

ORIGINAL ARTICLE



Managerial Competencies in Physical Education and Sports: Metaphorical Perceptions of Physical Culture Teachers

¹Sayat Ryskaliyev *, ²Aidyn Doshbekov, ³Baglan Yermakhanov, ¹Nursulu Bartlessova, ⁴Ayat Marshalkhan, ⁵Zura Khakimova

¹Faculty of Pedagogics, Makhambet Utemisov West Kazakhstan University, Uralsk, Kazakhstan. ²Faculty of Professional Sports and Martial Arts, Kazakh Academy of Sport and Tourism, Almaty, Kazakhstan. ³Faculty of Sports and Arts, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkistan, Kazakhstan. ⁴Faculty of Public Health, Apendiyarov Kazakh National Medical University, Almaty, Kazakhstan. ⁵Department of Wrestling and National Sports, Kazakh Academy of Sport and Tourism, Aktobe, Kazakhstan.

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ABSTRACT

Background. Managerial competencies are the basic competencies that will help students to be successful not only in sports fields but also in situations they will encounter throughout their lives. **Objectives.** This study aims to explore the managerial competencies of physical education and sports teachers through metaphors and open-ended questions. **Methods.** The study group of the research consisted of 50 teachers teaching in different types of schools in Uralsk city in the 2023/2024 academic year. The data were collected from the teachers who participated in the study by completing the statements "Write 3 words explaining what the managerial competence of physical education and sports teachers should be", "What are the managerial competencies that the future physical education and sports teacher should have?" and "A physical education and sports teacher is like...". Because...." statements were asked to complete the metaphor form. The data obtained were analyzed using the content analysis technique. **Results.** The most common word used by physical education and sports teachers in terms of management is "educator (f=17)", the least mentioned word is "curious (f=1)", and when the explanations of management are examined, "professional (f=30), moral (f=8), disciplined (f=5), patient (f=4), responsible (f=2) and competitive (f=1)" and when the categories of metaphors used were examined, it was determined that they consisted of "coach (f=18), role model (f=7), creative (f=7), soldier (f=6), master of education (f=6), resourceful (f=3) and cotton (f=3)". **Conclusion.** As a result of the research, the metaphors produced by physical education and sports teachers about their managerial characteristics are similar to each other and it is seen that the perceptions of the physical education teachers participating in the research towards their future managerial views are positive.

KEYWORDS: *Physical Culture, Physical Education and Sport, Managerial Skills, Education, Metaphor.*

INTRODUCTION

Physical education and sport play a critical role not only in physical health and activity, but also in the development of leadership, organizational, and managerial competencies (1). This area provides a platform for students to

develop not only their physical abilities but also managerial skills such as teamwork, problem-solving, and leadership (2). Physical education teachers and coaches not only enable students to succeed in physical activities but also support

*. Corresponding Author:
Sayat Ryskaliyev, Ph.D.
E-mail: zapkazu@wku.edu.kz

them to be disciplined, learn to set goals, and understand team spirit (3). Managerial competencies are the basic competencies that will help students to be successful not only in sports fields but also in situations they will encounter throughout their lives. Therefore, the development of managerial skills in the field of physical education and sports is extremely important for the overall development of individuals and their social contribution.

Managerial skills for a physical education teacher are not limited to the teaching of sports and physical activities but also include a range of critical abilities such as classroom management, organization, communication, and leadership (4). These skills include being able to communicate effectively with students, planning lessons and directing teaching processes effectively (5), maintaining discipline in the classroom, and revealing students' potential (6). Also important are teamwork and collaboration skills (7), the ability to build trust among students, and problem-solving abilities (8). In addition to the physical development of students, a physical education teacher should also be effective in motivating students, increasing their self-confidence, and developing team spirit. Consequently, the managerial skills required in physical education teachers play a key role not only in sports and physical activities but also in the overall development of students and the development of core competencies that they will use throughout their lives. Dubrevskiy conducted conceptual-categorical research on the managerial skills of physical education teachers. As a result of this research, the structural analysis, the search for the scientific basis of the problems of managerial competence revealed its close relationship with the professional readiness of physical education and sports specialists, which contributes to its consideration as a part of professional competence and a characteristic that integrates managerial knowledge, skills, abilities, and practical experience. An important reason for confirming that the significant impact on the development of managerial competence successfully takes place in the communicative environment and under the conditions of personal socialization is the constant updating of knowledge about the phenomenon of management and the development of professional and personal qualities that fully meet the objectives and content of the pedagogical

