Metaphorical Conceptualizations of Football Coach

through Social Cognitive Theory

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Abstract

The purpose of this study was to examine the metaphors which were used to describe the concept "football coach" by some stakeholders in football, such as players, club officials and referees. Each individual (N= 389) within the study group was asked to reveal the single metaphor s/he has in mind in respect of the concept of football coach. The responses were analyzed with the qualitative method of content analysis through the core principles of social cognitive theory. Thirty-three metaphors and 4 conceptual categories were identified. Results showed that players used metaphors related to protective figure while club officials and referees referred to decision-maker figure. There were differences in use of metaphors based on the age of participants.

Keywords: metaphor, conceptualization, football coach, social cognitive theory

1. Introduction

Through the research process, "raising the bar" was our primary objective in terms of our research standards. We read and reviewed a considerable amount of literature about metaphors because we didn't want to "drop the ball." In the previous sentences, we'd like to give some examples about daily use of metaphors. As Lakoff and Johnson (1980) suggest, "Most of we think, experience and do is much a matter of metaphors". They construct what we think (Hardcastle et al., 1985; Martinez et al., 2001), and consequently what we think, believe, and feels affects how we behave (Bandura, 1986). Metaphors facilitate how we comprehend things around us. We wanted to use this effect in our study to create a better understanding of football coach.

The purpose of the study was to examine the metaphors used by some stakeholders in football, such as players, club officials and referees, for football coach.   Based on the purpose mentioned above, we tried to answer these questions through the core principles of social cognitive theory (SCT) (Bandura, 1989): What are the metaphorical conceptualizations of football coach? Do conceptualizations for football coach change according to the type of a stakeholder?, What are the differences and similarities in metaphors of the stakeholders? We believe that examining the metaphors of the stakeholders for football coach helps coaches to review their coaching philosophy and thus supports their professional development.

1.1 The Cognitive Function of Metaphors

By using metaphors, we associate two different concepts in order to describe what an individual has been experiencing. It's the way of creating a link between the mind and the concept while the underlying meaning doesn't change (Kövecses, 2002). Metaphors are more than words. They enlighten the concepts that are not completely comprehended (Aydın, 2006; Mojtabai, 2000; Randall et al., 2005; Semerci, 2007; Tamimi, 2005). When a metaphor structures our thinking, it is called a conceptual metaphor (Lakoff & Johnson, 1980).

According to Taggart & Wilson (1998), metaphors enable the transfer of meaning from one object to another on the basis of a perceived similarity. They connect imagination and reality, hence allowing individuals to articulate their thoughts, comments and purposes (Cornelissen et al., 2008; Lopez, 2007; Töremen & Döş, 2009). While questioning a notion, metaphors become a mental model for thinking about something in light of another (Kendall & Kendall, 1993; Morgan, 2006; Saban et al., 2007; Sevim et al., 2012; Short, 2000). They are originated from social and cultural values

and they shape our thinking as well. This reciprocal effect might be explained by Lakoff and Johnson's (1980) definition: "The most fundamental values in a culture will be coherent with the metaphorical structure of the most fundamental concepts in the culture". Coaching involves cultural aspects as well. Cushion et al. (2006) state that coaching process is built on a pervasive cultural dimension by the interaction between the coach, the club, and the players.

In our literature review we came across the studies examining diverse features of sports metaphors. Each of study focused on a particular feature of sport (e.g., Bokeno (2009) used collaboration while Shields and Bredemeier (2011) used competition). Saban (2010) suggests that metaphors do not demonstrate anything new but enable us to see things in a new light. They highlight the positive features while concealing the negative ones.

1.2 Metaphors of Football and Sports

Football, one of the popular sports of the world, takes attraction of millions of people. It is possible to notice its universal prevalence when you see the numbers of member countries of the international governing body of football (FIFA). 209 countries are affiliated to FIFA[1], even United Nations[2] (UN) has 193 member countries. It's not a surprise to see a football game on the top of the list of most watched television shows. Football's influential significance is in the center of the lives of many people. As Albert Camus, a Nobel Prize winner philosopher, once said "All I know most surely about morality and obligations, I owe to football." Football shapes/affects people in many aspects -culturally, symbolically, ethically, emotionally, economically, politically- throughout the world (Giulianotti, 1999; Goldblatt, 2007; Kuper, 2006).

