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METAPHORICAL PERCEPTIONS OF CAMP LEADERS WORKING UNDER THE MINISTRY OF YOUTH AND SPORTS ON THE CONCEPT OF YOUTH

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Abstract*

Objective: The aim of this research is to determine the perceptions of the camp leaders who are working under the Ministry of Youth and Sports on the concept of youth with the help of metaphors.

Methods: The study group consists of a total of 68 camp leaders. In order to collect data in the research, a "metaphor form" was prepared to determine the perceptions of the camp leaders on the concept of youth. In the metaphor form, the camp leaders were asked to complete these sentences: "Youths are like ...; because ..." In the research, phenomenological design from the qualitative research approaches was used. In the data analysis, content analysis technique was used. For the reliability of the analysis of the research data, the inter-participants reliability coefficient was calculated and found to be 92%. By evaluating the data, it appeared that the camp leaders produced 53 metaphors in total. These metaphors produced were gathered in 5 different categories. It was determined that camp leaders produced metaphors about youth most in the category of "in terms of the necessity of being directed", followed by the categories of "in terms of hope for the future", "in terms of including differences together", "in terms of covering a certain period" and "in terms of being a part that constitutes the whole". Both living metaphors (frog, seed, sapling, tree, etc.) and non-living metaphors (ship wheel, diamond, sea, rain, bunch of grapes, future guarantee) regarding youth were used.

Results: As a result, it was determined that the camp leaders expressed the concept of youth through metaphors in very rich and different aspects. Therefore, the metaphors revealed in this study can be useful in realizing the vision of the Ministry of Youth and Sports summarized as "for strong tomorrows; ensuring the upbringing of youths who read, think, question, adopt the sport, art and science as a lifestyle, participate in decision-making processes; are capable of expressing themselves, open to developments, respectful of differences, innovative, depend on ethnic values, environmentally conscious, self-confident, happy, healthy and strong".

Conclusion. As a result, it was determined that the camp leaders expressed the concept of youth through metaphors in very rich and different aspects. Therefore, the metaphors revealed in this study can be useful in realizing the vision of the Ministry of Youth and Sports summarized as "for strong tomorrows; ensuring the upbringing of youths who read, think, question, adopt the sport, art and science as a lifestyle, participate in decision-making processes; are capable of expressing themselves, open to developments, respectful of differences, innovative, depend on ethnic values, environmentally conscious, self-confident, happy, healthy and strong".

Keywords: Youth, Ministry of Youth and Sports, Camp Leaders, Metaphor, Qualitative Research Method.

Introduction

In the literature on youth there is no definition of youth and age range accepted by all. Some studies handle the age group of 12-24 as young, some studies deal with the age group of 12-26 as and some studies approach the age groups of 15-24 or 15-30 as young. The United Nations (UN), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank (WB) define people in the age group of 15-24 as "young." In some reports of the European Union, young people are defined as

those in the age group of 15-29 (Güret et al., 2012).

The fact that people are social creatures is one of the most important requirements of the social lifestyle (Yılmaz et al., 2016^a). As a social category, the youths who form the most energetic and dynamic group of the society are the most suitable for all kinds of positive and negative motivation and manipulation because of being the target group and easy conditioning. This social category, whose starting and ending ages are constantly changing in parallel with changes in starting working life and

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education/training process has become significant as an important fact to be investigated in many respects. At least the future of the society and the country is associated with the youths. Therefore, determining the possible social quantity and quality of the future and, in this context, realizing the planning of the future at the country scale is possible with the knowledge of the existing characteristics of youths. Moreover, youth researches are gaining even more importance for Turkey, an important segment of its current population is in the young category (Sekam, 2013).

