Metaphors Used by the Students at Kocaeli University Sports Sciences Faculty Regarding E-sports Concept

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Abstract. This study aims to determine what the students at KOU Sport Sciences Faculty think about e-sports via using metaphors. In accordance with this aim, 293 volunteering students were given a questionnaire which evaluates their opinions about e-sports via metaphors. According to the results, which was applied by descriptive analysis, 47,4% of the students at Sport Sciences Faculty admitted that they hadn't heard of e-sports before. 56,9 % of the female students and 51,3% of the male students stated they had heard of this concept. The most frequently used metaphors by all the students were found to be ''digital technological environment'' (9,2%); ''basic need'' (7,5%); and ''entertainment-games'' (6,8%). The results for female students were as follows: The rate for ''basic need'' 9,2% ; ''positive feeling'' 6,2 %; and ''entertainment-games'' 4,2%. As for the male students; 11% of them used metaphors for ''digital technological environment''; 7,5% ''entertainment-games'' and 7% "basic need"

Keywords: Sports Sciences Faculty, Student, Metaphor, e-sports.

1 Introduction

E-sport history although it is accepted that it started between 1980 and 1990, the first real e – sport struggle started with the "Quake" tournament organized by 2,000 participants in 1997[1]. We see that young people are interested in the internet for social, academic, cultural and entertainment purposes, and nowadays they spend hours on the computer for competing games. in 2010, 37.6% of the internet usage in our country has reached today [2,3], these rates increase with increasing still time at the computer; obesity, post-inflammatory disorders, psychological problems and social loneliness such as [4,5] in order to cope with the negative, it is recommended that children and young people be directed to free-time activities, such as sports[6]. We know that families are trying to get their children to live in motion. On the one hand, while it is said that the use of the internet increases the still life and creates health risks, on the other hand, contradictions such as the increase in sports and games played in digital environment instead of moving sports on the other hand make it necessary to consider "e-sport" [7], which has become increasingly widespread in

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the virtual world. In particular, he chose sports as a profession and was put into academic life in order to receive education in this field, and he was wondering whether the students who continue to the Faculty of Sports Sciences, a place where sports-related information is gained, are aware of these changes in the field of sports. For this purpose, young people who were educated in a sports field were asked where they heard "e-sport" and where they heard it. In addition, the idea of "e-sport" was also tried to be learned through metaphor. Metaphor is to express directly or indirectly through metaphors to reinforce expression by comparing it to an object [8]. It is defined as a tool for explaining how an individual sees objects, abstract, complex situations, or the environment, life, and events through simulations using other situations and objects [9]. In our research, the students of the Faculty of Sports Sciences of Kocaeli University tried to determine the concept of "e-sport" by using metaphor. In addition, the comparison of whether these metaphors have created a change in gender or not has constituted another purpose.

2 Materials and methods

This research carried out in the descriptive scanning model [10] is composed of students studying in recreation, coaching, Sports Management, Physical Education and sports teaching departments of Kocaeli University, Faculty of Sports Sciences, spring 2017-2018 academic year. The research sample consists of a total of 293 students who studied at the Faculty of Sports Sciences, selected by "simple random sampling" method and completed the questionnaires after the purpose of the research has been explained.

2.1 Data collection tools

Students studying in sports Sciences; gender, age, read, chapter, class, type of instruction, economic income, parents ' educational status, place of residence of the family property for the last 5 years as a student where they are hosted, whether it is the internet where people are staying, whether or not regular exercise outside of school, such as whether insurance is licensed and socio-demographic characteristics to determine the survey with 13 questions created by the researchers and the students appended to the end of "E-sports" they have heard the term, if they heard, metaphor was used to measure sports related information. To determine students ' thoughts about e-sport through metaphors; "e-Sport.....because, ..." a sentence with written spaces was added to the end of the questionnaire and students were asked to produce metaphors related to "e-sport" and write the first analogy that comes to their mind in a blank place. The relationship between the source and the content of the metaphor is determined by the word "similar". Because through the conjunctiva, the meaning of the metaphor produced and the reason for this meaning was tried to be revealed by filling gaps.

