



ISSN: 2146-1961

Karaç cal, Y., Cihan, B.B. & Araç Ilgar, E. (2021). Examination of Metaphorical Perceptions of Physical Education Teachers Related to Sportive Digital Game, *International Journal of Eurasia Social Sciences (IJOESS)*, 12(43), 60-74.

DOI: <http://dx.doi.org/10.35826/ijoess.2809>

Article Type: Research Article

## EXAMINATION OF METAPHORICAL PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS RELATED TO SPORTIVE DIGITAL GAME CONCEPT

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Received: 26.10.2020

Accepted: 14.02.2021

Published: 15.03.2021

### ABSTRACT

In the past years, the game activities we encountered in our neighborhoods and streets were transferred to the virtual environment with the effect of information technology and appeared as digital game concepts. The purpose of this study is to reveal the metaphorical perceptions of physical education teachers about sportive digital game concept. The study group consists of 124 physical education teachers working in the Yozgat province during 2018-2019 academic year. The data was gathered through an open-ended survey using sentences such as "Sportive digital game is like..., it is because...". In the analysis and interpretation of data, the content analysis technique was used. The data was analyzed under coding, debugging, category development, validity and reliability and interpretation of data topics by considering the content analysis stages. According to 53 metaphors that Physical Education Teachers generated related to the sportive digital game content, the metaphors were gathered in 5 different categories, which were defined as Cognitive, Emotional, Physical, Social and Advers Condition. The most used metaphors among the ones that Physical Education Teachers generate are Mirage, Lover, Dream, Fanaticism, Excitement, Hour and Drug. It is under consideration that this study, conceptually degrading the perceptions of physical education teachers regarding the concept of sportive digital play, will contribute to the literature. Causes of negative perceptions regarding sportive digital play can be researched and in-service trainings can be organized for physical education teachers.

**Keywords:** Physical education teachers, digital game, metaphor

**INTRODUCTION**

The phenomenon of play, which exists in almost all stages of our lives, is closely related to the basic living experiences of early life stage (Tüfekçioğlu, 2013). The play, supposed to come into existence as soon as human beings started imitating things he saw around and told them to other people, is a phenomenon unwittingly initiated by human being. Children, watching their elderlies, created plays among themselves, which is passed down from generation to generation as improved and took its current form (Yengin, 2010).

Through plays, children increase their readiness for life as they learn their social and cultural values (Durualp and Aral, 2011). When one mentions about play, first thing coming to mind is the state of having good time. There are plays that can be performed by each age group (Altunay, 2004). Cinel (2006) defines the term play as the complement of activities mostly seen as the reflection of social life, which expresses children's emotions, thoughts and dreams, helps knowing the environment and earning experiences, supports child's development, gives happiness and satisfaction. However, some of the theories of play emphasize that the play serves for decreasing tensions in child's life and is an indicator of mental health (Şen, 2010). Physical and mental healths are indispensable components of quality life (Cihan, Bozdağ and Var, 2018).

Each day, the use of computer increases with changing and developing technology and ever-increasing number of people resort to express themselves through different means such as computer, internet and play. Such means of expression gradually lead to the development and change in communication, life style and social structure of a generation (Hazar, 2016). While in the past, plays mostly take place at open spaces (playground, streets, parks, gardens, etc.) through interaction with friends, today with computer and internet in our lives, plays started to take place at closed and virtual spaces with people in virtual environment. (Horzum, Ayas and Çakırbalta, 2008).

Along with technological development and change, digital plays as well improved. While plays were performed by consoles plugged in televisions back then, these consoles were replaced by computers as they advanced and started to be used more common at households (Kukul, 2013).

Today, the concept of "digital play" is one of the novelites of computer industry, affecting people in all of their ages, particularly children. Digital plays creating a huge market, incorporate millions of people in the world (Erboy, 2010). Digital play is defined as systems generating interaction through softwares, using mouse, monitor, joystick and keyboard, and having rules and objectives (Kayalı, 2011). Digital play is a play enabling user to log in to various programmed technologies (Çetin, 2013) and categorized as online plays (Gökçearslan and Durakoğlu, 2014).