With regard to football's influence on daily lives of people, we reached some studies related to football metaphors in our literature review. Some researchers used football metaphors as a tool for therapeutic activity in order to contribute promotion of mental health. Clark (2009) used football as a metaphor for living in order to cure a mental illness of a football supporter nicknamed David. Football was a great passion to David and a hope of recovery from his mental illness. Clark (2009) revealed that football gave David a means of personal evaluation and therapeutic growth. Spander et al. (2014) also used football metaphor in a group-based setting for men suffering various psycho-social difficulties. They argue that football metaphor offers a potential therapeutic support.

There are some studies that use metaphors within sport psychology. Triggs et al. (2011) focused on career development of athletes, and they used the potential of metaphors to support athletes in order to cope with the changing demands through career transitions. They used metaphors within song lyrics to encourage 16 year old football players of an elite football academy to speak openly about their thoughts and emotions. They remark that using metaphors within song lyrics improved the ability of communication and understanding of transition phase they encountered. Hanin and Stambulova (2002) examined the metaphors that were used by athletes to describe their performances. They pointed out that athletes use different metaphors before, during and after their performances.

Some studies, within the administrative sciences, tried to create an insight of teamwork by using football metaphors. Gibson and Zellmer-Bruhn (2001) used the metaphor -work team as sports team- by emphasizing the correspondences between a work team and a sports team such as fair roles, hierarchy, and specific objectives. They specified that people who describe work team with a sports metaphor make sense of their work team in terms of a sports team. Bokeno (2009) used football to explain teamwork as well. Particularly, he put stress on some features of a football team -being non-linear, engaged and, collaborative- to create a complex understanding of organizational teamwork.

In the research undertaken by Kellett (2002), war-like terms in Australian football were examined. Undergraduate students were asked to use metaphors about the images of interactions of football players and coaches. Participants interpreted the interactions as consistently war-like. Coaches were associated to militaristic generals while players were linked with soldiers.

Stelter (2012) describes metaphors as "figure of speech". We tried to interpret Shelter's description in consideration of sports. In relation to that, performing a skill might represent the figure whereas instruction is the speech. Metaphors might be considered as visual representations, which facilitate the realization of the key elements of a skill or knowledge. In his study, Gassner (1999) used metaphors to elevate teaching and learning. He asserts that the use of metaphors increases students' learning in acquiring new athletic skills. He presented examples of effective metaphors to increase performance in different sports such as football, racquetball, gymnastics, and athletics. He used different metaphors in different sports. For example, while training a shot putter, he used the metaphor "Throwing the shot is like exploding outward like a bomb." or during a football training session, he said "Doing the roll-over move is like

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[1] http://www.fifa.com/aboutfifa/organisation/associations.html

[2] http://www.un.org/en/members/

peddling a bicycle." He used these metaphors as the bridging strategy. While performing a skill, an athlete needs to put all senses in a place; cognitive, affective, psychomotor domains are needed to get connected. He argues that metaphors highly motivate students and create an anticipatory mindset that opens the students in learning.

1.3 Metaphors through the Lens of Social Cognitive Theory

Any stimulus that comes into our view might arouse our interest; accordingly, it shapes our responses based on its content, intensity, and scope. We, as social beings, observe and then perceive our world by means of these stimuli. Observational learning occurs through observing the behavior of others while cognitive processes are at work (Bandura, 1977).

Albert Bandura's social cognitive theory (SCT) has six core principles: 1) reciprocal determinism, 2) symbolizing capability, 3) forethought capability, 4) vicarious capability, 5) self-regulatory capability, 6) self-reflective capability. According to reciprocal determinism, environment can influence our behaviors and vice versa. Symbolizing capability represents the effect of symbols (e.g., mental images, words). Through the formation of symbols, we make sense of our world, which can guide our future behaviors. Forethought is the capability to motivate and guide our actions anticipatorily. Vicarious capability refers to learn not only from direct experience but also by observing others while self-regulatory capability refers to personal control over our own thoughts, feelings, motivations, and actions. Self-reflection is literally about reflecting on our behaviors, thinking and experiences (Bandura, 1989).