2.2 Statistical data analysis

The data obtained from the answers given to the questions about the socio-demographic characteristics of the students of the Faculty of sports sciences are summarized in SPSS 21.0 package program by removing the frequency and the percentages. Then, when the students studied at the Faculty of Sports Sciences expressed feelings about the concept of e-sport and their thoughts were examined and the answers they gave to the questionnaires filled with 293 students in total, it was observed that there were not any metaphors on the concept of e-sport in 164 questionnaires. These non-metaphorical forms were interpreted by analyzing the metaphors written in the other 129 questionnaires when they were excluded

from the evaluation. Analysis of metaphors: a five-step process of classification, re-organization and compilation, category development and quantitative data analysis has been implemented in order to transfer data to the computer [11]. All the information contained in the questionnaires is processed in individual Excel files, and the metaphors that students fill in gaps are conceptualized and defined. A separate column is created and metaphors are written and sorted from A to Z. In the classification phase: "metaphor analysis" and "content analysis" [12], they were analyzed in terms of their similarities or common characteristics with other metaphors. Metaphor responses were eliminated from the questionnaires and evaluations were made with the remaining 129 Metaphoruses. After these operations, metaphors were re-examined by sorting them from A to Z. Personal information about who produced a metaphor image is encoded in parentheses just behind that metaphor statement. Category development stage: at this stage, the metaphor images produced by the students are examined in terms of the common characteristics of the concept of "e-sport". Student expressions representing each metaphor were chosen as a sample metaphor. Thus, a "sample metaphor list" was created for each of the 129 metaphors with the collection of the default student metaphor images represented by each of them. During this process, especially .... based on the "example metaphor list" about metaphor, how each metaphor image conceptualizes the concept of "e-sport". Then, a total of 9 different conceptual categories were created by associating each metaphor image with a specific theme from the perspective of the concept of "e-sports". In order to ensure the reliability of the research, the expert opinion was consulted to verify whether the metaphor images given under 9 conceptual categories in the research represent that conceptual category. For this purpose, two lists were given to students, a list of 129 sample metaphor images in alphabetical order, and a list of names and characteristics of 9 conceptual categories. By using these two lists, the instructor was asked to match the sample metaphor images in the first list with the 9 conceptual categories in the second list (not excluding any metaphor images). Then, the mappings made by the faculty member were compared to the researcher's own categories. The reliability of the research was calculated using miles and Huberman's (1994) Formula (reliability = unity of opinion / [consensus of opinion] *100) by determining the number of differences of opinion and opinion in the comparisons. More than 70% of the reliability accounts are considered reliable for research [13]. The faculty member metaphor (Digital technological environment and irrational), which is referenced in his / her opinion within the scope of reliability study, is associated with a different category than the researcher's. reability in this case = 110 /110 +19*100=0,85 as calculated. Aall data were transferred to SPSS statistical program for quantitative data analysis. After this process, the number of students and percentage representing each metaphor and category were calculated according to the grade level.

3 Results

In this section, data were analyzed and interpreted in accordance with the aim and sub-objectives of the research and supported by the relevant research results. When we look at the comparison of metaphors with variables (table 1), it was observed that the most preferred metaphor Digital technological Media metaphor with 9,2%. The distribution of E-Sport according to the situation of having heard before was 47.4% (139 people) of the group who said "no" was observed.

Table 1. Students 'knowledge about the concept of "e-sport" and the frequency and percentage distributions of categorized metaphors

Characteristics		**N**	**%**
Metaphor	Negative situation - Emotion	13	4,4
	Fun Game	20	6,8
	Basic requirement	22	7,5
	Positive emotion	9	3,1
	Mental activity	9	3,1
	Empty - Inability To Make Sense	10	3,4
	Addiction-Bad Habits	9	3,1
	Irrational	10	3,4
	Digital - Technological Media	27	9,2
	Those who can't answer	163	56,0
Has He ever heard of E-Sports?	Yes	154	52,7
	No	139	47,4
Where Did You Hear First?	Television	19	12,4
	School	32	20,7
	İnternet	101	65,5
	Newspaper	2	1,3

When the socio-demographic distributions of the students included in Table 2 are examined, it is seen that the majority (77,8) of the students are male, 18-20 years of age (48,8%), the Physical Education and sports teaching 36.9%, the incomes are 1500tl and below 20.5%, 49,8% of the 1.st class, using the internet 74.1%, of them are at the dormitory 60.9%.