Digital play industry is considered as a means of entertainment as it develops faster than other entertainment industries, and appeals to many people including children, youth and adults (Wallenius and Punamaki, 2008). In Turkey, common definition for digital plays is computer games. Digital plays, which are called as video games, computer games and electronic games since 1980s (Binark and Bayraktutan Sütçü, 2008) were first developed by Steve Russell in 1962 (Yılmaz and Çağıltay, 2005). Digital plays have become more interesting as they are

perpetually renewed and updated (Binark, Bayraktutan Sütçü and Fidaner, 2009). Together with these, new concept of e-sports (electronic sports) and the concept of sportive digital play emerged. Most people are not aware of the concept of e-sports yet. This stems from the fact that follower mass of e-sports is generally young generation. The attention of young generation is taken by e-sports, whereas the attention of adults is not received since they do not accept the play as a sports branch due to lack of sufficient information (Kocadağ, 2017).

E-sports, which is a branch of sports, is constructed upon online plays. Electronic sports is as well described as a sports where people from different parts of the world meet through internet and play together by means of major local and international sports events organized at certain times (Argan, Suher, Özer, Akin and Tokay 2007). According to İnal (2000), e-sports is a social occupation which improves physical activity, motor skills, mental, psychological and social behavior within precise arrangements, while according to Wagner (2006); “e-sports is an area of sports activities where people enhance their mental and physical capabilities by using information and communication technologies”. Accordingly, it can be said that with e-sports, mental, physical, emotional and social achievements targeted by sports, are intended to be achieved by using digital platforms. However, there is no direct physical activity in e-sports. Therefore, there are also researchers who advocate that e-sports is just a play as distinct from the concept of sports (Parry, 2019).

Although recently electronic sports remains more in the agenda, it already was there when computer games emerged and the interest in the competitive sportive digital play increased as number of players increased (Kocadağ, 2017). It is seen that technological devices augment online time consumption as digital sports plays become indispensable for people (Cihan and Araç Ilgar, 2019). E-sports as well requires intellectual effort, tactic and strategy. Timing is of great significance at using skills and making moves and e-sports is done online at virtual environment. For e-sports it is sufficient for the individual to have necessary equipment; it does not require physical effort and does not need substantial financial source (Akin, 2008). According to some scholars, individuals with e-sports career are qualified as athletes. Researches show that, during the play, there occur similarities at the stress and excitement levels of both e-sportsmen and real sportsmen, and similar activations are created at specific parts of their brains. It is concluded that a marathon runner and an e-sports player have the same pulse rates at 160-180 beats (Schütz, 2016).

Metaphors are representative variety in nested information and analogical problem solving (Moser, 2000). The purpose of this study is to reveal metaphorical perceptions of physical education teachers with respect to the concept of sportive digital play. In accordance with this basic purpose answers to the following questions are searched.

1. What metaphors, regarding the concept of sportive digital play, do the physical education teachers have?
2. Under which conceptual categories, the metaphors of physical education teachers regarding the concept of sportive digital play are listed?

**METHOD****Research Model**

In this research, which aims at revealing metaphorical perceptions of physical education teachers regarding the concept of sportive digital play, qualitative research design is used. The reason of preferring basic qualitative research design is to reveal the metaphors created by physical education teachers with respect to the concept of sportive digital play. According to Saban (2008), in researches, where metaphor is used as a means of research, the word "as" is generally disposed to evoke the relation between theme and source of the metaphor more clearly. By accommodating the word "because" participants are asked to present coherent base for their own metaphors as well. This design elaborates how participants interpret and create concepts, and what meanings they give to their experiences. This design is commonly used in all fields and education (Merriam, 2013).

**Study Group**

In this research, a report stating that "there is no ethical harm" with the decision no of Yozgat Bozok University Project Coordination Application and Research Center dated 19.08.2020 and 12/06. Following the reception of permission from the ethics committee, the research was executed with 143 physical education teachers assigned in Yozgat, which were selected through the convenience sampling method. Since 19 physical education teachers participating in the research did not completely answered questions, they were not involved in the assessment.

