

**INVESTIGATION OF THE METAPHORICAL PERCEPTIONS OF SPORTS SCIENCES FACULTY STUDENTS REGARDING THE CONCEPTIONS OF PLAY AND PHYSICAL ACTIVITY**

**INVESTIGAÇÃO DAS PERCEPÇÕES METAFÓRICAS DE FACULDADE DE CIÊNCIAS DO ESPORTE SOBRE AS CONCEPÇÕES DE LUCRO E ATIVIDADE FÍSICA**

**INVESTIGACIÓN DE LAS PERCEPCIONES METAFÓRICAS DE ESTUDIANTES DE LA FACULTAD DE CIENCIAS DEL DEPORTE SOBRE LAS CONCEPCIONES DE JUEGO Y ACTIVIDAD FÍSICA**

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**ABSTRACT:** The aim of this research is to examine the metaphorical perceptions of the students of the faculty of sports sciences towards the concepts of play and physical activity. In the results of the analysis, metaphors for the concept of game consist of nine metaphors, namely, repressive activity, physical well-being, life phenomenon, social and emotional needs, academic development, psychological well-being, eating-drinking, past and nature, while metaphors for the concept of physical activity are the phenomenon of life, psychological well-being, physical well-being, recreational activity, health, nature, education, quality life, negative situation is seen in the form of work. As a result, as a result of the metaphorical perceptions of the students of the faculty of sports sciences towards the concepts of game and physical activity; Regarding the concept of game, the majority of the participants for the concept of recreational activity, physical well-being, vital phenomenon, social and emotional needs, academic development, psychological well-being, eating-drinking and physical activity as the past.

**KEYWORDS:** Student. Physical activity. Play.

**RESUMO:** O objetivo desta pesquisa é examinar as percepções metafóricas dos alunos da faculdade de ciências do esporte em relação aos conceitos de jogo e atividade física. Nos resultados da análise, as metáforas para o conceito de jogo consistem em nove metáforas, a saber, atividade repressiva, bem-estar físico, fenômeno da vida, necessidades sociais e emocionais, desenvolvimento acadêmico, bem-estar psicológico, comer-beber, passado e natureza, enquanto as metáforas para o conceito de atividade física são o fenômeno da vida, bem-estar psicológico, bem-estar físico, atividade recreativa, saúde, natureza, educação, qualidade de vida, situação negativa é vista na forma de trabalho. Como resultado, como resultado das percepções metafóricas dos alunos da faculdade de ciências do esporte em relação aos conceitos de jogo e atividade física; em relação ao conceito de jogo, a maioria dos participantes para o conceito de atividade recreativa, bem-estar físico, fenômeno vital,

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*necessidades sociais e emocionais, desenvolvimento acadêmico, bem-estar psicológico, comer-beber e atividade física como passado.*

**PALAVRAS-CHAVE:** *Estudante. Atividade física. Jogar.*

**RESUMEN:** *El objetivo de esta investigación es examinar las percepciones metafóricas de los estudiantes de la facultad de ciencias del deporte hacia los conceptos de juego y actividad física. En los resultados del análisis, las metáforas del concepto de juego se componen de nueve metáforas, a saber, actividad represiva, bienestar físico, fenómeno de la vida, necesidades sociales y emocionales, desarrollo académico, bienestar psicológico, comer-beber, pasado y naturaleza, mientras que las metáforas del concepto de actividad física son el fenómeno de la vida, el bienestar psicológico, bienestar, bienestar físico, actividad recreativa, salud, naturaleza, educación, calidad de vida, situación negativa se ve en forma de trabajo. En consecuencia, a raíz de las percepciones metafóricas de los estudiantes de la facultad de ciencias del deporte hacia los conceptos de juego y actividad física; En cuanto al concepto de juego, la mayoría de los participantes por el concepto de actividad recreativa, bienestar físico, fenómeno vital, necesidades sociales y emocionales, desarrollo académico, bienestar psicológico, comer-beber y actividad física como pasado.*

**PALABRAS CLAVE:** *Alumno. Actividad física. Jugar.*

## Introduction

Human beings acquire health-related behaviors early in their lives and continue these gains as a lifestyle in the future. WHO (2020), physical activity; it defines, it as any bodily movement that provides energy consumption with the support of skeletal muscles, such as carrying out daily chores, traveling, working, participating in recreational activities and playing games. Participation in physical activity is among these habits acquired at a young age. Regular physical activity habits at a young age contribute positively to the mental, physical, cognitive, sensory, motor and language development of young people and positively affect the incidence of diseases that may cause problems in adulthood (VON, 2005; ÖZER 2017). When physical activity, which has a positive effect on the mental, physical, spiritual and social development of adults, is performed regularly, it supports individuals' muscle and bone tissue to be strong, protection of body mass index, reduction of triglycerides and it also reduces depression and stress, positively affects the mental state (ÖZER, 2010). Regular physical activity habits should be gained in the pre-school period, because children aged 2-6, who are in the basic movement period, are in a rapid development process and children in this period are ready for the development of communication, learning and motor skills (GALLAHUE; DONNELLY, 2003).

However, it is possible for children to have difficulty learning complex skills, which may cause them to be reluctant and shy towards physical activity.

This situation is called 'sports proficiency disability'. Basic movements such as jumping, catching, throwing, rolling, running, crawling should be taught in a fun way to pre-school children in order to protect children from the sportive proficiency disability (KERKEZ, 2012).

Children's participation in physical activities should occur through play, because the child develops and grows in play (GÜVEN; ÖNCÜ, 2007). Play, which is among the most basic needs of children; contributes to the spiritual, mental, physical and social development of children (KARA, 2017). For the development of children's mental and physical health, play is a necessary need as much as sleep and nutrition, and it is also an important source of spiritual nourishment like love (ARAL, 2000).