Table 2 Frequency and percentile distributions of students ' demographic characteristics

Demographic characteristics		**N**	**%**
Gender	Female	65	22,2
	Male	228	77,8
Age	18-20 age	143	48,8
	21-23 age	107	36,5
	24-26 age	28	9,6
	27 and above	15	5,1
Department of faculty	Physical Education and sports teaching	108	36,9
	Coaching Training	31	10,6
	Recreation Department	86	29,4
	Sports management	68	23,2
class	1st class	146	49,8
	2nd class	62	21,2
	3rd class	34	11,6
	4th class	51	17,4
Type of Education	1st instruction	178	60,8
	2nd instruction	115	39,2
Using the internet	Yes	217	74,1
	No	76	25,9
Income status	1500tl and below	60	20,5
	1501-2000tl	57	19,5
	2001-2500	49	16,7
	2501-3000	31	10,6
	3001-3500	28	9,6
	3501-4000	19	6,5
	4001tl and above	48	16,4

When the socio-demographic distributions of the students included in Table 3 are examined, it is seen that the majority 65.9% (193 people) did not play sports, without license 70.4% (206 people), football, 32,4% (35people).

Table 3 Frequency and percentage distributions of students showing their family status and sportive status

Demographic characteristics		**N**	**%**
Fitness status	Doing	193	65,9
	Not doing	100	34,1
License Status	With license	87	29,7
	Without license	206	70,4
sports branch	Football	35	32,4
	Basketball	32	10,9
	Volleyball	28	9,6
	Track	10	3,4
	Swim	16	5,5
	Gymnastics	7	2,4
	Others	92	31,4

Table 4. Percentage distribution of metaphor categories chosen according to the socio-demographic characteristics of the participants

Variable		**Negative emotion/status**	**entertainment/ game**	**Basic requirement life**	**Positive emotion**	**Mental activity Positive status**	**Inability To Make Sense**	**Addiction-Bad** Habits	**Irrational**	**Digital - Technological Media**
		N (%)	N (%)	N (%)	N(%)	N (%)	N (%)	N (%)	N (%)	N (%)
Gender	**Female**	2(3,1)	3(4,6)	6(9,2)	4(6,2)	2(3,1)	1(1,5)	1(1,5)	4(6,2)	2(3,1)
	Male	11(4,8)	17(7,5)	16(7,0)	5(2,2)	0(3,1)	9(3,9)	8(3,5)	6(2,6)	25(11,0)
Income	**1500tl and above**	1(1,7)	3(5,0)	5(8,3)	1(1,7)	-	2(3,3)	2(3,3)	-	6(10,0)
	1501-2000tl	3(5,3)	5(8,8)	1(1,8)	2(3,5)	1(1,8)	2(3,5)	2(3,5)	3(5,3)	8(14,0)
	2001-2500tl	4(8,2)	3(6,1)	1(2,0)	1(2,0)	1(2,0)	1(2,0)	1(2,0)	1(2,0)	6(12,2)
	2501-3000tl	1(3,2)	1(3,2)	1(3,2)	1(3,2)	4(12,9)	1(3,2)	2(6,5)	1(3,2)	2(6,2)
	3001-3500tl	2(7,1)	2(7,1)	3(10,7)	2(7,1)	1(3,6)	1(3,6)	2(7,1)	1(3,6)	1(3,6)
	3501-4000tl	-	1(5,3)	3(15,8)	-	-	-	-	1(5,3)	2(10,5)
	4000tl and above	2(4,2)	4(8,3)	8(16,7)	2(4,2)	2(4,2)	3(6,3)	-	3(6,3)	2(4,2)
Type of instruction	**1th instr**	6(3,4)	13(7,3)	15(8,4)	3(1,7)	-	-	-	4(2,2)	14(7,9)
	2nd instr	7(6,1)	7(6,1)	7(6,1)	6(5,2)	9(7,8)	10(8,7	9(7,8)	6(5,2)	13(11,3)
Department	**Coaching**	3(9,7)	8(25,8)	5(16,1)	-	-	-	-	-	-
	Teaching	-	1(0,9)	2(1,9)	3(2,8)	-	-	-	4(3,7)	14(13,0)
	Recreation	9(10,5)	3(3,5)	11(12,8)	6(7,0)	9(10,5)	10(11,6)	9(10,5	6(7,0)	1(1,2)
	Management	1(1,5)	8(11,8)	4(5,9)	-	-	-	-	-	12(17,6)
Class	**1st class**	1(1,4)	4(2,7)	8(5,5)	3(2,1)	-	-	-	4(2,7)	23(15,8)
	2nd class	2(3,2)	3(4,8)	4(6,5)	-	5(8,1)	8(12,9	4(6,5)	5(8,1)	1(1,6)
	3rd class	4(11,8)	5(14,7)	6(17,6)	-	-	1(2,9)	5(14,7	1(2,9)	-
	4th class	5(9,8)	8(15,7)	4(7,8)	6(11,8	4(7,8)	1(1,8)	-	-	4(7,8)
access interne	**yes**	10(4,6)	18(8,3	18(8,3)	4(1,8)	7(3,2)	10(4,6	7(3,2)	5(2,3)	19(8,8)
	no	3(3,9)	2(2,6)	4(5,3)	5(6,6)	2(2,6)	-	2(2,6)	5(6,6)	8(10,5)