**Data Collection Tools**

In this research, semi-structured surveys including sentences such as "sportive digital play is like..., because it is..." were used to reveal the metaphors of physical education teachers about the concept of sportive digital play. The study group was composed of 143 volunteering physical education teachers. Research data was obtained through individual interviews. There were not any kind of guidance directed to the participants. Participants were given approximately 15 minutes to create metaphor concerning the concept of sportive digital play. Yob (2003) states that, metaphors are powerful mental instruments, which help understand and explain an abstract, a complicated or a theoretical fact. Metaphors are very influential structures to reveal concept perceptions of the participants. There are three methods that are used in data collection during metaphor researches. These methods are, data obtained through semi-structured questions (Inbar, 1996; Saban, 2009), data collected through the request for choosing desired metaphors after relevant metaphors are listed (Kasoutas and Katerine, 2009; Semerci, 2007; Küçükali, 2001), data collected through observation and interview (Johnson, 2006; Girmen, 2007; Browne, 2003).

**Data Analysis**

In order to analyse the metaphors created by physical education teachers in words, content analysis method is used. In this method, first of all, data is conceptualised, reasonably organized, and themed (Yıldırım and Şimşek, 2011). The main purpose of content analysis is to reach concepts that can explain data obtained from the

research. Taking into account the phases of content analysis, data reached according to the research is analyzed under the titles of coding and sifting, categorizing, validity-reliability, and interpreting data.

**Coding and sifting:** First, participants' answers were examined, it was checked whether metaphors and sentences were meaningful. Any question left blank or any answer that was meaningless and incomplete were removed from the research. Participants were coded from the first row (T.1) to the last (T.124). Metaphors developed by participants were listed in tables. Relational category framework was created from organized data coming out of of the research.

**Categorizing:** The characteristics of the concept of sportive digital play, which were considered by participants creating metaphors, were specified and the ones having common features were gathered at the same group. Strict attention was paid in order to constitute a meaningful whole while specifying categories. 124 participant physical education teachers created a total of 53 metaphors regarding the concept of sportive digital play. When correlated with a specific theme considering participants' justifications, five different categories were created with respect to the physical education teachers' approach towards the concept of sportive digital play.

**Validity and Reliability:** During the research, the surveyor paid attention not to make any suggestions. Metaphors that are divided into conceptual categories were subject to consistency study as they were broached to four qualitative research specialist. Data analysis process was explained to ensure the validity of the research. Specialists were asked to match metaphors with conceptual categories in order to ensure reliability. To specify consensus and divergence, reliability among coders was revealed using the reliability formula described by Miles and Huberman (1994). Consistency between the evaluations of reserachers and specialists was found to stand at %94. In qualitative researches, consistency between the evaluations of reserachers and specialists is expected to stand at %90 or more.

**Interpretation of Data:** Created metaphors, categories and statements are submitted in the form of figures and tables, and interpreted by explanations. The rate of metaphor use is calculated in terms of percentage and frequency.

## **FINDINGS**

In this section, the metaphors of physical education teachers regarding the concept of sportive digital play and categories comprised of these metaphors are submitted in the form of tables.

### **The Metaphors of Physical Education Teachers Regarding the Concept of Sportive Digital Play and Conceptual Categories**

As seen in Figure-1, lots of metaphors are created by physical education teachers regarding the concept of sportive digital play, and these metaphors are shown inside word cloud with respect to their intensity. It is found out that Mirage, Dream, Dependency, Fanaticism and Drug are most used metaphors.



Figure 1. Derived From Metaphors of Physical Education Teachers Regarding the Concept of Sportive Digital Play.

