these metaphors are given in tables. Then metaphors that were put forward by the participants within the framework of the determined categories were evaluated by including quotations from the statements of the Principals.

Metaphors of School Principals Related to Physical Education Term and Conceptual Categories

As it is seen in Figure 1, a large number of metaphors were produced by the school Principals regarding the concept of physical education, and the metaphors produced were given in the form of a word cloud according to the metaphor's usage frequency. It was determined that metaphors which are mostly used by principals are; lessons, activity, life, competition, talent and need.

Figure 1. Metaphors of school principals related to physical education

As a result of grouping based on the common characteristics of the 66 metaphors produced by managers and the reasons for their use, it was seen that metaphors were collected in 6 different categories and these categories were presented in Figure 2.
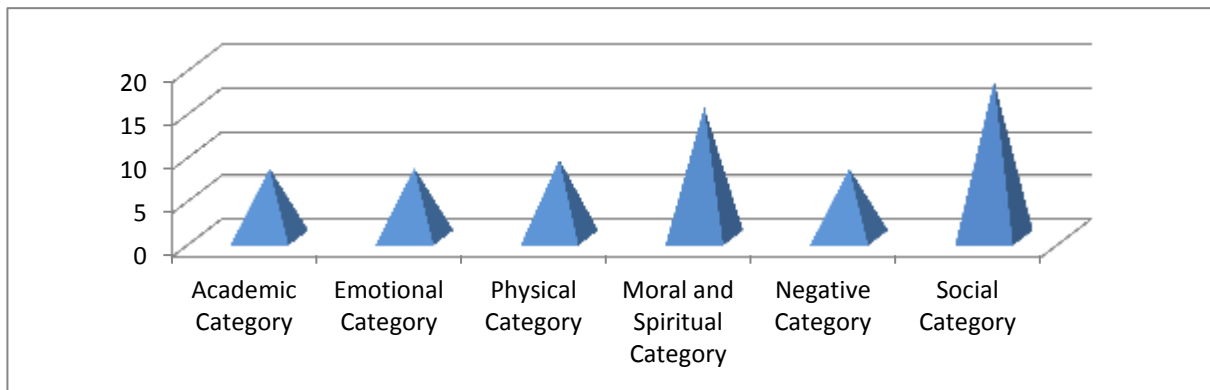
Figure 2. Categories that were formed about physical education term.

The metaphors produced by the school Principals on the concept of physical education are collected in 6 categories and listed in a separate table under each category. Examples of the thoughts of the school Principals about the 'Academic Dimension" are given in Table 2.

Table 3. "Academic Dimension" Category

Metaphor Name	Quotation
Lesson	"It is a useful field that is in the Ministry of National Education curriculum." (Principal.23) (Principal.37) (Principal.71) (Principal. 68) (Principal.145) (Principal.111)
Need	"Our children need theoretical courses such as mathematics, science and English as well as other fields." (Principal.28) (Principal.112) (Principal.141) (Principal.60) (Principal.65) (Principal.109)
Remedy	"Students must be obliged to discharge their energy and feel better because they are in the game age and it provides benefit to the individual." (Principal.6) (Principal.126) (Principal.1)
Intelligence	"Strategies are produced to win and this thing increases the reasoning power." (Principal.92) (Principal.13) (Principal.114)
Brotherhood	"In the theoretical courses, all students are in a stable position due to the frequent use of the method. Physical education course is a lesson where friendship feelings are more intense." (Principal.136) (Principal.84) (Principal.11)
Required	"We raise our children as race horses. So glad we have it." (Principal.50) (Principal.97) (Principal.148)
Behavior	"Education is the process of changing the behavior in a positive and intentional way in the individual. It is very difficult to put this into practice with verbal lessons. With this kind of social activity lessons, the duration and rate of conducting behavior for children will be high." (Principal.123) (Principal.87) (Principal.38)
Success	"I think it is the pleasure of success in the behavioral pattern that should be given in education. We make students taste this feeling through sports. Reflection of this in education is also inevitable." (Principal.34) (Principal.5)

There are eight metaphors under the Academic Dimension category. In the discourse of school Principals, emphasis was placed on the belief that physical education is a useful activity for the individual. It is seen that the most frequently used metaphor of this category is the lesson. The opinions of the school Principals on the Emotional Dimension category are given in Table 3.