In our day, many countries have made the expansion of the consciousness of physical education and sport a state policy (Ilhan, 2007). In the second paragraph of Article 58 titled "Protection of Youth" of the Constitution of the Republic of Turkey, the regulation that the State will take measures to protect young people from alcohol addiction, drugs, guilt, gambling and similar bad habits and ignorance, demonstrates that in our country, there is a state policy related to protection and upbringing of youths. This government policy is carried out by the Ministry of Youth and Sports mainly with the mission of "to determine the interests, needs and problems of youths, to create supportive policies in personal, social and sports fields by working in cooperation and coordination with the solution partners, to produce, implement and support projects based on continuous education and development, upbringing leader youths who are active members of social life, innovative, self-confident, aware of national and spiritual values and capable of international representation" (Ministry of Youth and Sports Activity Report, 2012).

Achieving the targeted ideal development of youths requires a multidimensional effort. It is important to deal with the points of view of all actors of this work as well as to determine the factors that motivate young people for these activities in terms of revealing scientific data in shaping the youth and sports policies that will formulate this effort (İlhan & Gencer, 2009). Camp leaders are among these actors. Therefore, this study focused on camp leaders.

As a result of the literature review about metaphors, it was revealed that there are several researches on young people playing sports and artistic activities, even though they aren't directly related to youth (Segrave, 2000; Cude, 2007; Bergh, 2011; Şirin et al., 2012; Koç et al., 2015; Ayyıldız, 2016; Yilmaz et al., 2017). In this research, it is thought that by directly studying on the concept of youth metaphorically, it will show different perspectives about the youths who are the hope for the future in order to raise healthy and happy generations.

The Aim of Research

The aim of this research is to determine the perceptions of the camp leaders who are working under the Ministry of Youth and Sports on the concept of youth with the help of metaphors. Within the scope of this general objective, answers for the following questions were sought:

1. Through which metaphors do camp leaders explain their perceptions on the concept of youth?
2. Under which categories are these metaphors gather in terms of common characteristics?

Method

The Model of Research

Qualitative research approach was used in this research conducted to determine the perceptions of the camp leaders working under the Ministry of Youth and Sports in Turkey on the concept of youth in order to provide in-depth and detailed information (Yıldırım and Şimşek, 2011: 40). In qualitative research, qualitative data collection methods such as observation, interview and document analysis are used, and the perceptions and events are tried to be presented in a realistic and holistic way in natural environment (Yıldırım and Şimşek, 2011: 40). The study design preferred within the scope of the aim of research is phenomenological design. Phenomenological design focuses on the phenomena that we are aware of but don't have an in-depth and detailed understanding (Creswell, 2013). In this study, perceptions of camp leaders on the concept of youth were determined through metaphors.

Study Group

This research was carried out with camp leaders who work as camp counselor under the Ministry of Youth and Sports in different provinces of our country. A total of 68 camp leaders participated in the study. A study group was selected according to the purposeful sampling method in this study because of the reasons such as the need to collect detailed data about the subject, high quality of data, researcher working in sports field and youth being important for society and families. In the selection of the study group, criterion sampling was used which is one of the purposeful sampling methods (Büyüköztürk et al., 2009) that allow for the in-depth research by selecting rich situations in terms of information depending on the purpose of the study. Criterion or criteria can be created by the researcher (Yıldırım and Şimşek, 2014).

As a criterion;

- The camp leaders who work under the Ministry of Youth and Sports in Turkey,



- Criteria such as the volunteer participation of the camp leaders in the study were taken into consideration.

During the study, participants were informed about the form, on which they specify their perceptions on youth.

Data Collection Tool

In this study, a "semi-structured interview" form was used which provided participants with the opportunity to freely express their thoughts on a particular topic. In this context, each participant was asked to write a metaphor about youth and explain it. In the form, each youth leader was asked to complete the sentence of "Youth is like..., because..." to determine the camp leaders' mental images about the concept of youth, and as a result it was determined that each participants specified a single metaphor and explained these metaphors.