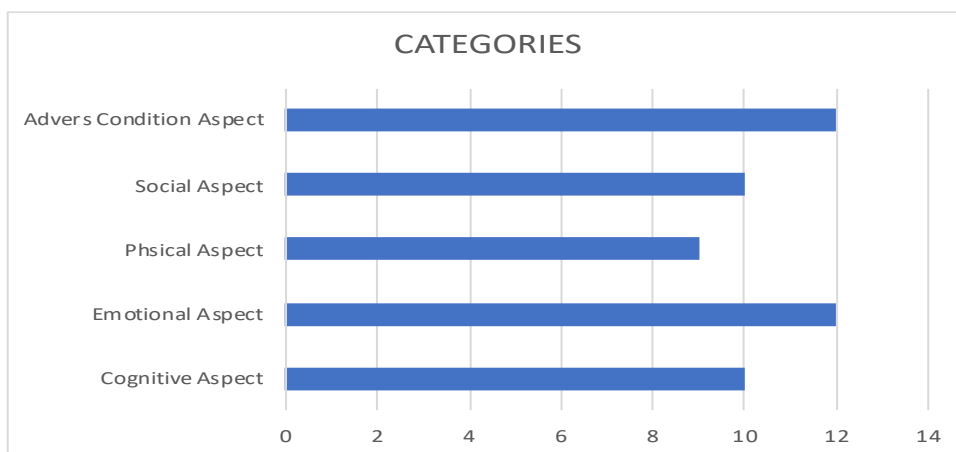


Figure 2. Categories Created With Respect to Physical Education Teachers’ Approach Towards the Concept of Sportive Digital Play.

Metaphors created with respect to the concept of sportive digital play are listed in five categories. Table 1 presents samples of physical education teachers’ opinions regarding the category of “Cognitive Aspect”

Table 1. Category of “Cognitive Aspect”

Name of the Metaphor	Quote
Brain Storming	“Play improves mental capabilities.” (t.6), (t.61).
Potential	“Mental capabilities emerge through play.” (t.2), (t.4).
Mangala Play	“Enables the multiple use of mind.” (t.100).
Chess	“Improves the skill of strategy.” (t.58) .
Pi	“Everybody has an idea but can not bring it into action.” (t.62).
Strategy	“Opinions are expressed at plays to achieve the goal.” (t.7).
Imagination	“Develops thinking skills during the play.” (t.63).
Deja-vu	“Finds the opportunity to apply tactics that one knows in reality.” (t.9).
Mental Training	“Carries through desired and dreamed actions.” (t.57).
Theoretical Training	“Mental inspiration before competitions.” (ö.65).

There are 10 metaphors under the category of "Cognitive Aspect". Statements of physical education teachers at the category of cognitive aspect emphasize the fact that sportive digital play is beneficial to the individual. The metaphors of brain storming and potential are seen to be used often.

Opinions of physical education teachers regarding the category of "Emotional Aspect" are given at Table 2.

**Table 2.** Category of "Emotional Aspect"

Name of the Metaphor	Quote
Mirage	"Stays at the moment of play even if it makes happy and is desired to happen in reality. Can do everything that he could not." (t.21), (t.109), (t.114), (t.16), (t.107), (t.32), (t.72), (t.70).
Dream	"Does not want the play to come to an end." (t.115), (t.117), (t.10), (t.73), (t.116).
Lover	"Does not make you feel how time goes by." (t.11), (t.68), (t.69), (t.36), (t.97).
Success	"The feeling of winning the play is everything. They enjoy as they play." (t.1), (t.5).
Medication	"Child feels more comfortable by playing. Develops and ameliorates play knowledge." (t.25), (t.82).
Island	"It is an escape from the loneliness of daily life." (t.113), (t.89) .
Therapy	"Relieves as purified from unhappiness." (t.3), (t.23), (t.34).
Totem	"Can get the feeling of 'if I play now I will win'." (t.19).
Greed	"Secret powers emerge at the play." (t.20).
Stuffed Mussel	"Suddenly desires to play." (t.108), (t.110).
Life	"Teaches to win and to lose as in real life. Enables facing reality." (t.67), (t.71).
Need	"Feels the absence of it." (t.13).