Table 4. "Emotional Dimension" Category

Metaphor	Quotation
Happiness	"On the day they experienced happiness in the education life of the children, they came to the top three or won the match. When I think of physical education in my mind, the concept of joy comes. A lesson that I love and interest in." (Principal.2) (Principal.90) (Principal.129) (Principal.46)
Life	"Sport is a passion. They are in the every aspect of our lives. If it does not correspond to the body structure is lost." (Principal.25) (Principal.110) (Principal.119)
Discharge	"I think that it is necessary for the human to relieve the bad energy within his / her relief and to enter the courses more efficiently, that is, he/she needs to be discharged." (Principal.107) (Principal.137) (Principal.69)
Secret	"It starts to find something and becomes addiction." (Principal.3) (Principal.73)
Distract	"It is a Leisure time activity. The child spends time. The reason to distract." (Principal.76)
Ambition	"The sports make person ambitious. It also has a place in gaining a sense of motivation. With motivation, the hidden powers of the person come out." (Principal.30) (Principal.108)
Attention	"If we observe the student shooting a ball at the target, all the attention is on whether the ball reaches its destination. At the moment, the events in the world are not of any interest to him. A hundred percent concentration is there." (Principal.139) (Principal.26)
Win-Lose	"They realize that in a game, they will experience joy and happiness as the winner and there is a possibility of losing." (Principal.101) (Principal.27)

As it is seen in Table 3, eight different metaphors were grouped under the "Emotional Dimension met category. When we look at the statements of the managers, it is seen that the concept of physical education is associated with different emotion connotations on the person. The opinions of the school Principals on the 'Physical Dimension" category are given in Table 4.

Table 5. "Physical Dimension" Category

Metaphor	Quotation
Activity	"Now we lost streets, parks, fields and neighborhood matches. There will soon be nothing left to lose. Unfortunately, School is the only place for doing activities." (Principal.94) (Principal.18) (Principal.74) (Principal.106)
Talent	"It is a God-given characteristic." (Principal.62) (Principal.58) (Principal.35)
Power	"One should be strong to win." (Principal.143) (Principal.10) (Principal.44) (Principal.51) (Principal.124)
Food	"If people need to eat, they also need physical education. It is essential for both health and survival." (Principal.127) (Principal.63)
Disability	"It is undeniable to have injuries in physical education and its impact on classes." (Principal.52) (Principal.102)
Oxygen	"It is the way that children's staying away from their breathing techniques and lessons that they play games." (Principal.122) (Principal.45)
Diamond	"Those who are able to know and do what is worth must be able to work in order to be able to emerge." (Principal.116) (Principal.144)
Health	"There are many features, of course, but the solid head is found in the body. Our body contributes in all areas." (Principal.104) (Principal.89) (Principal.99)
Ability	"This is an event that everyone loves and wants to do, but only competent individuals can perform. The situation for lessons is different. It is a condition in which it is imperative to do it." (Principal.70) (Principal.91)

There are nine different metaphors under the category of "Physical Dimension". Even though school Principals could not explain the physical education in terms of psychomotor development characteristics with the concepts of

literature, it was understood that they thought they had developed physically useful characteristics. The opinions of the school Principals on the category of 'Moral and Spiritual Dimension are given in Table 5.

Table 6. "Moral and Spiritual Dimension" Category

Metaphor	Quotation
Philosophy	"Its areas require many different features. The aim and the scope of the human being can be changed according to the target." (Principal.103) (Principal.12)
Difficult	"You cannot succeed if you do not have any knowledge or skills." (Principal.4)
Good morality	"Good behavior gives good behavior with the right teacher and the proper technique." (Principal.140)
Cup	"As a school, our sporting achievements are important. It creates a perception of hearts and medals in my brain." (Principal.15) (Principal.17)
Star	"It is the order in which he places many people, like Messi and Ronaldo." (Principal.59) (Principal.81)
Pleasure	"I think one of the behavioral patterns that must be given in education is the pleasure of success. We make students taste this feeling through sports. Reflection of this in education is also inevitable" (Principal.57) (Principal.82)
Captain	"Helps Students who cannot express themselves and cannot take responsibility" (Principal.98)
Goodness	"The energy-dissipating child is at peace in his own spirit world." (Principal.138) (Principal.24)
Food	"Students should know the value of such an environment as a school. People pay money to astro turf to exercise." (Principal.7) (Principal.79) (Principal.85)
It is Life	"Nowadays, there is no expectation and always giving something." (Principal.53)
Art	"It's a different point of view." (Principal.120)
Therapy	"It adds a lot of color to human life. It keeps one fresh." (Principal.80)
Joy	"It is entertaining. It's in life. It allows us to think and live nice."
Love	"You bound with a great passion." (Principal.131)
Dream	"Its existence is a sadness of absence." (Principal.8) (Principal.64)