Teachers, who are as responsible as parents for the development of children, should create the learning environment based on play by offering children the opportunity to play (HURWITZ, 2003). By participating in games and physical activities, students not only contribute to the development of their mental, emotional, social and physical characteristics, but also have the opportunity to improve their health depending on these characteristics. For this reason, children make a habit of regularly participating in games and physical activities as of primary school education, and accordingly, they acquire knowledge, which is one of the most basic goals of general education (MEB, 2012b).

Arıcan (2021), in the study in which students' metaphorical perceptions of the concepts of play and physical activity were examined; It has been determined that students' meaning values for 'play' and 'physical activity' have a very important place in the continuation of education and training activities and in the development of individuals' body and spirit.

When the literature related to the current study was examined, a limited number of studies were reached Kerkez (2006). In his research examining the effects of play and exercise on physical and motor development in children aged 5-6 years who go to kindergarten, he stated that play and exercise program have positive effects on children's physical and motor characteristics.

The phenomena that contribute to the effective interpretation of the events or situations that individuals frequently encounter in daily life are called metaphors (USTAOĞLU, 2015). Individuals conceptualize the abstract experiences they have gained in their lives with concrete expressions by expressing the meaning of the events and objects they have experienced in their social life in their minds through metaphor (LAKOFF; JOHNSON, 2005).

Considering that the Ministry of National Education, Board of Education and Discipline has an important place in the holistic development of children as of the 2012-2013 academic year, it has been accepted that the Primary School Game and Physical Activities course be applied gradually, starting from the 1st grade to the upper classes (MEB, 2012a). In addition, it is seen that the universities take place as an undergraduate course under the title of Game and physical activities or Physical activity and game teaching in the curricula of Sports Sciences Faculties and Education Faculties. The contribution of play and physical activity, which takes place in almost every field of education, to the holistic development of individuals is of great importance. It is thought that this research is important to evaluate the abstract experiences of sports sciences faculty students, who are the educators of the future, throughout their lives, with abstract concepts about games and physical activity, and their metaphorical perceptions.

## **Method**

This research was carried out with adopting the phenomenology approach (phenomenology pattern), one of the qualitative research approaches, based on a qualitative research model in which observation, document analysis and data collection methods are used in order to reveal perceptions and events in their natural environment in a realistic and holistic manner (YILDIRIM; ŞİMŞEK, 2018). Phenomenological research, which is one of the most well-known examples of qualitative research approaches, examines phenomena from the eyes of individuals who experience it, based on the experiences of people (KÜMBETOĞLU, 2020). For example, the experiences of teacher education teachers while performing their profession, the conditions they are in, their thoughts about their profession, their preferences, intentions, decisions and choices.

In this study, it was aimed to examine the current personal perceptions of the concepts of play and physical activity by obtaining detailed data about the experiences and perspectives of the students who continue their education in the faculty of sports sciences.

## **Participants**

236 students studying at Iğdir University physical education and sports teaching, coaching education department and sports management department participated in the research. In order to collect the data, the course hours of the students studying at the physical education and sports school were determined. Before the start of the lesson, the academic staff responsible

for the lesson were asked to apply a questionnaire to the students. It was carried out during the course of the academic staff who allowed the application process. The purpose of the research was explained to the students, the principles of filling out the questionnaire were explained to the students, and then the students who voluntarily accepted to participate in the research were asked to fill out the questionnaires by distributing the questionnaires. Table 1 shows the demographic information of the participants.

**Table 1 – Demographic information of the participants**

<b>Variable</b>		<b>n</b>	<b>%</b>
<b>Gender</b>	Male	120	59.41
	Female	82	40.59
<b>Grade Level</b>	1	13	6.44
	2	77	38.12
	3	44	21.78
	4	68	33.66
<b>Department</b>	Physical Education and Sports Teaching	48	23.76
	Coaching Training	141	69.80
	Sports Management	13	6.44

Source: Devised by the authors

### **Data Collection**

The data were collected by a questionnaire form prepared by the researchers. The first part of the questionnaire consists of questions about gender, department and class level prepared to determine the demographic information of the participants. In the second part of the form, "Physical activity \_\_\_ like/similar. Because \_\_\_" and "Game is like/similar to \_\_\_. Because \_\_\_" is used in the form of fill-in-the-blank sentence. In this study, it was aimed to examine the current personal perceptions of the concepts of play and physical activity by obtaining detailed data about the experiences and perspectives of the students who continue their education in the faculty of sports sciences (YILDIRIM; ŞİMŞEK, 2018). Ethical approval of the study was received by Düzce University Scientific Publication and Ethics Committee with the date of 22.02.2022 and the decision number of 2022/69.

## Data Analysis

The data collected in this study were analyzed using the content analysis method. In content analysis, meaning sets are created as a result of the codes created based on the expressions of the participants. Similar data are brought together and analyzed in a systematic way (YILDIRIM; ŞİMŞEK, 2018). In the content analysis method, the researchers ensure that the themes are found by coding the data through inductive analysis, and then they rearrange the themes by coding the data, and as the last step, they interpret the findings (YILDIRIM; ŞİMŞEK, 2018). In this study, the data were carried out by following the above-mentioned stages of the content analysis method. The metaphors obtained were listed in alphabetical order by the researcher in the Excel program and coded by two independent researchers. Codes with similar features were turned into themes that can be understood in general by two researchers, who are independent of each other. The two researchers reached a consensus on the data they coded and themed independently of each other and explained the data in a clear language. Finally, the researchers obtained some results by interpreting their findings.

Questionnaire forms that were incompletely filled by the participants and metaphors that were found to be unsuitable for metaphor by the researchers were not evaluated. Accordingly, 34 questionnaire forms were excluded from the study.

## Validity and Reliability

The validity and reliability of this research was provided by the researcher diversification method, which is one of the diversification sources. In studies where observation and interview techniques are used, with the use of researcher diversification technique, more than one researcher is included in the research and the biases are eliminated (DENIZIN, 1989). In this study, two different researchers, who are experts in the field, analyzed the diversification research data from different perspectives Miles and Huberman (1994). Reliability calculation was made using the formula “Reliability = Consensus/(Disagreement+Agreement)\*100” suggested by Miles and Huberman (1994) to ensure reliability and the value of '84' was reached. (MILES; HUBERMAN, 1994 apud BALTAÇI, 2017).