As seen in Table 2, 12 different metaphors are listed under the category of "Emotional Aspect". According to the statements of physical education teachers, it occurs that the concept of sportive digital play is affiliated with different individual emotional connotations. Most used metaphors under this category is Mirage, Dream and Lover.

Opinions of physical education teachers regarding the category of "Physical Aspect" are given in Table 3.

**Table 3.** Category of "Physical Aspect"

Name of the Metaphor	Quote
Excitement	"Accelerates heart beat." (t.14), (t.12), (t.18).
Visual Intelligence	"Develops psychomotor skills through repetition. Enables the application of movement and skills during the game." (t.64), (t.66), (t.33).
Water	"Feels the absence if not played at a given time. Time slips by. One has hesitations while playing, but gets used to it by playing." (t.35), (t.75), (t.118).
Athlete	"Expend energy while playing." (t.26), (t.83).
Pouring Out Feelings	"Gives energy. Removes negative energy for relieve." (t.17), (t.24), (t.81).
Treadmill	"It is running as one runs." (t.93), (t.85).
Bee	"There is effort but there is no product." (t.92), (t.123).
Speeding Up	"Playing fast satisfies." (t.30), (t.86).
Cataract	"Eye health declines as long as one plays." (t.56).

There are nine different metaphors under the category of "Physical Aspect". Physical education teachers seem to assume that sportive digital play develops beneficial characteristics although they can not explain it through literature concepts with respect to psychomotor development features. It is observed that under this category excitement, visual intelligence, water and pouring out feelings are the most used metaphors.



Opinions of physical education teachers regarding the category of "Social Aspect" are given in Table 4.

**Table 4.** Category of "Social Aspect"

Name of the Metaphor	Quote
Fanaticism	"Causes addiction." (t.37), (t.80), (t.98), (t.27), (t.96).
Watch	"Takes away the time" (t.59), (t.112), (t.84), (t.77).
Sparkle	"It does not count to finish before completing the play." (t.119), (t.121), (t.122).
Rivalry	"Gets greedy by playing." (t.40), (t.124), (t.28).
Team Spirit	"Play includes unity and solidarity." (t.41), (t.120), (t.78).
Doctor	"Play heals whatever problems one has. Whatever one can not apply in life is diagnosed with the play." (t.42), (t.94), (t.76).
Losing Wrestler	"Asks for another game as long as one loses." (t.31), (t.29), (t.22).
Last Minute Goal	"The level completed at the last moment rocks." (t.38), (t.99).
Friend	"Does not feel alone while playing." (t.39), (t.95).
Octopus	"Surrounds one." (t.90), (t.88).

There are 10 different metaphors under the category of "Social Aspect". Fanaticism and Watch are frequently used metaphors.

Opinions of physical education teachers regarding the category of "Adverse Condition Aspect" are given in Table 5.

**Table 5.** Category of "Adverse Condition Aspect"

Name of the Metaphor	Quote
Drug	"Poisons slowly." (t.46), (t.102), (t.105), (t.47), (t.101).
Endless Gap	"You dive deeper as you play." (t.44), (t.103).
Virus	"When infected, it never leaves. Mind goes out of control as one plays." (t.45), (t.53).
Blinkers	"Closes oneself to everything while playing." (t.55), (t.111), (t.74).
Wall	"Has formidable obstacles." (t.48).
Mud	"Can not purify oneself when started playing." (t.52), (t.50).
Labyrinth	"It is easy to get inside but hard to move outside." (t.60), (t.54), (t.49).
Plastic Fruit	"Appearance is good but taste is bad." (t.91), (t.87), (t.8).
Hormonal Fruit	"Very delicious while eating but the damage is kept in time" (t.79), (t.104).
Prison	"Limits freedom, stops communication." (t.106), (t.51).
Sour Plum	"One wants to play even if goes sour." (t.43).
Going Crazy	"Sleeping with the droppig water from broken tap." (t.15).

There are 12 different metaphors created under the category of "Adverse Condition Aspect" regarding the concept of sportive digital play. In this regard, physical education teachers state that sportive digital plays lead to certain negative behaviors in individuals. Under this category, drug is identified as the most used metaphor.