preparation of students in this subject (9). Gutko et al. emphasized the necessity of developing a competence system as a cognitive and personal professional potential for future physical education teachers. In this development process, he suggested the development of guidance, motivation, knowledge, active practice, and competence areas (10).

Although it has been determined in the literature studies that managerial skills are generally attributed to school administrators or principals, it is thought that managerial competencies are important for all branch teachers to manage the lesson and reach the achievement targets with the implementation of student-centered education curricula in recent years. Physical education teachers have a great role in ensuring the cognitive, affective, and physical development of students. When the literature is examined, it is known that an active physical education and sports lesson increases students' cognitive skills and academic achievement. However, there is very little research on the management of physical education teachers in an active lesson. Accordingly, it was seen that the number of studies in which physical education teachers' self-assessments were made and their managerial skills were examined accordingly was limited. For this reason, the aim of this research is to determine the managerial competencies of physical education teachers and to determine the managerial competencies of the future.

MATERIALS AND METHODS

Research Model. In this study, which aims to explore physical education and sports teachers' perceptions of their managerial abilities through metaphors and explanations, a basic qualitative research design was used. In basic qualitative research, researchers are interested in what meaning participants bring to their experiences and the whole purpose is to understand how people understand their lives and experiences (9). In this study, this design was preferred because it tried to explore the meaning of physical education and sports teachers' experiences regarding how their managerial skills should be in the future through metaphors and open-ended questions. For this research, the necessary permissions were obtained from the Kazakh Academy of Sports and Tourism Local Ethics Committee of Health

Sciences with Ethics Committee Number 2023/15.

Participants. The sample group of the study consists of 50 physical education and sports teachers working in Uralsk, Kazakhstan in the 2023-2024 academic year, selected by a simple random

sampling method. Demographic information of the participants is presented in [Table 1](#).

Data Collection Tool. Personal Information Form: The researcher asked the participants to answer questions such as gender, age, grade, etc ([Table 1](#)).

Table 1. Demographic characteristics of Physical Education and Sports Teachers

	Variable	N	%
Gender	Male	30	60
	Female	20	40
Age (year)	21-25	5	10
	26-30	12	24
	31-35	20	40
	+36	13	26
Occupational Seniority (year)	0-5	10	20
	6-10	18	36
	11-15	12	24
	+16	10	20
	Total	50	100

Semi-structured Form: The physical education and sports teachers who participated in the study were asked to complete the sentences "Write 3 words explaining what the managerial competence of physical education and sports teachers should be", "What are the managerial competencies that the future physical education and sports teacher should have?" and "A physical education and sports teacher is like...". Because...." sentences. In this direction, the expression "like" was used to reveal the ideas about the analogy, and the expression "because" was used to write the thoughts subjectively based on this analogy. In the first part of the metaphor form, demographic characteristics were included; in the second part, it tried to reveal the thoughts by associating metaphors with concepts.

Data Analysis. The content analysis method was used to analyze the data collected within the scope of the research. Content analysis is expressed as any qualitative data reduction and interpretation effort (10) to identify basic consistencies and meanings by taking voluminous qualitative material. In other words, the main process in content analysis is to bring together similar data within the framework of certain concepts and themes (11). In this framework, the metaphor expressions produced by the participants in the study were classified and interpreted under the themes covering them. While using the content analysis method, an inductive content analysis approach that aims to

discover patterns and themes within the data was preferred (10).

In the analysis and classification of the metaphors produced by the participants within the scope of the research: 1) sorting stage, 2) sample metaphor justifications compilation stage, 3) category (theme) development stage and 4) validity and reliability stages were followed (12).