Within social cognitive perspective, social factors play an influential role in learning. Conceptualization of football coach might be interpreted through social learning. We are surrounded by many (role) models from which we learn a lot through observation. As Cushion et al. (2006) remarks, coaching includes constantly dynamic set of intra- and inter-group relationships. Football coaches might become influential models in their group. As their popularity extends, their influential power increases. Players, officials, referees, supporters attribute different qualifications to them. Once these attributions are spread out by different means such as media, their influence becomes worldwide. We believe that social cognitive perspective might facilitate clarifying the concept of football coach.

2. Method

2.1 Study Group

The study group of this study was comprised of players, club officials and referees who were active in the football community between October 2013 and May 2014.

Table 1. Information about the study group

Study Group	F	%
Player	312	80.21
Club Official	40	10.28
Referee	37	9.51
Total	389	100

Demographic Characteristics		F	%
	Male	358	92.03
	Female	31	7.97
Age Groups	11 – 14	52	13.37
	15 – 17	94	24.16
	18 – 25	145	37.28
	26 – 30	49	12.60
	31 – 40	30	7.71
	41 – 60	19	4.88

The study was conducted on 52 individuals in the age group of 11 and 14, 94 individuals in the age group of 15 and 17, 145 individuals in the age group of 18 and 25, 49 individuals in the age group of 26 and 30, 30 individuals in the age group of 31 and 40, and 19 individuals in the age group of 41 and 60. While 31 individuals of the study group were females, some 358 individuals of the same were males. Some 312 individuals within the study group were players, while 40 individuals were club officials, and 37 were referees.

2.2 Data Collection Process

Each individual within the study group was asked to fill in the blanks in the sentence, reading as "A football coach is like a/n ...., because ...." with a view to reveal the single metaphor s/he has in mind in respect to the concept of football coach. To that end, the stakeholders of the football community were provided forms bearing the foregoing expression, and were asked to fill in the blanks with the first expression that comes to their minds when they read the sentence. The reason for using such terms as "like" and "because" was to lay the rational and the logical basis

of the metaphor (Saban, 2010). Hence was formed the data source pool of this study on the basis of the expressions inserted manually by the participants.

2.3 Data Analysis

The data collected were analyzed through content analysis. The content analysis covers the analysis of the written materials, containing information about the fact(s) intended to be studied (Gokce, 2006; Yıldırım and Şimşek, 2008). The data so collected through the metaphors expressed by the individuals within the study group were analyzed through five steps: (a) coding and sorting, (b) sample metaphor compilation, (c) categorization, (d) validity and reliability and (e) computerization of the data..

2.4 Coding and Extraction

The researchers formed a temporary list consisting of the metaphors within the data repository in alphabetic order. To that end, the metaphors expressed by the participants were reviewed to establish whether or not they are realistic and logical, and the metaphor expressed by each participant was coded. Amongst the forms completed by the participants within the data repository derived from the individuals within the study group, those, which were left blank, were sorted out. Several participants within the study group inserted their opinions about a football coach into the form instead of using a metaphoric expression (e.g., "A football coach is the one who trains us"), and, even though using a metaphor, which could not provide a rational and the logical basis of the metaphor (e.g. "A football coach is a poem") were eliminated. Because of these reasons altogether 88 papers were excluded from the data repository of the study.

2.5 Compilation of Sample Metaphors

33 valid metaphors were derived once the metaphors of weak structure set forth by the individuals within the study group were sorted out. The raw data were reviewed once again, and a revised alphabetical list was formed of the sample metaphors, each representing the expressions of the valid metaphors so derived. The said list was compiled (a) to be used as a reference for the categorization of the metaphors and (b) to validate the data analysis process and interpretation of the study. Moreover, the personal details as to the individual who created a metaphoric expression was provided in coded form within brackets, immediately following such expression. The meanings implied by the codes assigned are as follows: (1) the position within the football community of the individual, who stated the metaphoric expression, was set forth as a player, a club official or a referee as appropriate; (2) the gender of the concerned participant was stated by either the letter M, representing male, or the letter F, representing female; and (3) the age of the concerned individual was set forth numerically.

2.6 Categorization

The researchers scrutinized the metaphors created by the participants in terms of the common characteristics attributed to the concept of football coach, and analyzed the concepts to which the expressions in the coded list of metaphors correspond; whereupon each metaphor so created was associated with a theme in respect of the common characteristics related to the football coach, and so were developed 4 categories. Table 2 indicates the attributes compiled at the category development stage and used for the categorization of 33 sample valid metaphors.