## Results

In this part of the research, the findings obtained in line with the questionnaire forms filled by the students who continue their education in the faculty of sports sciences are included. Within the scope of the research, 236 questionnaires were reached, the questionnaire forms that were incompletely filled by the participants and 34 questionnaires determined by the researchers as not suitable for metaphor were not taken into consideration. In line with this information, 202 data were analyzed and a total of nineteen conceptual categories were reached, ten related to the concept of physical activity and nine related to the concept of game.

While 'F' denotes female and 'M' male participants below the tables, 'PE' denotes physical education and sports teaching, 'CE' denotes coaching education, 'SM' denotes sports management, and 'n' denotes numbers. In Table 2, ten themes consisting of metaphors produced by the students of the faculty of sports sciences regarding the concept of game are given.

**Table 2** – Percentage distribution of conceptual categories related to the game

Conceptual Category	Game	
	n	%
Recreational activity	55	29.10
Physical well-being	39	20.63
Vital Fact	26	13.76
Social and emotional need	16	8.47
Academic development	16	8.47
Psychological well-being	14	7.41
Eating and drinking	11	5.82
Past	11	5.82
Nature	1	0.33

Source: Devised by the authors

Table 2 is examined, the concept of game is defined as reactive activity by 29.10% (n=55) of the participants, physical well-being by 20.63%, life phenomenon by 13.76% (n=26). Social and emotional needs of 8.47% (n=16), academic development of 8.47% (n=16), psychological well-being of 7.41% (n=14), 5.82% It is seen that 5% of them (n=11) used metaphors as eating-drinking, 5.82% (n=11) past and 0.33% (n=1) metaphors as nature.

The category in which the participants mostly metaphorized the concept of game is the category of recreational activity (n=33). Among the answers given by the participants, those gathered under the recreational activity category are given in Table 3.

**Table 3** – Metaphors of the recreational activity category

Recreational Activity		
Metaphor Name	n	%
Entertainment	33	60.00
Gambling	4	7.27
Activity	2	3.64
Fun fair	2	3.64
Scene	2	3.64
Leisure activity	1	1.82
Move in space	1	1.82
Watching movie	1	1.82
Music	1	1.82
Art	1	1.82
Contest	1	1.82
To spend time	1	1.82
Making time fun	1	1.82
Pleasure	1	1.82
Escape point	1	1.82
Clown	1	1.82
Jigsaw	1	1.82

Source: Devised by the authors

There are seventeen different metaphors under the recreational activity category. It was observed that entertainment (n=33), gambling (n=4) was repeated four times, activity (n=2) two times, amusement park (n=2) two times, and the scene (n=2) two times by the participants. Leisure time activity (n=1), moving in space (n=1), watching movies (n=1), music (n=1), art (n=1), racing (n=1), spending time (n=1), making time fun (n=1), pleasure (n=1), escape point (n=1), clown (n=1), puzzle (n=1) metaphors are repeated once.

Some of the participants' explanations for the most repetitive 'entertainment' metaphor under the recreational activity category is 'like fun, because it is a door to escape from the boredom of life' (F/CE/2), 'it is like fun because the game is enjoyed' (F/PE/4), 'it is like fun, because it reveals our excess energy and stress' (M/PE/4). Again, the explanation examples given for the most repetitive metaphor of 'gambling' were 'it's like gambling, because once you start you don't want to quit' (M/PE/1, M/CE/2, F/CE/2). Examples of explanations for the amusement park metaphor are 'like an amusement park because every movement strengthens the body' (F/PE/4), 'Amusement park is similar because it contains many educational and entertaining activities' (F/PE/4).

The category in which the participants mostly metaphorized the concept of game is the category of physical well-being (n=39). The answers given by the participants, gathered under the category of physical well-being, are given in Table 4.



**Table 4 – Metaphors belonging to the category of physical well-being**

Physical Well-Being		
Metaphor Name	n	%
Sport	14	35.90
physical activity	13	33.33
To walk	3	7.69
Exercise	2	5.13
Skipping rope	2	5.13
To run	2	5.13
A fun football match	1	2.56
The embodiment of fun	1	2.56
Swimming	1	2.56

Source: Devised by the authors

There are nine different metaphors under the category of physical well-being. Sports (n=14) were repeated fourteen times and physical activity (n=13) thirteen times by the participants. Walking (n=3) three, exercise (n=2) two, jump rope (n=2) two, running (n=2) two, a fun football match (n=1) one, the embodiment of fun (n =1), swimming (n=1) metaphors are repeated once.

The explanation given by some participants for the most recurring metaphor of 'sport' under the category of physical well-being is 'it is like sports because there is always movement' (M/CE/2), 'it is like sports because a certain performance is required'. Again, for the most repetitive 'physical activity' metaphor, it is 'like physical activity, because we activate our whole-body skeletal muscles while playing games' (M/CE/2), 'it's like physical activity because every game includes movement'.

The category in which the participants mostly metaphorized the concept of game is the vital phenomenon (n=26). Among the answers given by the participants, those collected under the vital phenomenon category are given in Table 5.

**Table 5 – Metaphors belonging to the category of vital phenomenon**

Vital Fact		
Metaphor Name	n	%
Life	20	76.92
Breath	1	3.85
Life energy	1	3.85
Time	1	3.85
Craft	1	3.85
Figment	1	3.85
Dream	1	3.85

Source: Devised by the authors

It is seen that there are seven different metaphors under the vital phenomenon category. While life (n=20) was repeated 20 times by the participants, breath (n=1), life energy (n=1), time (n=1), craft (n=1), imagination (n=1), dream (n=1) metaphors are repeated once.

The explanation given by some participants for the most recurring metaphor of 'life' under the category of vital phenomenon is 'like life, because our life is always spent with games, there is no life where there is no game'(M/CE/3), 'it is like life because life is like playing games. We learn.' (M/CE/2).