## CONCLUSION and DISCUSSION

In this study, which aims at presenting the opinions of physical education teachers regarding the concept of sportive digital play through metaphors, metaphors are affiliated with specific theme in consideration of participants' justifications. Within the scope of our study, data are collected in 53 kinds of metaphors and five conceptual categories. According to the data obtained, it is designated that metaphors created with respect to



sportive digital play are respectively gathered under the categories of “Emotional Aspect”, “Adverse Condition Aspect”, “Cognitive Aspect”, “Social Aspect” and “Physical Aspect”.

When the category of “Cognitive Aspect” is investigated, “Brain Storming”, “Potential”, “Mangala Game”, “Chess”, “Pi”, “Strategy”, “Imagination”, “Deja-vu”, “Mental Training”, “Theoretical Training” are identified as metaphors constituting the category. Most used metaphors are seen to be “Brain Storming”, “Play improves mental capabilities.” (t.6), (t.61), “Potential”, “Mental capabilities emerge through play.” (t.2), (t.4). With these metaphors, participant physical education teachers seem to emphasize that the idea of sportive digital play is a beneficial activity for the individual. Play enables children to discover their environment and contributes much to their cognitive development in solving problems faced, forecasting, drawing cause and effect relation (Aksoy and Dere Çiftçi, 2014). It is quite on the cards that through sportive digital play, either success, physical activity (rapidity) or cognitive (intellectual, mental) skills clearly emerge during play; sportive digital play also has cognitive (intellectual, mental) side like chess (Yavru, 2019). Thus, one can say that sportive digital play is a sports, which has more cognitive (mental) processes than most other sports require. Several researches are made by sports psychologists to examine physical and mental development of people playing. Researchers found out that, through digital play, students’ skill of spatial spinning of objects in mind is increased, the skill of navigation is developed, motor skills are developed, level of attention increased, and they highly perform during situations requiring attention (Murphy, 2009). Besides, a research conducted on doctors showed that doctors playing games at least three hours per week decide 27% faster, make 37% less mistakes, give 42% more accurate decisions (Rosser et al., 2007). It is as well advocated that sportive digital plays such as football and basketball increase the bond between players and sports, improve their sports skills and knowledge (Murphy, 2009).

As the metaphors under the category of “Emotional Aspect” are examined; it is seen that the category consists of concepts such as “Mirage”, “Dream”, “Lover”, “Success”, “Medication”, “Island”, “Therapy”, “Totem”, “Greed”, “Stuffed Mussel”, “Life” and “Need”. It might be said that sportive digital play has different emotional connotations on physical education teachers. Most used metaphors are “Mirage”, “Stays at the moment of play even if it makes happy and is desired to happen in reality. Can do everything that he could not.” (t.21), (t.109), (t.114), (t.16), (t.107), (t.32), (t.72), (t.70), “Dream”, “Does not want the play to come to an end.” (t.115), (t.117), (t.10), (t.73), (t.116), “Lover”, “Does not make you feel how time goes by.” (t.11), (t.68), (t.69), (t.36), (t.97). In addition to these statements, if structural features of sportive digital play is taken into account as well, it might be said that participants feel better while playing sportive digital play than they feel in real life. Experiencing certain emotions at high level while playing sportive digital play might explain the frequent use of such metaphors. Plenty of emotional reactions such as happiness, joy, pain, pity, fear, anxiety, amity, grudge, will to succeed, love, being loved, independency are learned through plays (Pehlivan, 2012). Play is a unique instrument with respect to individual’s emotional arrangements (Aksoy and Dere Çiftçi, 2014; Fredrickson, 2001). It can also be said that experiencing positive emotions is a conscious motivation that precedes play (Olson, 2010). Sportive digital plays help presenting skills within an unlimited fantasy world, experiencing lots of achievements and satisfaction, which people can not come through in real life. This constitutes an important factor that pushes