Table 2. Conceptual categories for football coach

Conceptual categories	Codes
Protective figure	Father, elder brother, family member, family, mother, sibling, elder sister
Decision-maker figure	Leader, boss, executive, brain, emperor, commander, maestro, sultan, film director, captain, shepherd, pilot, king, tribal chief, prime minister, dictator, lion tamer
Supportive figure	Fellow, friend, advocate
Educative figure	Teacher, instructor, candle, poet, book, pen

2.7 Establishing Inter-coder Reliability

The data derived through the study were coded and categorized by the researchers, collaboratively. Researchers had discussions on discrepancies and contrasts they encountered while they were trying to create a list of codes and conceptual categories. After the researchers reached a consensus, the first list which was comprised of 33 codes and 4 conceptual categories was created. The study was tested for reliability through the submission to a colleague of the list of 33 metaphors and the list of 4 conceptual categories, separately. The colleague was asked to place the 33 codes into the 4 conceptual categories. The list created by the colleague and the one created by the researchers were compared. As the colleague put two codes into different categories than the researchers, the reliability was found 0.94. The reliability

of the study was calculated through the formula, articulated as "Reliability= ((Number of Agreements) : (Number of Agreements + Number of Disagreements))x 100", suggested by Miles and Hubermann (1994). The operation was formulated as follows: [Reliability= ((31):(31+2))x100 => Reliability= 94 %]. Saban (2008) underscores that a qualitative research, which poses a match percentage by over 90 % between the opinions of the experts and the researchers, is considered to be reliable at desired level. In that regards; this study poses a reliable nature.

3. Findings

This section, firstly, mentions the general findings derived from the study. Then, the 4 conceptual categories developed as a part of this study in respect of the concept of football coach and the attributes of each category are described with references to the sample metaphoric expressions created and stated by the participants. Eventually, the 4 conceptual categories are compared and contrasted in terms of the demographic characteristics of the individuals within the study group (players, club officials and referees). The overall findings obtained reveal that the participants created 33 valid metaphors in respect of the concept of football coach.

Table 3. Classification of metaphors by conceptual categories

Categories	F	%	Metaphors	f	%
Protective figure	146	37.53	Father (79), elder brother (21), family member (19), family (13), mother (8), sibling (5), elder sister (1)	7	21.21
Decision-maker figure	100	25.71	Leader (31), boss (19), executive (14), brain (8), emperor (6), commander (3), maestro (3), sultan (3), film director (2), captain (2), shepherd (2), pilot (2) king (1), tribal chief (1), prime minister (1), dictator (1), lion tamer (1)	17	51.51
Supportive figure	57	14.65	Fellow (45), friend (11), advocate (1)	3	9.10
Educative figure	86	22.11	Teacher (54), instructor (23), candle (4), poet (2), book (2), pen (1)	6	18.18

Note: The mean participant number for metaphor (i.e., 389/33) is about 11. This means that out of 33 metaphors, 11 were dominant (mentioned by 11 or more participants). The dominant metaphors (stated by minimum 11 participants) are shown in bold letters.

3.1 Coach as a Protective Figure

This conceptual category is represented by 146 participants (35.53%) and 7 metaphors (21.21%) in total, and primarily features the following metaphors; father (f=79), elder brother (f=21), family member (f=19) and family (f=13). The sample metaphors featured by this category are provided as follows:

A football coach is like a father because…

"he would get to react harshly and would show gestures of affection as and when appropriate; he is the pillar of a football team just as the father is the pillar of a family," (O/M/45)[3].

"he considers the players as his children, and makes effort so that they do not have to deal with problems by their own," (P/F/18).

"he affects the players he coaches as a father would do, and considers them as his children. He prioritizes their well-being to his own just as would a father do," (O/M/31).

"he is the person I trust most in the football community," (P/M/21).

"when he approaches to the team like a father, he helps creating the team spirit, which is the key to the success," (P/M/24).

"he is reliable, and always endeavors to guide us to do make the right choices and decisions," (P/M/14).

"he looks after us in all aspects, makes effort for out well-being, and makes sure we get the best training," (P/M/15).

"he considers the players as his children, and makes effort so that they do not experience any trouble," (P/M/18).

"he concerns himself closely with us in all aspects, and he looks out for us" (P/M/18).