The category in which the participants mostly metaphorized the concept of game is the category of social and emotional needs (n=16). The answers given by the participants, gathered under the category of social and emotional needs, are given in Table 6.

**Table 6 – Metaphors belonging to the category of social and emotional needs**

Social and emotional need		
Metaphor Name	n	%
Love	2	12.50
Togetherness	2	12.50
Family	1	6.25
Friend	1	6.25
To share	1	6.25
Part of our life	1	6.25
The meaning of life	1	6.25
Struggle in life	1	6.25
The pleasure we get from life	1	6.25
Character	1	6.25
Socialization	1	6.25
Community	1	6.25
Passion	1	6.25
Use of intelligence	1	6.25

Source: Devised by the authors

There are fourteen metaphors under the category of social and emotional needs. Love (=2) and togetherness (n=2) by the participants twice; family (n=1), friend (n=1), sharing (n=1), part of our life (n=1), meaning of life (n=1), struggle in life (n=1), enjoyment of life ( It is seen that the metaphors of n=1), character (n=1), socialization (n=1), community (n=1), passion (n=1) and use of intelligence (n=1) are repeated once.

The explanation given by the participants for the most recurring metaphors of 'love' and 'togetherness' under the category of social and emotional needs is like 'love; because it comes when you want it.'(M/CE/2), 'like love, because the biggest game is love.'(M/CE/3); 'it is like

togetherness, because it brings societies together.’(M/SM/2), ‘it is like togetherness, because it has a tendency to bring the sums together’ (M/CE/2)

The category in which the participants mostly metaphorized the concept of game is the category of academic development (n=16). The answers given by the participants, gathered under the category of academic development, are given in table 7.

**Table 7 – Metaphors belonging to the category of academic development**

<b>Academic Development</b>		
<b>Metaphor Name</b>	<b>n</b>	<b>%</b>
Education	6	35.29
Educational	2	11.76
Learning	2	11.76
Information	1	5.88
Skill type	1	5.88
Educational tool	1	5.88
Education and entertainment	1	5.88
Way of learning	1	5.88
Learning method	1	5.88
Learning style	1	5.88

Source: Devised by the authors

There are ten metaphors under the academic development category. While training (=6) was metaphorized six times, educational (=2) two, learning (=2) twice, knowledge (=1) one, one skill type (=1) one, educational tool (=1) one, education and entertainment (=1) one, learning style (=1) one, learning method (=1) one, learning style (=1) metaphors are repeated once.

The explanations of the participants for the metaphor of 'education', which is the most repeated metaphor under the category of academic development, is like 'education, because children receive a lot of education and learn a lot.'(M/CE/4), 'it is like education because you learn something as you play. It is.'(M/CE/4).

The category in which the participants mostly metaphorized the concept of game is the category of psychological well-being (n=14). Among the answers given by the participants, those gathered under the category of psychological well-being are given in Table 8.

**Table 8** – Metaphors belonging to the category of psychological well-being

Psychological Well-Being		
Metaphor Name	n	%
Happiness	3	21.43
Fun	2	14.29
Source of entertainment	1	7.14
Funfair	1	7.14
Dream	1	7.14
Start all over again	1	7.14
Peace	1	7.14
Cheerful boy	1	7.14
Rehabilitation	1	7.14
Therapy	1	7.14
Fun brainstorming	1	7.14

Source: Devised by the authors

There are eleven different metaphors under the category of psychological well-being. While happiness (n=3) was repeated three times and fun (n=2) was repeated twice by the participants; amusement park (n=1), source of amusement (n=1), dream (n=1), just starting everything (n=1), peace (n=1), cheerful child (n=1), rehabilitation (n=1), funny brainstorming (n=1) metaphors were repeated once.

The explanations of the participants for the most repeated metaphor 'happiness' under the category of psychological well-being are 'happiness', 'because it relaxes the soul' (F/CE/2) and 'it is like happiness because when I play games it gives me happiness' (F/PE/2).

The category in which the participants mostly metaphorized the concept of game is the category of eating and drinking (n=11). The answers given by the participants, gathered under the category of eating and drinking, are given in Table 9.

**Table 9** – Metaphors belonging to the category of eating and drinking

Eating and drinking		
Metaphor Name	n	%
Eat	3	27.27
Honey	1	9.09
cookie	1	9.09
Chocolate	1	9.09
Pistachio Chocolate	1	9.09
Spinach	1	9.09
Coffee	1	9.09
Candy	1	9.09
Dessert	1	9.09

Source: Devised by the authors

There are ten different metaphors under the category of eating and drinking. While the meal (n=3) was repeated three times by the participants; honey (n=1), cookies (n=1), chocolate (n=1), pistachio chocolate (n=1), spinach (n=1), coffee (n=1), sugar (n=1), sweet (n=1) metaphors were repeated once.

The explanations given by some participants for the most repetitive metaphor of 'food' under the category of eating and drinking is 'like food, because as you eat, you get it' (F/CE/2); It is like "it is like food, because eating is good" (M/CE/2).

The category in which the participants mostly metaphorized the concept of game is the past (n=11) category. The answers given by the participants, gathered under the past category, are given in table 10.

**Table 10 – Metaphors of the past category**

<b>Past</b>		
<b>Metaphor Name</b>	n	%
Childhood	7	45.45
My childhood	3	27.27
All of childhood	1	9.09
Don't be a little boy	1	9.09
Baby	1	9.09

Source: Devised by the authors

There are five different metaphors under the past category. While my childhood (n=5) was repeated five times and my childhood (n=3) was repeated three times by the participants; It is seen that the metaphors of all childhood (n=1), being a small child (n=1) and a baby (n=1) were repeated once.

The explanations given by some participants for the most recurring metaphors of 'childhood' and 'my childhood' under the past category are 'like childhood, because it is the most beautiful moment when you are free' (M/CE/3), 'like childhood, because you always travel to your childhood. .' (F/CE/3) and 'It is like my childhood because it represents fun and satisfaction.' (M/PE/2).