people to play sportive digital plays. Like all other digital plays, sportive digital plays as well make people live in a fantasy world. They offer an environment, where people can do with great satisfaction what they can not do in real life or that is impossible to do. This impels emotions and lead people to wonder about more. Digital plays give people the opportunity to taste the feeling of winning and predominate the play (Ögel, 2012). Rather than the mechanism of satisfaction, factors such as virtual socialization inside the play, being admired for the success, earning respect, enjoying time away from the sense of responsibility, outmaneuvering other players, leading, doing certain behaviors easily without any hesitation, which are impossible to be done in real life, play important role. All of these considerations result in showing pretty much interest in sportive digital play for individuals. Likewise, individuals might see digital plays as escapeways from problems. Because while playing, their minds are occupied with the play all the time and they do not have to think about anything else. They start not to be interested in social events and physical activities; gradually break off from their families and friends. Generally, they felt themselves insufficient in overcoming incidents and painful problems they lived with, so that they turned to digital plays (Kocadağ, 2017). Clinton Loomis is an ex-pro e-sports player. He stated that in a certain period of his life, he turned only to computer games and this was because of his family comparing himself with his brother, who was academically more succesful. He turned himself completely into e-sports when awarded organizations emerged. Another professional player Daniel Ishutin told that due to the decease of his father at his early ages, with whom he was very close, he became introverted and he was playing computer games mostly during the day as he was running away from his pains while playing (Co, 2014).

When the metaphors, comprising the category of "Physical Aspect" is examined; "Excitement", "Visual Intelligence", "Water", "Athlete", "Pouring Out Feelings", "Treadmill", "Bee", "Speeding Up" and "Cataract" are there to constitute the category. Most used metaphors are "Excitement", "Accelerates heart beat." (t.14), (t.12), (t.18), "Visual Intelligence", "Develops psychomotor skills through repetition. Enables the application of movement and skills during the game." (t.64), (t.66), (t.33), "Water", "Feels the absence if not played at a given time. Time slips by. One has hesitations while playing, but gets used to it as played." (t.35), (t.75), (t.118), "Pouring Out Feelings", "Gives energy. Removes negative energy to relieve." (t.17), (t.24), (t.81). Physical education teachers are perceived to assume that sportive digital play develops beneficial characteristics although they can not explain it through literature concepts with respect to psychomotor development features. As it is the case in sports branch like football, basketball and volleyball, sportive digital plays also require technic, tactic and strategy. Negative factors, experienced in social life, decrease in individuals who actively participate in sports events (İnan at all., 2019). According to some scholars individuals performing e-sports are accepted as real athletes. Studies show that there are similarities at the stress and excitement levels between e-sportsmen and real athletes, and similar activations are formed at certain parts of brain during the play. There are test results which show that a marathon runner and an e-sports player have pulse rates standing at 160-180 beats (Schütz, 2016). From this point of view, upon the metaphoric perceptions of physical education teachers, one can say that sportive digital play has an important role in developing psychomotor (physical) skills and enabling technic, tactic and strategies to be employed in real competitions, as they were acquired visually and mentally in plays. This might draw a conclusion that there is not a great difference between e-sportsmen and other sportsmen.

When the metaphors under the category of “Social Aspect” is examined; it is seen that “Fanaticism”, “Watch”, “Sparkle”, “Team Spirit”, “Doctor”, “Losing Wrestler”, “Last Minute Goal”, “Friend”, “Octopus” are listed. Most used metaphors are listed as “Fanaticism”, “Causes addiction.” (t.37), (t.80), (t.98), (t.27), (t.96), “Watch”, “Takes away the time” (t.59), (t.112), (t.84), (t.77). The fact that sportive digital play is associated with real life concepts and tried to be explained through social relations by participants, shows that sportive digital play is considered as an influential part of life. According to Doğu (2006), plays “have a universal role and always fulfill a social task”. It is brought out that digital plays develop individuals’ social skills in a positive way. In digital plays with multiplayer, it was reported that players obtained particular skills through multiple tasks such as team making, cooperation, strategic thinking, planning and executing, competing (Federation of American Scientists, 2006). Moreover, it was specified that digital plays developed effective learning skills and increased awareness (Lieberman, 2001). It might be said that images of “Fanaticism (Addiction)” are substantially used in sportive digital plays and “Takes away the time” statement is associated with a kind of addiction. In this way, one can say that the metaphor of “Addiction” comes to the forefront. Defining sportive digital play as “Addiction” indicates that participant physical education teachers have awareness about this. The relation established between Addiction and sportive digital plays is a conspicuous point. The studies within this framework, presents that being exposed to uncontrolled playing for long time carries the risk of being converted into addiction in long term. Individuals addicted to plays are observed not to be able to control the play behavior, tend to increase the duration and frequency of playing, and have sudden desires to play (Müller at all., 2014).