Data Analysis

To begin the data analysis, firstly the answer sheets of the camp leaders were numbered from 1 to 68. In this study, content analysis was used which is one of the data evaluation methods used in researches in social areas. Content analysis is the identification, codification and categorization of data (Patton, 2014). Content analysis also requires interpretation of gathering similar data in the context of certain concepts and themes, arranging them in a way that readers can understand (Yildirim and Şimşek, 2014).

Validity and Reliability

In the process of achieving validity and reliability; "reporting the collected data in detail and explaining how the researcher reaches the results" (Yildirim and Şimşek, 2014) were taken into consideration in terms of the validity of research results. For this purpose, the analysis process of data obtained from participants and how the revealed codes are associated to the categories are presented to the reader directly with participant expressions. For each of the categories

obtained in the research, examples were selected from the opinions considered as they best represent it and given in the section of findings (Yildirim and Şimşek, 2014). To provide the reliability of the research, data were analyzed by two field experts to determine whether the conceptual categories, which were reached as a result of the data analysis, represent the acquired themes; the codes obtained and the categories represented by the codes were compared (Yılmaz and Güven, 2015). The reliability of data analysis conducted in this way was calculated by using this formula: $[\text{Consensus} / (\text{Consensus} + \text{Dissensus}) \times 100]$ (Miles and Huberman, 1994). A total of 53 metaphors were produced in the research, and 3 metaphors that are dissensus (walnut, vehicle's engine, potential of nature) were determined. The mean reliability between the encoders was found to be 94% $[53 / (53 + 3) \times 100 = 94\%]$. This result shows that the desired level of reliability in the research was achieved.

Results

This section presents the metaphors developed by the camp leaders working under the Ministry of Youth and Sports on the concept of youth, the evaluation of these metaphors under the relevant categories and examples of their explanations.

When Table 1 is examined, it is seen that the camp leaders produced a total of 53 kinds of metaphors for the concept of "Youth", and expressed 68 opinions. It was determined that the metaphors of Future (3), Rainbow (3), Sapling (3), and Soil (3) are the most repeated metaphors. Camp leaders often made concrete expressions (soil, water, tree, sapling, seed, shoe with light, walnut, sun, ocean, etc.) to explain the concept of youth. It was determined that metaphors are the metaphors for the need to guide the youths.

Considering the explanations/reasons of the metaphors developed by camp leaders on youth, the classification of them as five categories in terms of their common characteristics is presented in Table 2.

Table 1: Metaphors Developed by Camp Leaders for the Concept of Youth

Metaphor Order	Name of Metaphor	f	Metaphor Order	Name of Metaphor	f
1	Future	3	28	Shoe with Light	1
2	Rainbow	3	29	Walnut	1
3	Sapling	3	30	Hope for Tomorrows	1
4	Soil	3	31	Future Heritage	1
5	Tree	2	32	Locomotive	1
6	Fruit Tree	2	33	Nuclear Division	1
7	Water	2	34	Prize	1
8	Drop	2	35	Vehicle's Engine	1
9	Sea	2	36	Rain	1
10	Colors	2	37	Richness	1
11	Diamond	2	38	Ay	1
12	Note	1	39	Future Guarantee	1
13	Hope	1	40	Bunch of Grapes	1
14	Clock	1	41	Jewelry in the Rough	1
15	Time	1	42	Medicine	1
16	Frog	1	43	Mine	1
17	Temporary	1	44	Plane Tree	1
18	Life	1	45	Ship Wheel	1
19	Rummikub Tiles	1	46	Way	1
20	Bouquet	1	47	Potential of Nature	1
21	White Color	1	48	An Non-sculpted Tree	1
22	Sea	1	49	An Empty Paper	1
23	Ocean	1	50	Dough	1
24	Paint Package	1	51	Seed	1
25	Mosaic	1	52	World	1
26	Map	1	53	A Bowl of Water	1
27	A Strong Generation	1		TOTAL OPINIONS	68

Table 2: Distribution of Metaphors Developed by Camp Leaders according to Categories