When we look at the comparison of metaphors with variables (Table 4.), it was observed that the most preferred metaphor in women is life with 9.2% and the interpretation for Digital technological Media metaphor with 11.0% for men. According to the

distribution of income, digital technological media metaphor and basic life metaphor. Based on the variable of the Department, it was observed that the coaching department was the entertainment game metaphor with 25.8% maximum, the teaching program with 13.0% Maximum, the recreation program with 12.8% Maximum, the essential life metaphor with 12.8% maximum, and the management program with 17.6% maximum.

In the groups of the participants according to the sport making variable, it was observed that the students who performed sports had a 7.8% digital technological environment metaphor and a 12.2% interpretation of the same metaphor. According to the undergraduate status variable, students are grouped with 12.6% of the students who have a license and 8.7% of the students who have no license have been able to comment on the digital technological Media metaphor. According to the sports branch variable, students who are interested in football branch have a digital technological environment metaphor with a maximum of 10.5%, students who are interested in basketball branch have a digital environment with 9.4% and students who are interested in volleyball Branch have a maximum of 10.7% and students who are interested in sports branch have a maximum of 20.0%., Students who are interested in swimming have a positive mood metaphor of 12.5% and 9.8% of students who are interested in other disciplines.

The tables showing the most preferred metaphors according to the source in the sub-headings of the metaphors categories are presented below.

As a source of basic needs

Table 6 Metaphorical categories and percentage distributions selected according to participants ' sports status