There are 15 metaphors under the category of Moral and Spiritual Dimension ". Participants mentioned the spiritual contributions of physical education in this category. Examples of school Principals' views on the "Negative Situation" category are given in Table 6.

Table 7. "Negative Situation Dimension" Category

Metaphor	Quotation
Mount Ararat	"Whatever you do, the climax point is difficult." (Principal.9) (Principal.78)
Rose	"If you don't water it, it will die." (Principal.14) (Principal.147)
Cat	"It is ungrateful if you don't work." (Principal.21) (Principal.130)
Unnecessary	"I think more is harmful. It should be made for entertainment and play purposes. The excess of sport is also harmful to health and psychology." (Principal.16) (Principal.77)
The fight	"The most fight children in school. No compromise can be achieved. Must not leave the teacher's control. "(Principal.56) (Principal.41)
Noise	"Students start at eight in the morning and make noise and noise until school closes. When it comes to physical education, the first thing that comes to my mind is noise." (Principal.117) (Principal.47)
Discussion	"Neither the press nor the fans can provide consensus. Everyone is convinced that what he is doing and saying is true." (Principal.93) (Principal.48) (Principal.153)
Pain	"It is an activity in which it pains when it loses by beautiful moments and events." (Principal.135)

Table 6 shows the negative meanings of the 8 metaphors produced for the concept of physical education. In this category, negativities and difficulties are experienced and schools Principals have been experiencing difficulties. The views of the school Principals on the 'Social and Social Dimension category are given in Table 7.

Table 7. "Social and Communal Dimension" category

Metaphor	Quotation
Friend	"He/she will be there when it is a bad or a good day of us. They will do everything to cure our psychology." (Principal.19) (Principal.44)
Brother	"He always wants your own good." (Principal.95) (Principal.42)
Compliance	"In every place compliance is provided" (Principal.61) (Principal.29)
Entertainment	"The reason of laughing when we are not in a good mood" (Principal.134) (Principal.43)
Engineering	"Different areas such as mind, body and thought work simultaneously." (Principal.152)
Family	"It lets you to experience every good thing without any corruption sign." (Principal.146)
The game	"It is a complete festival, where there is the contest that got to be defeated in the contest there is entertainment." (Principal.55)
Olympic	"It has contribution to world peace." (Principal.132) (Principal.132)
Mother	"They are in every part and moment of our lives." (Principal.142)
Factory	"Labor, power, time or continuous processing. Otherwise, it will break up" (Principal.22) (Principal.39)
Peace	"Harmonization between children strengthens the bond of brotherhood and love." (Principal.125)
Love	"It is a course where students establish a bond of love with their teacher." (Principal.54)
Respect	"It has a respect for the opponent during the game. Behavior is shaped." (Principal.100) (Principal.40)
Gentleman	"Even if he loses or wins, he is a gentleman. He should be a gentleman." (Principal.31)
Socialization	"Children learn to act together with the school team. He experience acquaintance in many areas such as with referee, rival players and fans. How to stay at a hotel, when you go far from the city you live in, with the school team, how to eat food in a restaurant and finally how to behave on the bus. He/ she learn many social phenomena." (Principal.32) (Principal.72) (Principal.133) (Principal.86) (Principal.118) (Principal.75)
Competition	"People encounter many different events and problems throughout their lives. Not good, but the problem is a must in our lives. Students will be able to compete with the problems such as trouble, trouble and defeat and develop their competitive feelings." (Principal.36)
Team	"Human is born as an individual. The structure is egoistic. Together with sports, he sees belonging to a group he has the intellectual ability to think in other people, he will see success by acting together. If it can be carried to life, it can use the team to be healthy in every field." (Principal.96) (Principal.113)
Fair-play	"It is a characteristic that cannot be learnt in other courses. The right thought to the opponent takes place here. Of course, his teacher has a great role here. Winning the competition must teach that it is not valuable to win the opponent." (Principal.149) (Principal.33)