The category in which the participants mostly metaphorized the concept of game is the nature (n=1) category. Among the answers given by the participants, those sum under the nature category are given in table 11.

**Table 11 – Metaphor of nature category**

Metaphor Name	n	%
Sun	1	100

Source: Devised by the authors

It is seen that the participants made one metaphor statement for the nature category. The explanation given by the participant is 'like the sun, because it gives me energy' (M/PE/2).

In Table 12, ten themes consisting of metaphors produced by the students of the faculty of sports sciences regarding the concept of physical activity are given.

**Table 12 – Percentage distribution of conceptual categories related to physical activity**

Conceptual Category	Game	
	n	%
Phenomenon of life	47	24.23
Psychological Well-Being	34	17.53
Physical Well-being	33	17.01
Recreational Activity	30	15.46
Health	28	14.43
Nature	7	3.61
Education	7	3.61
Quality life	4	2.06
Negative status	3	1.55
Work	1	0.52

Source: Devised by the authors

Looking at Table 12, the concept of game was determined by 24.23% (n=47) of the participants, the phenomenon of life, 17.53% (n=34) psychological well-being, 17.01% (n=33) physical well-being, 15.46% (n=30) recreational activity, 14.43% (n=28) health, 3.61% (n=7) nature, 3.61% (n=7) education, 2.06% (n=quality life), 1.55% negative status (n=3), 0.52% (n=1) work.

The category in which the participants most often metaphorized the concept of physical activity is the phenomenon of life (n=47). Among the answers given by the participants, those collected under the vital phenomenon category are given in Table 13.

**Table 13 – Metaphors of vital phenomenon**

Metaphor Name	Life Fact	
	n	%
Life	23	48.94
Breath	4	8.51
This	4	8.51
Lifestyle	3	6.38
Eating and drinking	3	6.38
Daily life activity	2	4.26
Part of life	1	2.13
Slices in life	1	2.13
The purpose of life	1	2.13
Plan	1	2.13
Exhaled air	1	2.13
Drinking water	1	2.13
Source of life	1	2.13
Absence is impossible	1	2.13

Source: Devised by the authors

There are fourteen different metaphors under the category of life phenomenon. Participants life (n=24) 24 times, breath (n=4) four times, water (n=4) four times, lifestyle (n=3) three times, eating-drinking (n=3) three times, daily While life activity (n=2) was repeated twice, part of life (n=1), sections in life (n=1), purpose of life (n=1), plan (n=1), breathed air (n= It is seen that the metaphors of 1), drinking water (n=1), source of life (n=1), impossible not to exist (n=1) are repeated once.

In the explanations given by some participants for the metaphor of 'life', which is the most frequently used metaphor under the category of life phenomenon, 'it is like life, because life is unthinkable without it'(M/CE/3), 'it is like life because we cannot live without it'(M/CE/2) appear to be metaphors. Again, for the most repetitive metaphors of 'breath' and 'water', participants were 'like breathing, because physical activities complete everything' (F/PE/2), 'it is like breathing, because one cannot live without activity' (M/PE/4) ; It is like 'it is like water because you cannot live without it' (M/PE/4) and 'it is like water because it is always necessary for people' (P/PE/4).

The category in which the participants most often metaphorized the concept of physical activity is the category of psychological well-being (n=34). The answers given by the participants, gathered under the category of psychological well-being, are given in Table 14.

**Table 14** – Metaphors belonging to the category of psychological well-being

Psychological well-being		
Therapy	6	17.65
Peace	5	14.71
Fun	4	11.76
Rebirth	4	11.76
Happiness	3	8.82
Brain exercise	1	2.94
The philosophy of life	1	2.94
Meditation	1	2.94
Motivation	1	2.94
Joy	1	2.94
Her/His smile	1	2.94
Laugh of loudly	1	2.94
Rest the soul	1	2.94
Joy of life	1	2.94
Enthusiasm for life	1	2.94
New beginning	1	2.94
New life	1	2.94

Source: Devised by the authors

It is seen that there are seventeen metaphors under the category of psychological well-being. It was observed that the participants repeated therapy (n=6) six times, peace (n=5) five times, fun (n=4) four times, rebirth (n=4) four times, happiness (n=3), and brain exercise (n=3). =1), philosophy of life (n=1), meditation (n=1), motivation (n=1), joy (n=1), her smile (n=1), laughter (n=1). It is seen that they repeat the metaphors of rest (n=1), joy of life (n=1), enthusiasm for life (n=1), new beginning (n=1), new life (n=1) once.

Some participants' explanations for the metaphor of therapy, which they metaphor under the category of psychological well-being, are 'like therapy because it provides physical and mental relaxation to the person' (M/CE/3) and 'it is like therapy because people relax as they do it'. Again, the most frequently used metaphor for peace is 'physical activities provide spiritual and mental well-being' (M/CE/3) and 'it is like peace because it is psychologically good for people and gives peace' (M/CE/4).

The category in which the participants mostly metaphorized the concept of physical activity is the category of physical well-being (n=33). The answers given by the participants, gathered under the category of physical well-being, are given in Table 15.



**Table 15** – Metaphors belonging to the category of physical well-being

Physical Well-being		
Sport	11	33.33
Exercise	4	12.12
Movement	3	9.09
Training the body	2	6.06
Regeneration	2	6.06
Swimming	2	6.06
Training	1	3.03
Care	1	3.03
Body enhancement	1	3.03
Functioning of the human body	1	3.03
Human body	1	3.03
Football	1	3.03
Volleyball	1	3.03
Energy expenditure	1	3.03
Energy flow	1	3.03

Source: Devised by the authors

There are fifteen metaphors in total under the category of physical well-being. Sport (n=11) eleven times, exercise (n=4) four times, movement (n=3) three times, physical training (n=2) twice, regeneration (n=2) twice, and swimming twice. It is seen that they repeated the (n=2) metaphor twice; training (n=1) one, maintenance (n=1) one, bodybuilding (n=1) one, human body functioning (n=1) one, human body (n=1) one, football (n=1) one, volleyball (n=1) once, energy expenditure (n=1) once, and the metaphor of energy flow (n=1) repeated once.