"he does not only help us improve ourselves in football but also helps us deal with our personal problems," (P/M/18).

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[3] The first capital letters in the parentheses represent the profession of the participants (i.e., P = player; O = club official; R = referee) while the second capital letters represent their genders (i.e., F = female; M = male). The numbers in the end of the parentheses show their ages.

"he respects his household, his children, recognizes everybody as they are, and treats everybody with understanding," (R/M/22).

"he shows affection and guides us toward what's right," (P/M/19).

A football coach is like an elder brother because…

"he is the person, to whom you can talk and seek counsel when you have a problem or you are in trouble; you can always count on him whatever the matter is," (P/M/18).

"we can share everything with him; no secrets," (R/M/29).

"we share our problems with him, and also spend a lot of time with him; he assists us both with our career development and psychologically," (R/M/19).

"you can tell your elder brother anything, even the things you keep from your parents; he is like your elder brother, who supports you and keeps your spirits up when you are losing during the game and feel backed into the corner," (R/M/16).

A football coach is like a family member because…

"we spend the most of our times together," (F/M/18).

"here and right now, neither my brother nor my father is here for me; but the coach is here with us to replace them," (P/M/14).

A football coach is like family because…

"we are always together; we have our good times and bad times side by side," (P/F/16).

"we spend all our times with him; he cares about us, is concerned with our future and assists us shaping it," (P/M/25).

"he is there for your when you are having a tough time," (P/M/18).

"we always turn to him when we need help," (P/M/18).

3.2 Coach as a Decision Making Figure

This category is represented by 100 participants (25.71%) and 17 metaphors (51.51%) in total, and primarily features the following metaphors: leader (f=31), boss (f=19) and executive (f=14). The sample metaphors featured by this category are provided as follows:

A football coach is a leader because…

"a leader is the one, who steers and forms the team work. He or she, thus, not only manages the team technically and tactically in the field, but also makes strategic moves to keep his or her group of players focused." (O/M/38).

"he keeps a group of players focused on a specific goal, and steers them. He acts as the key to the success," (O/M/37).

"he is the leader of the team and keeps the team together in solidarity," (O/M/35).

"he is the person, who ensures coordination within the team and deals with any problem the team members may encounter," (O/M/56).

"the team gathers   around him as the core, and the group acts in accordance with his guidance and directives," (R/M/22).

A football coach is a boss because…

"we are to obey whatever he tells us to do; he instructs and we act accordingly as though we are students," (P/M/14).

"a player works under his management and supervision," (P/M/26).

"he is the one, who makes the final decision on any matter," (P/M/22).

"you cannot argue with him even when you think he is wrong," (P/M/27).

"he exerts his authority when I am out there in the field; he expects a lot from me, so I consider him as my boss," (P/M/17).

A football coach is like an executive because…

"he does his job, professionally," (O/M/30).

"he manages his team technically and tactically; shares his knowledge with his team and endeavors to derive

maximum efficiency from it," (R/M/34).

"he is responsible for the organization and configuration of the entire team," (O/M/24).

3.3 Coach as a Supportive Figure

This category is represented by 57 participants (14.65%) and 3 metaphors (9.10%) in total, and primarily features the following metaphors; fellow (f=45) and friend (f=11). The sample metaphors featured by this category are provided as follows:

A football coach is like a fellow because…

"he is the one, with whom you share such problems of yours that you cannot share with anybody else, when necessary," (P/M/16).

"he has fun and makes jokes with us, and supports us when we need in dealing with our problems," (P/M/14).

"you share everything about you with him and he would be there to support you; this is what brings the success," (P/M/24).

"you share your issues and troubles only with those, to whom you feel close and whom you trust," (P/M/25).

"the more I have faith in him, the better I perform" (P/M/25).

A football coach is like a friend because…

"he talks to the players whenever they need" (P/M/27).

3.4 Coach as an Educative Figure

This category is represented by 86 participants (22.11%) and 6 metaphors (18.18%) in total, and primarily features the following metaphors: teacher (f=54) and instructor (f=11). The sample metaphors featured by this category are provided as follows:

A football coach is like a teacher because…

"he establishes order in the team like in classroom," (O/M/24).

"football field is a school, and the coach is the teacher of that school," (R/M/30).