Categories	Number of Metaphor (f)	%
1. In terms of the necessity of being directed	25	36,76
2. In terms of hope for the future	16	23,52
3. In terms of including differences together	15	22,05
4. In terms of covering a certain period	6	8,82
5. In terms of being a part that constitutes the whole	6	8,82
TOTAL	68	100.0

According to Table 2, the metaphors developed by camp leaders for the concept of youth were gathered under five categories. These are *In terms of the necessity of being directed* (25-36.76%), *In terms of hope for the future* (16-23.52%), *In terms of including differences together* (15-22.05%), *In terms of covering a certain period* (6-8.82%) and *In terms of*

being a part that constitutes the whole (6-8.82%). Mostly, the metaphors about youth for the necessity of being directed were indicated.

Metaphors in the categories determined between Table 3 and Table 7, and the explanation examples for metaphors are given.



Table 3: Metaphors in the Category of “In Terms of the Necessity of being directed” and Their Explanation Examples

Category	Number of Metaphor (f=25)
1. In terms of the necessity of being directed	Sapling (3), Soil (3), Fruit Tree (2), Plane Tree (1), Non-sculpted Tree(1), Tree(1), Water (1), Bunch of Grapes (1), Jewelry in the Rough (1), Medicine (1), Mine (1), Ship Wheel (1), Way (1), Potential of Nature (1), An Empty Paper (1), Diamond (1), Dough (1), Seed (1), World (1), A Bowl of Water (1)
<i>Citations from the explanation examples of camp leaders;</i>	
<i>Sapling;</i> Sapling grows and takes shape depending on the water you give (K6)	
<i>Ship Wheel;</i> Wherever you turn the ship wheel, the ship will go there (K13)	
<i>Dough;</i> As you knead, so you will get result (K21)	
<i>Soil;</i> What you plant now, you will harvest later (K3)	
<i>Fruit Tree;</i> If fruit trees are given necessary care and are watered and applied pesticide, their fruits will be so delicious and good quality (K16)	
<i>Diamond;</i> It needs to be known how to engrave (K19)	
<i>A Bowl of Water;</i> The water gets the shape of bowl that it gets into. Young people, too (K25)	

As seen in Table 3, a total of 25 metaphors were specified in the category of "in terms of the necessity of being directed" regarding the concept of youth. As can be seen from the examples in the explanations sentences for the metaphors; camp leaders specified statements such as what you plant now you will

harvest later, wherever you turn the ship wheel the ship will go there, The water gets the shape of bowl that it gets into etc., the metaphors likened to youth focuses on the necessity of directing youths to metaphors.

Table 4: Metaphors in the Category of “In Terms of Hope for the Future” and Their Explanation Examples

Category	Number of Metaphor (f=16)
2. In terms of hope for the future	Future (3), Future heritage (1), Future guarantee (1), A strong generation (1), Shoe with light (1), Walnut (1), Hope for tomorrows (1), Locomotive (1), Nuclear division (1), Prize (1), Vehicle's engine (1), Rain (1), Richness (1), Moon (1)
<i>Citations from the explanation examples of camp leaders;</i>	
<i>Future;</i> It carries a deposit of a generation (K38)	
<i>Moon;</i> The generation that advances in the right light will pioneer and open the way (K39)	
<i>Future guarantee;</i> Future will be good if the youths are brought up well. We must raise a good youth for a good future (K41)	
<i>A strong generation;</i> Our good tomorrows are entrusted to young people (K26)	
<i>Richness;</i> Youth is hope, effort, friendship and these are the greatest wealth (K37)	
<i>Future heritage;</i> The best behavior you have left is an accumulation that goes towards the future with young people and it increasingly continues (K31)	

When examined a total of 16 metaphors indicated in the category "in terms of hope for the future" in Table 4, it seems that the camp leaders developed metaphor with reference to the importance of the

youths for the future. In this category, youth were tried to be explained with non-living metaphors of (Future, Future Heritage, rain, richness, prize, a strong generation etc.).