The explanation given by some participants for the most repetitive sports metaphor under the category of physical well-being is 'like sports because it emphasizes the importance of mental and physical health' (F/CE/4) and 'it is like sports because it gives people pleasure while doing it' (F/CE/2). Again, for the most frequently used metaphor of exercise, some participants are like 'exercise, because I think it is good for me. (F/CE/3) and 'it is like exercise because there is preparation, warm-up, movement' (F/CE/2).

The category in which the participants mostly metaphorized the concept of physical activity is the category of recreational activity (n=30). Among the answers given by the participants, those gathered under the recreational activity category are given in Table 16.

**Table 16 – Metaphors belonging to the category of Recreational Activity**

Recreational Activity		
Game	18	60.00
Fill free time	4	13.33
Free time	2	6.67
Activity	1	3.33
Art	1	3.33
Motion picture	1	3.33
Educational game	1	3.33
Socialization	1	3.33
The way to socialize	1	3.33

Source: Devised by the authors

There are nine metaphors under the recreational activity category. Game (n=18) was metaphorized eighteen times, free time (n=4) four times, leisure time (n=2) twice, activity (n=1) once, art (n=1) once. once, a movie (n=1) once, an educational game (n=1) once, socialization (n=1) once, the way of socializing (n=1) once.

Some participants' explanations for the most repetitive game metaphor were 'like a game because physical activity is at the core of games' (M/CE/4) and 'like a game because it has certain rules' (F/CE/3). Again, some explanations about the metaphor of filling spare time, which is the most metaphorical, are like 'it is like filling free time, because I prefer it to spend quality time in my spare time' (F/CE/4) and 'it is like filling free time because it makes my time valuable' (F/CE/4).

The category in which the participants most often metaphorized the concept of physical activity is the category of health (n=28). The answers given by the participants, gathered under the health category, are given in Table 17.

**Table 17 – Metaphors belonging to the health category**

Health		
Health	8	28,57
Medicine	6	21,43
Healthy lifestyle	5	17,86
Nutrition friendly	2	7,14
Painkiller	1	3,57
Functioning of the human body	1	3,57
Beneficial to health	1	3,57
Syrup	1	3,57
Nourish the body	1	3,57
Body strength	1	3,57
head and trunk	1	3,57

Source: Devised by the authors

There are eleven metaphors in total under the health category. While health (n=8) was metaphorized eight times, medication (n=6) six times, healthy life (n=5) five times, and nutrition-friendly (n=2) times by the participants; pain reliever (n=1), functioning of the human body (n=1), beneficial for health (n=1), syrup (n=1), nourishing the body (n=1), body strength (n=1), and it is seen that the body (n=1) metaphors are metaphorized once.

Some participants' explanations for the most recurring health metaphor are 'like health, because we protect our health with physical activity' (F/PE/3) and 'like health, because it keeps the body healthy and vigorous' (M/PE/1). Again, some of the explanations for the most repetitive drug metaphor are 'it is like a medicine because it regulates human health' (M/PE/1) and 'it is like a medicine because it is like a panacea' (M/CE/4).

The category in which the participants mostly metaphorized the concept of physical activity is the nature (n=7) category. Among the answers given by the participants, those collected under the nature category are given in table 18.

**Table 18 – Metaphors belonging to the nature category**

Nature		
Sun	2	28.57
Tree	1	14.29
Rising Sun	1	14.29
Rainbow	1	14.29
Weather	1	14.29
Ant	1	14.29

Source: Devised by the authors

There are six metaphors in total under the nature category. While the sun (n=2) was repeated twice by the participants, it was observed that the metaphors of tree, rising sun (n=1), rainbow (n=1), air (n=1), ant (n=1) were repeated once.

The explanations of some participants about the most recurring sun metaphor are 'like the sun because continuity and continuity shine like the sun quite a bit' (F/SM/2) and 'like the sun because you are born again with physical activity' (M/CE/ 3).

The category in which the participants mostly metaphorized the concept of physical activity is the category of education (n=7). The answers given by the participants, gathered under the education category, are given in table 19.

**Table 19 – Metaphors belonging to the education category**

Education		
Learning and practice	2	28.57
Physical education	1	14.29
Math	1	14.29
Development and progress	1	14.29
Self-development	1	14.29
Date	1	14.29

Source: Devised by the authors

There are six metaphors in total under the education category. While the learning-practice metaphor (n=2) was repeated twice by the participants, physical education (n=1), mathematics (n=1), development and progress (n=1), self-development (n=1) and history (n=1) metaphors are repeated once.

The explanations of the participants about the metaphor of learning-practice 'learning-like practice, because you constantly learn and apply new things'. (F/PE/1) and 'Learning and practice is like, because it gives the person the opportunity to learn and apply' (F/PE/1) form.

The category in which the participants mostly metaphorized the concept of physical activity is the category of quality of life (n=4). The answers given by the participants, gathered under the category of quality life, are given in Table 20.

**Table 20 – Metaphors of the Quality Life Category**

Quality life		
Active life	1	25.00
Comfort, luxury	1	25.00
Oxygen of quality of life	1	25.00
Marry	1	25.00

Source: Devised by the authors

There are four metaphors in total under the category of quality life. Participants repeated the metaphors of an active life (n=1), comfort-luxury (n=1), oxygen of quality of life (n=1), and getting married (n=1) once.

The category in which the participants mostly metaphorized the concept of physical activity is the negative situation (n=3) category. Among the answers given by the participants, those gathered under the negative status category are given in Table 21.

**Table 21 – Metaphors of the Negative Condition Category**

Negative status		
Dependence	1	33.33
Fight	1	33.33
Death	1	33.33

Source: Devised by the authors

There are three metaphors in total under the negative situation category. Participants repeated the metaphors of addiction (n=1), fighting (n=1) and death (n=1) once.