“Employing oneself constantly with play and playing games for long hours even by neglecting duties and responsibilities of daily life is called play addiction” (Hazar, Tekkurşun Gönül and Dalkıran, 2017). Play addiction is an addiction negatively effecting individual’s daily and social life. However, to be able to diagnose a person with play addiction, behavioral changes diverting from the routine and the effects of this situation in one’s social life should be observed. Therefore, the long duration of one’s play does not necessarily mean that the person is addicted to play. For instance; someone, who is playing long hours, but at the same time keeps daily life, fulfills duties and maintains good social relations, is not a play addict (Akçayır, 2013).

When metaphors constituting the category of “Adverse Condition Aspect” are inspected; it is seen that the category consists of negative concepts like “Drug”, “Endless Gap”, “Virus”, “Blinkers”, “Wall”, “Mud”, “Labyrinth”, “Plastic Fruit”, “Hormonal Fruit”, “Prison”, “Sour Plum”, “Going Crazy”. Physical education teachers express that sportive digital plays cause certain negative behaviors in individual. They state that; it is very easy to start the play, they become wholly absorbed in the play and lose themselves as they play and aftermath they become addicted to the play. Most used metaphor is particularly “Drug”, “Poisons slowly.” (t.46), (t.102), (t.105), (t.47), (t.101). The perception of physical education teachers, who are educators, with respect to sportive digital play, indicating “Drug” as the most used metaphor under the category of adverse condition aspect is another issue to be considered specifically. In this respect, the fact that digital play addiction is related to drug addiction strikes the eye. Şahin and his friends (2019) quoted that, today most of the individuals are motionless at school and at home, and they deal with tv, computer, mobile phone and internet in their spare time that leaves them

more motionless. Several scientific studies show that, uncontrolled digital playing might transform into addiction in later life, creating serious mental, social and emotional problems (Hazar at all., 2017). Reasons of these negative metaphoric perceptions might be related to low level education of the family, distancing from socialization and alienating from the environment. Families without high education levels are not aware of the fact that long time playing creates problems or they try to solve this problem through restrictions. With this kind of solutions, digital play attracts child's attention more and turns to digital play more often. Child, playing digital plays, moves away from socialization day by day and become more addicted to plays (Öz, 2001). Besides, it is observed that the children not having personal computer or smart devices are more interested in digital plays rather than the children having those. This can be explained through the fact that the use of personal computers and smart devices at home are restricted and children without personal computer and smart devices have access to such technology in the neighborhood. This might be attributed to the low socio-economic level of families (Erboy, 2010).

Consequently, opinions of physical education teachers with respect to the concept of sportive digital play is tried to be specified through metaphors. When the metaphors created by physical education teachers are examined, positive descriptions are reached in general. However, it is thought that within negative descriptions there are metaphors worth-stressing significantly. The literature review concluded that there are not any metaphorical experimental studies regarding sportive digital play. Nonetheless, almost all of the studies are quantitative; while some of them focuses on virtual plays, internet addiction and online plays, there are few studies on e-sports. Therefore, it is under consideration that this study, conceptually degrading the perceptions of physical education teachers regarding the concept of sportive digital play, will contribute to the literature. Causes of negative perceptions regarding sportive digital play can be researched and in-service trainings can be organized for physical education teachers.

#### ETHICAL TEXT

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