1. **Sorting phase:** In this stage, the metaphor forms were first numbered starting from 1 and entered into an Excel file. The number here was used to classify the participants. Each number represents one participant (e.g. Participant Teacher 1 (PT1), Participant Teacher 2 (PT2)). This coding will also be used to refer to the participant in the findings section when including direct quotations from the participants' views. Afterward, the forms that included categories but not the rationale, that did not include the metaphor but only the rationale for the metaphor, and that were left blank were excluded from the evaluation. In this context, 50 forms were included in the evaluation of metaphors for physical education lessons. 6 forms that did not answer the questions clearly and whose text was illegible were excluded from the evaluation (12, 13).

2. **Sample metaphor justifications compilation phase:** After the sorting stage, the justifications of the 50 metaphors and categories obtained for the physical education course were read and analyzed. The aim here is to collect the metaphors produced by the participants under themes or

categories and to do this process according to the metaphor justifications (12, 13).

3. Category (Theme) development stage: At this stage, the metaphors were tried to be combined under categories according to the justifications of the metaphors. This merging was done by considering 1) the similar, 2) the simulated, and 3) the relationship between the similar and the simulated (13).

4. The stage of ensuring validity and reliability: In order to ensure validity in qualitative research, it is considered sufficient to report the collected data in detail, to explain in detail how the results were obtained, and to frequently include the views of the participants through direct quotations (12). In this context, in order to ensure validity in the research, the details of the data analysis were explained, the themes that emerged, that is, how the results were obtained, were presented in detail, and the opinions of the participants were frequently included in the findings section with direct quotations.

The content analysis method was used to analyze the data in the study. In this analysis, concepts are gathered in common denominators, and certain groups are formed (13). The content analysis method was used to obtain a general idea from individual ideas in the analysis. In the analysis of metaphors in the study, the steps of 1) selecting metaphors, 2) giving information about sample metaphors, 3) the categorization stage and 4) ensuring validity and reliability were performed (12). The data of 50 participants out of 56 physical education and sports teachers were

analyzed. Ensuring validity and reliability: In qualitative data analysis, the data collected from the participants should be reported and detailed in certain characteristics and the thoughts written by the participants should be conveyed as they are (14). As a result of the matching, Miles and Huberman's (1984) reliability formula for consensus and disagreement ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}}$) was used (15). The fact that these results are higher than 90% is important for the reliability of the study. It was revealed that the average reliability rate among the participants for physical education and sports teachers was $50/(50+6)=0.93$.

RESULTS

In this section, the metaphors produced for physical education and sports teachers and the themes created from the metaphors are presented in tables. While giving the results of the analysis, the sample metaphors produced by the participants and their justifications are also categorized in this section.

In Table 2, the participant's responses to the question "Write 3 words explaining what the managerial competence of physical education and sports teachers should be" were analyzed. When physical education teachers were asked the question "Write 3 words explaining what the managerial competence of physical education and sports teachers should be", it was determined that the most frequently used word was "educator (f=17)" and the least frequently used word was "curious (f=1)".

Table 2. Write 3 words explaining what the managerial competence of physical education and sports teachers should be

Words	Frequency
Educator	17
Responsible	16
Ethical	14
Disciplined	14
Strong	13
Intelligent	12
Managerial	11
Goal-oriented	11
Attentive	8
Guide	8
Expert	6
Leader	5
Entrepreneurial	5
Creative	4
Competitive	3
Restrictive	2
Curious	1
Total	150

When Table 3 is examined, when the answers to the question "What are the management competencies that future physical education and sports teachers should have?" are examined, it is categorized with the themes of "professional (f=30), ethical (f=8), disciplined (f=5), patient (f=4), responsible (f=2) and

competitive (f=1)" which are used close to the most thoughts.

Table 4 shows that "Physical education and sports teacher is like...". Because..." question, it is seen that "coach (f=18), role model (f=7), creative (f=7), soldier (f=6), master of education (f=6), resourceful (f=3) and cotton (f=3)" metaphors were used.

Table 3. What are the management competencies that future physical education and sports teachers should have?