Table 5: Metaphors in the Category of “In Terms of Including Differences Together” and Their Explanation Examples

Category	Number of Metaphor (f=15)
3. In terms of including differences together	Rainbow (3), Colors (2), Sea (2), Rummikub Tiles (1), Bouquet (1), White Color (1), Sun (1), Ocean (1), Paint Package (1), Mosaic (1), Map (1)



Citations from the explanation examples of camp leaders;
Rainbow; It includes many colors in it(K44)
Colors; Each of them is special and different from each other (K42)
Sun; It warms, brightens as well as feeds (K47)
Paint Package; You put many colors together on it and mix them (K51)
Mosaic; It involves different cultures (K52)
Rummikub Tiles; The exterior looks are same but the inside surfaces of all are different (K43)

As seen in Table 5, a total of 15 metaphors were indicated in the category of "in terms of including differences together" regarding the concept of youth. As understood from the explanation sentences given for each metaphor; it is seen that camp leaders developed metaphors towards the fact that youths

carry differences together with reference to explanations such as it includes many colors in it, each of them are special and different from each other, exterior looks are same but inside surfaces of all are different etc.

Table 6: Metaphors in the Category of “In Terms of Covering A Certain Period” and Their Explanation Examples

Category	Number of Metaphor (f=6)
4. In terms of covering a certain period	Clock (1), Time (1), Frog(1), Temporary (1), Life (1), Tree (1)

Citations from the explanation examples of camp leaders;
Clock; We can't take the time back, so we have to use it efficiently (K57)
Time; Time doesn't make sense when wasted, but there are no hands that it can't reach when used well (K58)
Temporary; It covers a certain period and ends (K60)
Frog; Egg, larvae, tadpole, baby frog show adult development (K59)

As seen in Table 6, there are a total of 6 metaphors in the category of "in terms of covering a certain period" regarding the concept of youth. In this

category, both living (Frog, Tree) and non-living (Clock, Time, Life, etc.) metaphors were indicated.

Table 7: Metaphors in the Category of “In Terms of Being a Part That Constitutes the Whole” and Their Explanation Examples

Category	Number of Metaphor (f=6)
5. In terms of being a part that constitutes the whole	Drop (2), Note (1), Water (1), Hope (1), Diamond (1),

Citations from the explanation examples of camp leaders;
Drop; Drop creates a large ocean (K66)
Note; Music can't exist without note (K63)
Water; There won't be a life without water (K64)
Diamond; It turns into the most valuable material with difficulty (K68)

As seen in Table 7, a total of 6 metaphors are indicated in the category of "in terms of being a part that constitutes the whole" regarding the concept of youth. Youths were explained by non-living (note, diamond, etc.) and abstract (hope, etc.) metaphors.

Discussion

In this research, it was aimed to determine the perceptions of the camp leaders working under the Ministry of Youth and Sports on the concept of youth with the help of metaphors. According to the results obtained, the perceptions that camp leaders had about the concept of youth were interpreted.



It appeared that the camp leaders produced 53 metaphors in total. These metaphors produced were gathered in 5 different categories. It was determined that camp leaders produced metaphors about youth most in the category of "in terms of the necessity of being directed", followed by the categories of "in terms of hope for the future", "in terms of including differences together", "in terms of covering a certain period" and "in terms of being a part that constitutes the whole". Both living metaphors (frog, seed, sapling, tree, etc.) and non-living metaphors (ship wheel, diamond, sea, rain, bunch of grapes, future guarantee) regarding youth were used.