"he contributes to our improvement as a football player and as individuals" (P/M/20).

"he is the key person to help me improve myself, professionally" (P/M/22).

"to teach all young but also the elders also think about their lives, and also big support for the team" (P/M/31).

"a well-experienced teacher attaches importance to transfer his knowledge with his students so that they can learn from his knowledge and experience and tap into them for guidance in the future," (R/M/49).

"he always guides us to the right thing to do and right way to act in and outside the field, he instructs us and teaches us well," (P/M/21).

A football coach is like an instructor because…

"he endeavors to provide the members of his team with the state-of-the-art scientific and the most beneficial knowledge," (O/M/46).

"he makes effort for the members of his team to improve," (P/M/21).

"he contributes to our improvement, corrects our mistakes and makes sure we learn from them," (P/M/25).

"he processes raw talents, improves their skills and trains them to become well-trained professionals," (O/M/36).

"he covers the gaps of his players with his knowledge," (R/M/51).

Table 4. Distribution of conceptual categories by gender and age groups

Conceptual Categories	Gender		Age Groups					
	Male	Female	11-14	15-17	18-25	26-30	31-40	41-60
Protective figure	f=132 36.87%	f=14 45.16%	f=26 50%	f=41 43.61%	f=53 36.55%	f=15 30.61%	f=5 16.67%	f=6 31.58%
Decision-maker figure	f=96 26.82%	f=4 12.90%	f=10 19.23%	f=20 21.28%	f=38 26.20%	f=16 32.65%	f=14 46.67%	f=2 10.52%
Supportive figure	f=55 15.36%	f=2 6.45%	f=9 17.30%	f=18 19.14%	f=20 13.80%	f=9 13.80%	0	f=1 5.26%
Educative figure	f=75 20.95%	f=11 35.49%	f=7 13.46%	f=15 15.95%	f=34 23.45%	f=9 18.36%	f=11 36.66%	f=10 52.63%
Total	f=358 100%	f=31 100%	f=52 100%	f=94 100%	f=145 100%	f=49 100%	f=30 100%	f=19 100%

Table 4 shows that the most coded conceptual category was "protective figure" as 36.87% (f=132) of male and 45.16% (f=14) of female participants used a metaphor related to this category. However female participants had higher percentage in this category. Metaphors that participants aged between 11-14 (f=2; %50) used mostly focused on "protective figure". Older participants used fewer metaphores releated to this category. Participants at the age groups of 26-30 (f=16; 32.65%) and 31-40 (f=14; 46.67%) used more metaphors related to the conceptual category "decision-maker figure". Participants at the age group of 41-60 mostly (f=10; %52.63) used metaphors related with the conceptual category "Educative figure".

Table 5. Distribution of conceptual categories by status

Conceptual Categories	Player	Club Official	Referee
Protective figure	f=129 41%	f=10 25%	f=7 19%
Decision-maker figure	f=69 22%	f=15 37.5%	f=15 41%
Supportive figure	f=55 18%	f=1 2.5%	f=1 3%
Educative figure	f=59 19%	f=14 35%	f=14 37%
Total	f=312 100%	f=40 100%	f=37 100%

As it's seen at Table 5, players mostly used metaphors related with the conceptual category of "protective figure" (41%). Club officials (37.5%) and referees (41%) mostly referred to the conceptual category of "decision-maker figure" while this conceptual category is the second most used by the players (22%). "Educative figure" is the second most mentioned conceptual category by club officials (35%) and referees (37%). The conceptual category of supportive figure was the least cited category in terms of status and gender as well as age groups.

4. Discussion

We tried to examine the conceptual metaphors of football coach through SCT. The metaphors that were used by the study group and the conceptual categories appeared to be encompassed by the core principles of SCT. Cushion (2007) remarks that coaching is a dynamic activity that vigorously engages coach and player. We argue that this dynamic activity includes more than a reciprocal interaction between the coach and the player; other stakeholders play a part in this complex interaction. According to SCT there is a reciprocal influence between environment and our conceptions. Bandura (1989) puts forth that "behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally" (p. 2) and he adds that reciprocal influences do not occur with equal strength and simultaneously. It can be interpreted that the study group used the metaphors (i.e., mother, father, brother, friend, teacher) within a cause of complex interaction.