Themes	Frequency	Metaphor justifications
Ethical	8	Morality is a priceless value in a person who does not respect himself. He should be a person who understands the problems of children, is honest, hardworking, determined and always speaks the truth (PT38).
Disciplined	5	Through discipline, the teacher can organize his/her management competence properly. He/she should be like a person who makes every decision within the framework of certain rules has certain lines, and never compromises on the plan and program (PT11).
Professional	30	He/she pays attention to documents, can explain his/her profession well, can organize young people to work, can respect his/her colleagues, and has a leader-oriented mission and vision (PT47).
Competitive	1	It is a person who can intimidate those who may be rivals to him/her and who is always in constant competition, even with himself/herself, and who is always for the good and always for the best (PT27).
Patient	4	He should persevere in all his work, be calm in the face of events, read events well, think many times, and take a single and correct course of action (PT29).
Responsible	2	No matter what task he/she does, he/she must first hold himself/herself responsible for all tasks and make himself/herself responsible as a person who behaves with a sense of responsibility (PT24).

Table 4. A physical education and sports teacher is like... Because...

Metaphor	Frequency	Metaphor justifications
Coach	18	It is like a coach. Because he makes us exercise constantly, tells us to eat healthily, strengthens our muscles, trains us in the best way, and prepares us for tournaments (PT3)
Soldier	6	He is like a soldier. Because he constantly gives us commands, he has a strong physique like a soldier and he is a disciplined person (PT34).
Skillful	3	He is like a skilled person. Because he performs sportive movements very well, teaches them very well, and has high skills in all sports branches (PT16).
Master of Education	6	He is like a master of education. Because he educates us, conveys the right information, and raises our level of education not only in physical education class but also in other classes (PT44).
Cotton	3	She is like cotton. Because it is immaculate and it is as delicate and naive as cotton (PT21).
Role Model	7	He is like a role model. Because he always teaches us the good, the right, and the beautiful. When we see him, everyone behaves like him (PT41).
Creative	7	He is like a creator. Because he constantly designs original games and creates sports materials so that we do not get bored (PT33).

DISCUSSION

In the study, when physical education teachers were asked the question "Write 3 words that explain what the managerial competence of physical education and sports teachers should be", it was determined that the most frequently used word was "educator (f=17)" and the least frequently used word was "curious (f=1)". In addition, Roset, Green and Thurston (2019), in their study examining the perceptions of Norwegian young people on physical education, found that in their research on the management of the physical education course, it was perceived that they got rid of the normal routine and school intensity and relaxed, strengthened the social interactions and social bonds of young people, and that the course was perceived as entertaining and bringing joy to the students (16). Kryshantovych et al. analyzed the experience of future physical education and sports teachers and sports managers in Spain and Italy in conducting the learning process. According to them, in Italy, students have the opportunity to create their own curriculum independently. The academic year is divided into three semesters. Spain's experience in developing professional competencies of managers in the field of sports shows that during master's programs, they acquire such competencies that make it possible to understand and implement a strategic, comprehensive, and objective vision of the master from a business point of view (4). Comparing these studies with the literature, physical education teachers in Kazakhstan emphasized that the most important managerial skills of a physical education teacher are related to the educational aspect. This can be explained by the fact that there is a positive trend towards active use of innovative teaching methods to form the professional competence of future physical education and sports teachers (17). Thus, it is thought that teachers' utilizing current approaches in creating educational content and creating lesson plans in this direction will enable students to gain maximum benefit from physical education and sports lessons. The teachers who participated in our research selected the word "curious" as the least of the characteristics that a physical education teacher should have in his/her managerial competencies. This coincides with the results of the study conducted by Bahadır and Çertel. In this study, it was concluded that physical education teachers had less sense of curiosity than other branch

teachers (18). This situation may keep physical education teachers away from the follow-up of new developments and may allow the lesson management process to continue in an ordinary way.