There are 18 metaphors under the "Social and Communal Dimension" category. Participants stated most of the metaphors in this category. It is noticeable that while physical education provides improvement to the physical and social skills of the person; on the other hand, it is thought that it will also contribute to the understanding of communal roles, communal rules and social phenomena.

4. Discussion

In this study, which aims to present the school Principals' thoughts about the concept of physical education through metaphors, metaphors have been associated with a specific theme taking into account the reasoning of the participants. Metaphor is defined as a conceptual expression of a conceptual structure with another conceptual

expression. The metaphors acquired for this purpose are thought to be a very powerful tool for finding and evaluating the school Principals' perceptions of the concept of sports. Within the scope of our research, data are collected in 6 conceptual categories with 66 metaphors. According to the obtained results, in the order of the metaphors produced by the concept of Moral and Spiritual Dimension and Social Dimension, Physical Dimension, Academic Dimension, Emotional Dimension, Negative State Dimension.

For metaphors that constitute the "Academic Dimension" category; it was observed that the metaphor was stated as "Course", "Need", "Remedy", "Intelligence", "Required" and "Behavior". Physical education reinforces one's learning characteristics. However, it is thought that psychological development, social relations and success in sports have a positive effect on academic achievement (Wright et al, 2004). Physical education is a course that keeps motivation and excitement as a factor in the learning process. The fact that approximately 15 million people attend educational institutions and all of them take physical education lessons increase the importance of studies conducted in this field. Education is of great importance in societies with high economic and social levels. Modern education should include programs in which the individual can develop themselves in terms of psychological, physiological and sociological aspects. Yavuzer (1985) in his study on adolescents, in the first period of development, respectively, physical, emotional, then mental and social development are stated. In order for the mind to perform at the highest level, the body must reach the highest level of saturation. Therefore, it may be thought that physical emotional and mental development should be considered together in order to achieve a general academic achievement.

When the metaphors of Emotional Dimension category are examined; it is seen that it consists of concepts such as "Happiness", "Life", "Discharge", "Secret", "Distract", "Ambition". In the sporting activities, the individual reveals his / her emotions along with the physical performance. Aggression, anger, fight, jealousy, and decentralization are brought out according to Yetim (2005), physical education and individual competence in the sense of emotion, courage, responsibility, perseverance, ambition, discipline and sharing feelings are developing. These emotions should be controlled by teacher guidance. Ardahan and Lapa, (2010) identified the elements as emotionally motivating elements as motivation and satisfaction. It can be argued that sport meets the psychological needs of people in many areas when it is taken into consideration in line with the motives and needs of the people. It is because the activities that the individual can do at the appropriate skill level cause happiness and satisfaction over time (Toros et al., 2010). Accordingly, it should not be ignored the necessity of sportive activities in terms of emotional expression and emotional richness on the emotional development of individuals.

When the metaphors that make up the physical dimension category are examined; it can be seen as Activity, "Ability", "Power mas", "Food", "Disability", "Oxygen", "Diamond", and "Health". One learns the ability to use the body in the most accurate and effective way through physical education. Besides studies conducted with School Principals, similar results were observed in studies, which conducted among students and examined their metaphorical perception toward physical education. (Yaylacı, 2012; Şirinkan et al., 2008; Namlı et al., 2016). The importance of physical exercise for health is clearly known. Through exercise, our muscles, skeleton system and circulatory system develop and their functions improve. The concept of raising children physically was also emphasized by the fact that managers emphasized basic motoric properties through metaphors. Physical education classes and sports should be ensured in schools. Akgün (2006) concludes that sports develop motoric characteristics (durability, strength, speed, mobility and skill) of individuals along with its physiological effects in people. Similarly Müftüoğlu (2003) argued that exercise detains rheumatic diseases, expels toxins from body, lowers blood pressure and made people more resistant to aging. To provide physical development of the individual and to teach them to exercise regularly throughout their lives, are among the learning outcomes of physical education course. When the metaphors provided by managers in the physical category are considered, giving importance to physical education courses is very important in terms of achieving the aforementioned gains.