Symbolizing capability represents the effect of symbols which provide a powerful tool for understanding the environment. Within the understanding gained by symbols, we guide our future behaviors. Related with the symbolizing capability, Morgan (1998) asserts that metaphors are thinking and conceptual tools rather than linguistic. As symbols serve as the tool of thoughts, people process and transform their experiences and make sense of them by means of symbols. A great deal of information about environment we live in is gained from models portrayed symbolically through verbal or pictorial means (Bandura, 1989). Accordingly, each metaphor that was used by the study group also might represent a symbol that reflects participant's way of thinking.

According to Bandura (1989) "People anticipate the likely consequences of their prospective actions, they set goals for themselves, and they otherwise plan courses of action that are likely to produce desired outcomes" (p. 39). By means of forethought capability we not only guide our future actions but also make predictions of behaviors of those with whom we interact. By using particular metaphors, participants in the study group were seemed to reflect the behaviors of their

coaches towards them. It can also be interpreted that those who used these metaphors will likely have such characteristics in a possible coaching career.

Vicarious capability represents learning not only from direct experience but also by observing others. Metaphors used in this study showed that characteristics of football coaches were observed to the fullest extent by the participants. To conceptualize football coaches by metaphors such as father, elder brother, family, leader, boss, executive, teacher might be a matter of continuous process and comprehensive observation. Bandura (1989) specifies that social learning occurs by observing the behaviors of other people either deliberately or inadvertently.

Self-regulatory capability refers to personal control over our own thoughts, feelings, motivations, and actions while self-reflection is about reflecting on our behaviors, thinking and experiences (Bandura, 1989). Reflection is about transforming experiences into learning afterwards this learning affects subsequent behaviors and actions. Metaphors used in this study represented the reflections of participants about the football coach. We argue that data attained from this study is in line with Bandura's (1989) expression that "conceptions of social reality are greatly influenced by what you see and hear" (p. 22).

Stakeholders such as players, club officials and, referees interact with football coaches in a considerable time. It can be said that stakeholders might have observed football coaches attentively. Participants mostly used metaphors referring to a protective figure in order to conceptualize football coach. Metaphors at the conceptual category of protective figure were related with family concept and the most used metaphor was "father." According to Bandura (1989), "family" is the center of initial social world experiences. Results showed that the effect of the family on individuals' conceptions seemed to influence their cognitive and affective domains and still last. One of the remarkable points in the study was use of metaphors associated to the conceptual category of protective figure decreased as the age increased. Bandura expresses (1989) that with increasing age, human judgment and problem solving depends on different aspects.

"Teacher" was the second most used metaphor after "father." It was also the most used metaphor at the conceptual category of educative figure. This might be interpreted that those who used metaphors linked to educative figure conceptualized football coaches as knowledgeable and cultivated individuals. Additionally it is possible to state that they might have considered themselves as learners who were eager to gain new knowledge. According to the reciprocal determinism, people are both products and producers of their environments (Bandura, 1989). Club officials and referees used more metaphors related with this category than players as it was the second cited category among them. The use of metaphors related with the conceptual category of educative figure, increased as the ages of participants increased. This appeared to conform to the Bandura's (1989) expression about increasing age mentioned above.

The most used metaphors at the conceptual category of decision-maker figure were "leader," "boss" and, "executive." At this category some metaphors were associated to ruling, in other words autocracy (e.g., king, sultan, emperor, commander), while some of them associated to leading or guidance (e.g., brain, maestro, film director, captain). The conceptual category decision-maker figure was the most cited category by the club officials and referees. Club officials and referees used more metaphors related with this category than players. This can be interpreted that use of metaphors changed based on the status of the stakeholders. This seemed to confirm Bandura's (1989) expression, as he states people activate depending on their socially conferred roles and status.

5. Conclusion

The participants of this study who are the main characters in football such as players, club officials and, referees shared their conceptualizations about football coaches with a close and recognized view. Results that were gained from the study showed the social positions and the visions of football coaches from the points of view of the participants. With a close look to football coach, we tried to enlighten how football coach was conceptualized by its main characters. As Lyle (1999) points out, "Improvements to coach education and to coaching practice depend on a sound understanding of the coaching process" (p. 29). In this way we believe in that results might provide information about conceptualization of football coach. To reveal conceptual metaphors for football coach might help coaches to review their coaching philosophy and supports their professional development.

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