In the research, when the answers to the question "What are the management competencies that the future physical education and sports teacher should have?" were examined, it was categorized with the themes of "professional (f=30), ethical (f=8), disciplined (f=5), patient (f=4), responsible (f=2) and competitive (f=1)" which were used close to the most thoughts. In studies examining the perceptions of physical education teachers about the characteristics they should have in school management through metaphors, physical education teachers are perceived as athletic and physically strong, a good person, family member, educator, friendly and caring, shaped, disciplined, and hardworking, hero, fun and guide (19, 20). In a study conducted by Malekipour et al., an analysis of entrepreneurship competency education in the physical education undergraduate curriculum of universities was conducted. According to the results of this research, it was found that entrepreneurship competencies among the curriculum titles in physical education undergraduate programs in Iran are less than desirable. The results of the study showed that these curricula include the achievements of managerial entrepreneurship topics, whereas the competencies of creating entrepreneurial opportunities are less included (21). In our study, current physical education teachers emphasized that the most important management skill that a future physical education teacher should have is professionalism. Accordingly, it is thought that physical education teachers should improve their professional and personal development through in-service training, benefit from professional understanding and critical thinking, and add teaching to their lifelong development processes in their practices and attitudes. For this reason, it is thought that special teaching programs developed for the development of these skills should be implemented (22).

In the research; "Physical education and sports teacher is like... Because..." question, it is seen that "coach (f=18), role model (f=7), creative (f=7), soldier (f=6), master of education (f=6), resourceful (f=3) and cotton (f=3)" metaphors

were used. Kirk (2009) mentions that physical education today has many definitions of clarity, characteristics, and scope and that they are generally associated with the human body, physical and social skills, health, spiritual and mental activities (23). Therefore, assessing teachers' perspectives on their own profession is important for optimizing managerial skill processes. Stylianou et al. aimed to examine the current and ideal teaching metaphors of physical education teachers who are about to enter the profession and the possible differences between their metaphors based on interest factors and participants' teaching experiences. Accordingly, the participants initially adopted teacher-centered metaphors and approximately half of them reported their current and ideal metaphors as student-centered. They argued that these results could have implications for both pre-service and in-service teacher education programs (24). This situation reveals that physical education and sports teachers should be constantly engaged in training activities in order to adopt updated methods in managing and implementing course curricula.

CONCLUSION

As a result of the research, it is seen that physical education and sports teachers have different perceptions about their managerial characteristics and these perceptions overlap with the characteristic structures of physical education and sports teachers. As a matter of fact, the results of the research revealed that they did not have any negative perceptions about both the duties and responsibilities of physical education and sports teachers and their managerial behaviors. This is thought to be positive in terms of directing and encouraging future physical education and sports teachers in terms of management.

In line with the results of the research, some suggestions can be made to researchers who will work in this field. Studies can be conducted to determine the characteristics of physical education and sports teachers with negative perceptions about their administrative deficiencies, to determine the reasons for their negative perceptions, and to eliminate them. In addition, the perceptions of different study groups

toward the administrative characteristics of future teachers can be examined through metaphors. This research was conducted only on physical education and sports teachers in the Uralsk region of Kazakhstan. Therefore, research can be conducted to analyze regions with different demographic characteristics.

APPLICABLE REMARKS

- At the end of this study, the views of physical education and sport teachers on their managerial skills were determined.
- It is recommended that the training curriculum for physical education teachers should be updated in this direction.

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AUTHORS' CONTRIBUTIONS

Study concept and design: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov. Acquisition of data: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov, Nursulu Batlessova. Analysis and interpretation of data: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov, Nursulu Batlessova, Ayat Marshalkhan. Drafting the manuscript: Sayat Ryskaliyev, Baglan Yermakhanov, Zura Khakimova. Critical revision of the manuscript for important intellectual content: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov, Nursulu Batlessova, Ayat Marshalkhan, Zura Khakimova. Statistical analysis: Sayat Ryskaliyev, Aidyn Doshbekov. Administrative, technical, and material support: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov, Nursulu Batlessova, Ayat Marshalkhan, Zura Khakimova. Study supervision: Sayat Ryskaliyev, Aidyn Doshbekov, Baglan Yermakhanov, Nursulu Batlessova, Ayat Marshalkhan, Zura Khakimova.

CONFLICT OF INTEREST

The authors declared that there is no conflict of interest.

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