When the category of "Moral and Spiritual Dimension" was taken into consideration; it was determined that school Principals have contributed positively to the moral and spiritual development of the students. The school not only provides the academic development of students but also suggests "Philosophy", "Difficult", "Social Ethics", "Cup", "Star", "Discussion", "Success", "Pleasure", and win-lose metaphors and feelings that are included in social life. Physical education is a tool for character training of children and young people. The behaviors that students can transfer to daily life should be applied and reinforced by the teachers (Yıldıran, 2002). Tiryaki (2000), in his study, found that sportsmen are more outward-oriented and emotionally balanced than non-athletes. During sportive activity, they make a comparison between themselves and others and realize their competences and deficiencies (Aracı, 2001). Akandere (2009) found that students who are engaged in sports have a higher level of morality than non-athletes in their study, which aims to measure the impact of participation in sports on the moral development of children in secondary schools. There is no doubt that physical education is a great importance for the individual to be

able to compete in equal opportunities, to accept the results of the competition, to behave in accordance with ethical rules during the race, to learn to adapt with the rules restricted by the authority and to gain moral values.

When the metaphors that form the "Negative Situation Dimension" category are examined; It is seen that "Ağrı Mountain", "Rose", "Cat", "Fight", "Unnecessary", "Noise" are seen in negative concepts. When the metaphors directed by the school Principals towards the concept of physical education were examined, it was determined that the positive statements were at the forefront. Considering the metaphors produced by the managers, the negative perceptions stand out. Considering the executive explanations of negative metaphors, it is noteworthy that the lack of sporting areas in schools is emphasized. Physical education and sports is a multidisciplinary area. There are application difficulties in terms of materials, techniques and methods. However, student gains are above all administrative problems.

When the category of "Social and Communal Dimension" is taken into consideration, "Friend", "Brother", "Compliance", "Entertainment", "Engineering", "Family", "Game", "Factory", "Love", "Respect" "Gentlemanliness", "Socialization", "Competition" and "Team" are the listed metaphors. Tezcan (1984) defined socialization as adaptation to the society of the individual. Individual learns the behavior patterns of the society. Sports are of great importance in the development of the ability of interpersonal healthy relations among students who will take many responsibilities in the social community as adult individuals. Yetim (2000) argued that economic, social and cultural development will be developed through sports and that the character development of the individuals, social cohesion and peace will be ensured. In the light of the data obtained from the school Principals, it is thought that the sport contributes to the general development of the student as well as the development of physical ability. Yaman et al. (2003), Özdinç (2005), Yılmaz (2006) in the work of socialization of sports, Kelinske et al. (2001), Çakmakçı (2001), Bulgu et al. (2003), Çelik (2002) in the work of the socialization process of sports has a very large impact on individuals. The person grows up from childhood with games identified with the cultural values of the society he lives. Physical education and sports have an important role in the development and socialization of students' personality and being a healthy person in society (Bulgu, 2003). Sport is an important communication tool not only between active participants but also among the audience (Çaha, 2000). When the sports in different countries are examined, information about the characteristics and lifestyles of societies can be predicted (Çelik, 2002). One of the general aims of the Turkish National Education is to educate students as citizens who know their duties and responsibilities towards their country and make them behaviors. The development of the country and the positive benefits of social cohesion should be one of the first gains of the individual. Physical education and self-expression, who can adapt to each field when he/she get into, self-developed as a whole, high-communication individuals are brought to society. Physical education has taken its place in the society with its connective power.

5. Conclusion

In conclusion, this study tried to determine the ideas of school Principals on the concept of physical education through metaphors. When the metaphors used by managers are examined; generally positive descriptions have been reached. The effectiveness of physical education was expressed by the managers and many gains were mentioned when the target behaviors were considered. It can be said that sportive activities that complete the individual with physical, social, academic, spiritual and emotional aspects and they are supported by school Principals.

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