Variable		Negative emotion	Fun/ game	Basic requirement	Positive emotion	Mental activity	Inability To Make Sense	Addiction-Bad Habits	Irrational	Digital - Technological Media
		N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Fitness status	**Doing**	10(5,2)	14(7,3	16(8,3)	6(3,1)	4(2,1)	9(4,7)	7(3,6)	9(4,7)	15(7,8)
	Not doing	3(3,0)	6(6,0)	6(6,0)	3(3,0)	5(5,0)	1(1,0)	2(2,0)	1(1,0)	12(12,0
License Status	**With license**	4(4,6)	3(3,4)	11(12,6)	-	2(2,3)	5(5,7)	4(4,6)	1(1,1)	6(6,9)
	Without license	9(4,6)	16(8,2	10(5,1)	9(4,6)	6(3,1)	5(2,6)	4(2,1)	9(4,6)	17(8,7)
Sport branches	**Football**	5(5,3)	5(5,3)	7(7,4)	3(3,2)	1(1,1)	2(2,1)	5(5,3)	3(3,2)	10(10,5
	Basketball	-	2(6,3)	2(6,3)	1(3,1)	1(3,1)	3(9,4)	-	1(3,1)	3(9,4)
	Volleyball	1(3,6)	-	3(10,7)	1(3,6)	1(3,6)	1(3,6)	1(3,6)	-	3(10,7)
	Tracking	-	1(10,0	-	1(10,0	-	-	-	-	2(20,0
	Swimming	1(6,3)	1(6,3)	-	2(12,5	1(6,3)	-	1(6,3)	-	1(6,3)
	Gymnastics	-	2(28,6	-	-	-	-	-	1(14,3	-
	Other	6(6,5)	8(8,7)	9(9,8)	1(1,1)	4(4,3)	4(4,3)	1(1,1)	5(5,4)	4(4,3)

This category represents 22 students (7.5%) and 9 metaphors (see Table 1). In this category, metaphor was developed as the dominant source of basic needs in the group, respectively e-sport, (9) life (40.9%). (1) Life (4.5%), Beşiktaş (4.5%), (2) Water (9%), (2) Basic Requirement (9%), (1) Life Itself (4.5%), (1) Tree (4.5%), (1) Useful (4.5%), (1) Food (4.5%), (1) Ability to Move (4.5%), (1) Global Seed (4.5%), (1) Health (4.5%) it's likened. The metaphors that form this category are:

- e-sport is likened to eating something (water, Life, Tree, food).
- As a source of addiction

According to Table 3, The number of students representing the category "e-sports addictive substance" is 3.1 students 11 (%). The dominant metaphors of this category are as follows: e-sports, (4) addiction (44.4%), (1) antisocial (11.1%), (1) cigarette (11.1%), (1) heroin (11.1%), (1) drink (11.1%), (1) alcohol (11.1%), (1) alcohol (11.1%). An addiction metaphor has been expressed in common by all participants.

The metaphors that form this category are: 1. e-sports are likened to addictive substances (heroin, smoking, alcohol, etc.)

"e-sport is similar to addiction because there were times when I was busy for hours every day

4 Discussion

The aim of this study was to determine the level of knowledge and metaphors of the students of the Faculty of Sports Sciences of Kocaeli University about "e-sport". In our literature survey, it is important not to find any research that determines the level of information through metaphor in the field of "E-sports" in terms of the originality of our study. The findings of our research are divided into 9 categories by the definition of "e-sports" through metaphor. When these categories were evaluated in terms of gender variables, it was observed that women were more oriented towards the metaphors of "tree and life" related to nature, and their subsequent sentences were described as "e – sport is not life without an e-sport". The reason for turning women into such metaphors is that women may have used these metaphors [14] because they are more emotional than women because of their gender learning and because women are more emotional as well as because women are more emotional than men in a large study conducted in 37 countries [14,15,16]. It has been observed that men prefer metaphors in the category of "digital technological environment", "virtual sport, online Sport, Internet sport" and later sentences like "internet is common, Electronic and virtual environment". The reason for this is more technological toys than girls (Atari, etc.) until the age of men when they grow up.) their play is thought to be effective in making a comment in this way. E-sports metaphors created categories are examined according to the sections read; Physical Education and sports teacher and sports management departments tend to "digital technological Media metaphors" category because of the fact that in terms of the content of the courses in which the laws and laws are processed mainly because of the fact that they are included in the programs rather than it is thought that they can be directed to the meaning of a dictionary. Coaching training program, as a course content, is more about the physical and physiological effects of sports lessons and applications are intense and e-sport is not involved in movement because they are directed to the category that includes entertainment game metaphor. Finally, it was thought that the reasons for associating e-sport with the "basic requirement – life metaphor" were reflected in the interpretation of the course content as a source of similar recreational activities that will be constantly intertwined with their profession in the future. When the literature was scanned, no relevant source was found. According to the income distribution variables, the ratio of use of the Internet to use of the Internet has increased as the income increases compared to the situation of use of the Internet has been observed. As a result of the literature survey conducted in the light of this result, it was found that the rate of participation of the students in leisure activities differs significantly from the study conducted in the year 2012 [17]. Our results also coincided with the literature. Metaphor category 1 negative emotion and situation; students who prefer to describe e-sport through this metaphor have interpreted it as clumsy, does not involve physical activity, and does not run the cardiovascular system. It is estimated that the games collected under the roof of e-sport have been carried out in order to express that they have taken people away from the social environment and lead them to a still life. A typical player plays only one hour or two