The category in which the participants mostly metaphorized the concept of physical activity is the category of work (n=1). The answers given by the participants, gathered under the job category, are given in Table 22.

**Table 22 – Metaphor of the job category**

Work		
Gold bracelet	1	100

Source: Devised by the authors

There is one metaphor in total under the job category. The explanation made by the participant is "like a golden bracelet, because it increases in value over time and gives confidence."(F/CE/4)

## Discussion and Conclusion

As a result of the 202 data analyzed in this research, nine conceptual categories related to the concept of game and ten conceptual categories related to physical activity were obtained. Another category that sports science students metaphor about is the concept of physical activity is nature, education, quality life, negative situation and work. These categories are not included in the discussion because they are rarely repeated.

## Discussion on the Concept of Game

a) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences regarding the theme of recreational activity related to the game

The category in which the students of the faculty of sports sciences most often metaphorize the concept of game is the metaphor of entertainment (n=33) within the theme of 'recreational activity'. In our research, the students of the faculty of sports sciences answered the metaphor of entertainment as "games are like entertainment because the game is enjoyed". Individuals develop, learn and enjoy every minute of the game in which they voluntarily participate (AKSOY; DERE ÇİFTÇİ, 2014). In parallel with the current research, Gözel and Gündoğdu (2021) stated that one of the most used metaphors of the students about the game is entertainment in their research in which they examined the metaphorical perceptions of the students about the concept of game. Students play 'game is like fun; because playing games is fun and makes people happy. In Baydar Arican's (2021) study, in which the researchers examined the metaphorical perceptions of university students regarding the concepts of game and physical activity, the researchers gave the "source of entertainment" category in the findings they obtained regarding the concept of game, and the "game is like laughing". Because when you laugh, you feel good and discover new things. Tugrul *et al.* (2014) examined the opinions of six-year-old children attending kindergarten and preschool teachers about play and included findings that were in line with the findings of the current study.

It is seen that the studies in the literature support the findings of the current study, and the majority of the participants of the current study stated that playing with others or spending time with something is equivalent to having fun, laughing and being happy.

b) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences on the theme of physical well-being related to the game

One of the two themes that the students of the faculty of sports sciences most often metaphorize under the category of physical well-being is sports and the other is physical activity metaphors. Some participants refer to the metaphor of sports as 'games are like sports. Because there is always movement, and for physical activity, play is like physical activity. Because every game includes movement.' Sports and physical activity are concepts that have similar characteristics, both have movement at their core, and are considered synonymous in society in general. Physical activity and sports enable individuals to spend energy and move by using their

muscles and joints. In this context, playing games can be considered as physical activity and sports (ORHAN, 2019).

c) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences on the theme of game-related life phenomenon

The metaphor most frequently repeated by the participants under the vital phenomenon category is life (n=20). The explanation made by some participants for the most repetitive metaphor of "life" under the category of vital phenomenon is "play is like life, because our life is always spent with games, where there is no game there is no life"; "Game is like life because we learn about life while playing". Play is one of the most important phenomena in our lives, which we sometimes do not realize, and at the same time one of the most important elements of our daily life (BOZKURT; KUMTEPE; 2014). In the study of Gözel and Gündoğdu (2021), in which they examined the metaphorical perceptions of students about the concept of game, the metaphor of life (n=52) is among the most repetitive metaphors. The answers of some participants were "Game is like life; Because you learn the game by falling, and when you learn, your knowledge increases. Just like life. You share this knowledge with others. I think life means play". In the metaphor analysis case study of Tok (2018), in which he investigated the perceptions of pre-school teacher candidates about the game, it was seen that the pre-service teachers used the metaphor of life in their answers. Responses of the participants "Game is like life. Because it teaches life". The common point of these metaphors is that games prepare individuals for life, teach them life and are a part of life (COŞKUN, 1997).

d) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences regarding the theme of social and emotional needs related to the game.

One of the two metaphors that the students of the faculty of sports sciences most often metaphorize under the theme of social and emotional needs is love and the other is togetherness. Examining the literature, Aslan *et al.* (2015) found that four participants explained the game with the metaphor of "love" in their research titled: "The game journey from the street to the computer with metaphors: metaphors of high school students about the concept of game", which is similar to the current research. Yüksel (2013) in his thesis titled "Love attitudes and the meaning of life in young adults" he has done, explained that individuals who define love as a game need rules, strategies and skills just like in the game, and that the game of love includes puzzles waiting to be solved in the game of love. The 'game is like togetherness' that some participants have made about the metaphor of togetherness. Because it brings communities

together. In this context, it is necessary for societies to stay connected to their cultural past and meet their social needs in order to maintain their existence, and this is only possible thanks to the types of games, games contribute to the discovery of cultural values by reinforcing the unity and solidarity of societies (ENGIN *et al.*, 2004).

e) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences on the theme of academic development related to the game

It is seen that the students of the faculty of sports sciences mostly responded to the metaphor of education (n=6) under the theme of academic development, and the explanations of the students were "games are like education, because as you play, you learn something". The most effective learning environment for children is the environment where the child plays. Educators use the game not only for entertainment but also for learning purposes. Educators provide children with the skills they want to develop through games. This shows that when games are used effectively in educational areas, they contribute to all development areas of children and the educational aspect of the game has an important place (FIRAT, 2013).

f) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences on the theme of psychological well-being related to the game

The students of the faculty of sports sciences answered the metaphor of happiness (n=3) the most under the theme of psychological well-being, and their explanation was "play is like happiness, because it gives me happiness when I play". One of the classical theorists who mentioned the pleasing features of the game in practice theory, defined the game as a field where the social world and the inner world are gathered under the same roof (SEVINÇ, 2004)

When the literature is examined, Hazar *et al.* (2017), in which he examined the perceptions of traditional games and digital games of secondary school students, shows parallelism with the findings of the current study. Hazar *et al.* In the research, it is seen that it is used extensively in explaining the concept of game.

g) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences regarding the theme of eating and drinking related to the game

Under the theme of eating and drinking, the students of the faculty of sports sciences mostly responded to the metaphor of food (n=3) and their explanations were "games are like eating, because food is good". In his study, Tok (2018), in which he examined the perceptions of pre-school teacher candidates about the game, when he asked the participants to fill in the



expression 'game is like..... because.....', the participants were expressed as "games are like food", while in a metaphor written by another student, "play is like eating". It is seen that it is similar to the answers given by the current study participants. The game gives unlimited freedom to individuals, the individual can determine his own rules in his free world and takes place in his own free world, just like eating, they do it with their free will depending on the preferences of the non-compulsory individual who is out of family and business life (ASLANTÜRK; AMMAN, 2008; AXLINE 1981; ÖZER *et al.*, 2006).

h) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences regarding the theme of the past related to the game

Under the theme of the past, the students of the faculty of sports sciences mostly responded to the metaphors of childhood (n=7) and childhood (n=3) and their explanations were 'play is like childhood, because it is the most beautiful moment when you are free' and 'game is like my childhood because it represents fun and satisfaction'. Every child starts playing games from birth and gets to know the world through play and creates the future of children (BAŞAL, 2007).

### **Discussion on the Concept of Physical Activity**

a) Discussion of the metaphorical perceptions of the students of the faculty of sports sciences regarding the phenomenon of life related to physical activity

The category in which the students of the faculty of sports sciences most often metaphorize the concept of physical activity is the metaphor of life (n=23) within the theme of 'the phenomenon of life'. The views of some of the participants on the metaphor of life are that 'physical activity is like life, because we cannot live without it'. The absence of physical activity in the lives of individuals means the absence of movement, and the absence of movement means experiencing more than one health problem, one after the other. Physical activity opportunities are available in all environments where individuals are involved in their daily lives. Participation in physical activity has no age, physical activity is activities that individuals of all ages can participate in and forms a part of lifelong life (EDWARDS, 2006).

Decreased or lack of participation in physical activity increases the risk of high blood pressure, developing cancer, developing diabetes, and death from heart disease. Therefore, participation in physical activity plays an important role in increasing the quality of life and leading a healthy life (ÖZER, 2010).

b) Discussion of the metaphorical perceptions of physical activity-related psychological well-being of the students of the faculty of sports sciences

Another category that sports sciences faculty students metaphorize about the concept of physical activity is therapy (n=6) and tranquility (n=5), which are the most frequently used metaphors within the theme of 'psychological well-being'. The explanations of the participants were 'physical activity is like therapy, because it provides physical and mental relaxation' and 'physical activity is/like peace because it is psychologically good for people and gives peace'. When the literature is examined, Baydar Arican (2021) examined the metaphorical perceptions of university students regarding the concepts of play and physical activity, and some of the participants' explanations on the concept of physical activity said, "Physical activity is like peace. Because you feel peaceful after physical activity". In the research conducted by Yetim and Kalfa (2019) in parallel with the current research, it is seen that the participants think that doing sports provides inner peace for individuals and feels like therapy.

c) Discussion of the metaphorical perceptions of physical activity-related physical well-being of the students of the faculty of sports sciences

Another category that the students of the faculty of sports sciences metaphor about the concept of physical activity is the metaphor of sports (n=11), which is the most frequently used metaphor within the theme of 'physical well-being'. The explanations of the participants were that 'physical activity is like sports because it emphasizes the importance of mental and physical health.' In the light of the research conducted by Yildirim and Bayrak (2019), it is thought that participation in sports-based physical activity contributes to the socialization of individuals and is effective in the process of adaptation to society, improves the personality structure by strengthening communication skills, contributes to their spiritual development and contributes positively to the quality of life in terms of health by increasing the quality of life.

d) Discussion of the metaphorical perceptions of sports science faculty students regarding recreational activity related to physical activity

Another category that the students of the faculty of sports sciences metaphor about the concept of physical activity is the metaphor of the game (n=18), which is the most frequently used metaphor within the theme of 'physical well-being'. The explanations of the participants were that 'physical activity is like a game, because physical activity is the basis of the games'. In the research conducted by Baydar Arican (2021), it is seen that the participants metaphorize physical activity with the concept of game under the category of entertainment. McKenzie *et*

*al.* emphasize that the game, which supports the answers given by the participants, is the most important source of physical activity for individuals. Games are not obligatory for the participating individuals, including the game in physical activity is an enjoyable activity for individuals (MCKENZIE *et al.*, 2003).

e) Discussion of the metaphorical perceptions of physical activity-related health among the students of the faculty of sports sciences

Another category that the students of the faculty of sports sciences metaphor about the concept of physical activity is the metaphor of health (n=8), which is the most frequently used metaphor within the theme of 'health'. The explanations of the participants were that 'physical activity is like health, because it keeps the body healthy and vigorous'. Tunay (2008) explained the health benefits of participating in regular physical activity as follows; It increases endurance by strengthening the cardiovascular system, contributes to spiritual development, increases muscle strength and flexibility, facilitates reaching the ideal weight by reducing fat tissue, increases agility, and contributes to the development of coordination. The fact that children who participate in physical activity are constantly on the move affect their growth and development positively and ensure their health. Studies in the literature show that physical activity is considered to be a very important element for children (LEBLANC; DICKSON, 2005).

## **Conclusion and recommendations**

In this research, as a result of the metaphorical perceptions of the students of the faculty of sports sciences towards the concepts of game and physical activity; The majority of the participants for the concept of play, for the concept of recreational activity, physical well-being, vital phenomenon, social and emotional needs, academic development, psychological well-being, eating and drinking, and physical activity as the past, vital phenomenon, psychological and physical well-being, recreational activity. and health.

In similar studies to be carried out in the future, it is recommended that researchers carry out the study with students from different faculties to reach a wider sample and universe, and to carry out research diversity by emphasizing different concepts.

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