In the category of "in terms of the necessity of being directed" in which the most metaphors were produced, it was determined that participants stated the expressions of "wherever you turn the ship wheel, the ship will go there, as you knead, so you will get result, etc." These explanations of the participants are the emphasis on the education of the youth. The basic function of education is not only to gain knowledge and skills to students but also to enable them to develop themselves in every direction and continuously, and to provide them to grow up as a happy, productive and self-fulfilling individual who can actively integrate with the collective (İlhan et al., 2011). Tezcan (1997) stated that many problems can be solved through directing the young people in a right and correct manner, realization of socio-economic reforms related to youth, giving responsibility for youth, planned development, reduction of bureaucracy, realization of dialogue in youth-adult relations, intensification of communication, being tolerance and understanding. Akın (2009) stated that young people can take the father or mother as a model in these times and that the parents' views, attitudes and behaviors can be adopted by the youths; therefore, the family has important responsibilities in directing young people. The school is one of the most environmental factors that the metaphor of "the necessity of being directed" will be treated. İlhan et al. (2010) state that schools are tasked with directing children and young people to activities both inside and outside of the school in the direction of their interests, needs and competences. Education, which has important functions in social life, isn't an independent variable but is in interaction with other social institutions, facts and units (Yılmaz et al., 2016^b).

In the category of "in terms of hope for the future" in which the second most metaphors were produced, the participants stated the expressions of "Youth is the Future; It carries a deposit of a generation; it is a strong generation; our good tomorrows are entrusted

to young people; future will be good if the youths are brought up well, we must raise a good youth for a good future; it is the future heritage; the best behavior you have left is an accumulation that goes towards the future with young people and it increasingly continues". In a study conducted by Güleri (1998), youth are the potential force for society because the future expectations of young people in society are the important factors that determine the development line and dynamics of society. In a study on youth, Çoşgun (2012) emphasized that today's young generation is the future of the society. The Report prepared by the World Bank Human Development Sector Turkish Unit (2008), it was specified that investing in young people will create important effects on the development of this generation and their contributions to the development of this country; the policies aiming at expanding the opportunities in front of young people, increasing the chances of making decisions in a more informed way and giving them a second chance when they miss the opportunities will contribute to the growth of Turkey. In the category of "in terms of including differences together", it was determined that with the metaphors such as *rainbow, mosaic, colors, etc.* it presents variety with the personality, emotion, thoughts, cultures and inner worlds of youths. Özer (2011) stated that young people are the most dynamic actors of the society in terms of these characteristics.

Regarding the concept of youth, in the category of "in terms of covering a certain period" it was determined that the participants used the expressions of "Youth is a clock; we can't take it back, so we have to use it efficiently before it runs out; it doesn't make sense when wasted, but there is no hand that it can't reach when it is used well; it is temporary, it covers a certain period and ends". In the SEKAM Turkey Youth Report (2013), it was stated that youth is an important period of human life and it includes a sensitive period in forming of the personality and the physical, mental and social development of the human and with its biological, psychological and sociological way. Social development and development is possible with the fact that all factors related to the society develop in interaction with each other (İlhan, 2010). Çapçioğlu (2014) stated that the life cycle of the individual in every society is completed in the social structure surrounded by basic social and cultural factors that directs three important stages of life related to childhood, youth and old age; and the youths, one of the aforesaid three stages, have the meaning of a social category with unique forms of belief, statement, activity, attitude and behavior.



Finally, in the category of "in terms of being a part that constitutes the whole", participants used the expressions of "Youth is a Drop, drop creates a large ocean; it is a Note, music can't exist without note; it is a water, there won't be a life without water; it is a diamond; it turns into the most valuable material with difficulty". These metaphors and explanations reveal the social and integrated aspect of youth. The fact that people are social creatures is one of the most important requirements of the social lifestyle. Akandere et al. (2016), in the research on university youths, stated that the students who play sports aren't alone.

Conclusion

As a result, it was determined that the camp leaders expressed the concept of youth through metaphors in very rich and different aspects. Therefore, the metaphors revealed in this study can be useful in realizing the vision of the Ministry of Youth and Sports summarized as "for strong tomorrows; ensuring the upbringing of youths who read, think, question, adopt the sport, art and science as a lifestyle, participate in decision-making processes; are capable of expressing themselves, open to developments, respectful of differences, innovative, depend on ethnic values, environmentally conscious, self-confident, happy, healthy and strong".

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