a day, and in China there are more than 6 million people who spend at least 22 hours a week, which is the equivalent of part-time work. In the United Kingdom, France and Germany, more than 10 million "hard core" players play at least 20 hours a week, and more than 5 million "extreme" players in the United States at the front of this growth curve play an average of 45 hours a week [18]. When interpreted in the light of this information, the long-term stationary time of the athletes on the computer coincided with the metaphors interpreted by the students. Category 2 entertainment and play; students who prefer to describe e-sport through this metaphor preferred to explain it by expressing their enjoyment of the time spent with e-sport as “enjoyable, fun and fun for hobby purposes”. The study was carried out by the students of the age group 11-13 to use the "happiness “metaphor most of the positive metaphorical perceptions of the sport and the reason for this, the sport is connected not only to physical development, but also to the psychological development of the sport [19]. Category 3 basic needs life; students who prefer to explain e-sport through this metaphor have found e-sport suitable to simulate life, basic needs, food and water as they are included in the "people who spend more time in games" group. The study of the literature found that the students of digital games were likened to the metaphor bird and cloud about traditional game and digital game perceptions [20]. E-sports has been shown to be associated with natural life by a different age group, considering that it covers all of the digital games. Category 4 positive emotion: students who choose to explain e-sport through this metaphor prefer to define expressions such as school, love and music that make up the positive feelings of the time spent with e-sport. Category 5, mental activity; students who prefer to explain e-sport through this metaphor have applied to concepts such as chess, brain gymnastics and mental training. E-sports is thought to be caused by the influence of the strategy feature which is the basic in many games. Category 6 cannot give meaning; students who prefer to explain e-sport through this metaphor, often include empty, unnecessary and non-purposeful words. The reason for this is that it is thought to be composed mostly of people who do not know more about e-sports and do not like to play such games. Primary school 7. it has been determined that 6.93% of the class students have negative perception about sport and that they think that sport is not a necessary activity [21]. In other words, it is understood from the literature that there is a metaphor for negative interpretations of e-sports, and it has shown that people can feed negative thoughts even for a healthy study that improves our quality of life. Category 7 addiction - bad habit; students who choose to explain e-sport through this metaphor are often likened to addictive substances such as drugs, heroin and cigarettes. The reason for this is thought to be due to the fact that such games, which are mentioned in general information, are made up of people who "excessively spare time". In another study, "digital gaming culture is strong in a geography of young people living until the age of 21 playing about 10000 hours of online games," he said. In a country like the United States, this situation is important in terms of equal to 10800 hours a student takes from fifth grade to high school graduation. In the light of this information, it is stated that the situation of young people not being able to separate themselves from the computer can be described as a kind of dependency [22].

Category 8 senseless; students who prefer to explain e-sport through this metaphor have often described it as useless, unnecessary and absurd. In the explanation section, it is thought that they have defined this metaphor as it is a branch that does not contain any movement because it is mostly composed of active sports individuals. Category 9 digital technological medium; e-sport this metaphor of the explanation of the students, virtual sport, online sports and Internet sports, such as the words more dictionary is seen. As a result, it has been determined that the students have more positive perceptions of e-sport in the metaphors they have produced about e-sport. In addition, “e-sport”, which is increasingly demanded by both commercial and young people's interests, has been thought to produce solutions to today's still life, to be programmed to include exercise and activity

taking into account the interest of children and young people, and to be designed for games and sports scientists and to produce projects on this subject.

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