

Metaphorical Perception of Sports Management Students on “Women in Sport” Concept

Selhan Ozbey

Correspondence: Selhan Ozbey, Manisa Celal Bayar University, Faculty of Sport Sciences, Sport Management Department, Turkey.

Received: January 20, 2019

Accepted: March 17, 2019

Online Published: March 19, 2019

doi:10.11114/jets.v7i4.3982

URL: <https://doi.org/10.11114/jets.v7i4.3982>

Abstract

The purpose of this study was to analyze the perceptions of sports management students in Turkey regarding “women in sport” through metaphorical images. The study group of the research was composed of undergraduate students of Sports Management Department in 2018-2019 academic year. There were fortyfour percent (44%) of these students were female and fiftysix percent (56%) of them were male, which indicated a total of 126 students. Phenomenology approach which is one of the qualitative research methods has been used. The students who participated in the study were selected on voluntary basis and with easily accessible sampling method. Participant opinions were analyzed by using content analysis method. The data of research was derived from the structured forms which included the sentence “Women in sport is like, because.....”. Findings were showned that female students have produced 31 and male students have produced 52 valid metaphors related to the concept of women in sport. These metaphors were categorized under 6 distinct categories according to their common characteristics. Female and male students` selecting metaphors was represented themes. According to findings, the theme of “women in sport as a leader” shows similarity in female and male students. In the theme of indiviual empoverment, female students used the concepts of sun, star, plane, female lion but male students stated that the metaphors of earth, gun, tank and warrior. The theme of universal values and contribution to social development in male students was explained as the reasons for selecting the metaphors of “indicator of civilization”, “scale of the nation”, “symbol of the equality”. In conclusion, women’s empoverment through sport was the key element in this study. Women stand to gain specific social benefits from participating in sport. Parents, institutions and government should support and encourage women in all stage of the sports.

Keywords: women in sport, sports management students, metaphor

1. Introduction

It is satisfactory to see that the combination of sport and woman concepts has positive implications for individuals and communities. In historical process, it was seen that the women have been in the background in the sports field and they must struggle to find a place for themselves. However, sports which is a humanistic right, is an individual and a social phenomenon. Therefore, the individual in the sports environment develops himself/herself individually and socially. The fact that woman finds a place for herself within sports under different statuses (athlete, sports manager, leader, trainer, teacher, referee, academician, audience, journalist etc.) indicates that she will be effective in social life. The purpose of the high-level institutions and organizations in the world is to conduct active projects that will include girls and Women in sport fields. Today, the participation level of girls and Women in sport is not sufficient in Turkey. But their international success in the sports has high successful performance compared to men.

One of the key words used in scientific research in recent years is the concept of metaphor. The word metaphor is etymologically composed of the Greek meta- “beyond” and the pherein “carrying, taking” and it means ‘transporting, moving away’. The word metaphor indicates a transport event between two points both etymologically and terminologically. In general, the metaphor means transferring and carrying some of the properties of an object to something else (Demirci, 2016). From the perspective of the researchers, metaphors make it easier to articulate things to be said with less word and in a more stressed way (Tompkins and Lawley, 2002).

With an unsophisticated expression, metaphor which are the essence of understanding and make sense of something structure the perception of individuals regarding objects, finding their ways and forming relationships with other people through the concepts they have (Akbaba-Altun and Apaydin, 2013). There are researches used by metaphor studies to

determine perceptions of various concepts in all fields of physical and social sciences (Ocak et al., 2017). As in other social sciences, the sports scientists investigating the social aspects of the sports phenomenon have started to use metaphoric templates and images and they have obtained impressive results. Especially the findings of recently performed sports and gender studies are noteworthy (Esentas et al., 2016; Gursel et al., 2018; Ozbey et al., 2018). Andriessen & Gubbins (2009) emphasized that a systematic metaphor analysis seems to be a useful approach for exploring the theoretical concepts.

Equality of men and women is an important issue in the field of education as in all areas of society. According to the World Health Organization (WHO), sex refers to the biological and physiological features that define man and woman while gender refers to the roles, behaviors, activities and qualities that are socially created and a society deems suitable for men or women. Conducting research on the problems of women in the fields of education, health, law, politics, business and sports, supporting and ensuring coordination in these researches are among the priority objectives. In addition, efforts to eliminate gender discrimination stemming from the institutions and practices of society are noteworthy. As in all other areas, women's activities in the sports field, which carry universal values and try to spread these values for the development of societies, are becoming more important (Ozbey and Guzel, 2011).

Not much is known about women's participation in sports in ancient times in the world. Although it is known that women used to do sports in Ancient Greece, it is understood that women participated in physical activities in other societies despite not calling it sports. In the Middle Ages, women were generally excluded but were able to perform physical activities for recreational not for sports purposes. In the period from the 19th century to the modern Olympics, women in the United States performed different exercises than men in physical education and sports. Women who couldn't take place in the modern Olympics in the first place later participated in almost every kind of sports organization held in the world thanks to organized activities (Memis and Yildiran, 2011). In Turkey, woman's place was solidified in all areas after the proclamation of the Republic and gender equality was attempted to be provided. For instance, in the light of the regulations made by the Civil Code adopted in 1926, the purpose was to prevent the inequality between women and men. As in all areas, women are getting their place in sports. In the period up from the proclamation of the Republic until today, it is known that very successful female athletes have been raised and they have brought great success to Turkey (Dogu, 2017).

The basis of gender equality in sports is the existence of availing equal opportunities for men and women available in the sports environment. Equal access to sports opportunities is closely related to the equal representation of women and men in departments of the institutions responsible for sports and particularly in the decision-making mechanisms. In this context, women's participation in decision-making mechanisms is one of the most important elements of equality in the sports environment (Koca Artan, 2011). It is known that sport is perceived as a male-dominated social phenomenon and in some sports branches there is a gender-based discrimination. This discrimination is observed in some cultures more clearly. Football is the most popular sports branch both in Turkey and in many countries of the world. Due to being the center of attention for media, football has audience from many different groups of people whose social status and roles are different. The idea that football belongs to the world of men and volleyball is an elegant women's game takes place in many parts of the society. However, it is seen that the women do not take part in sports only as athletes. Women have different roles in sports environment. Among these roles are woman managers, academicians, coaches, referees, leaders, spectators, sports journalist, recreation experts, mentors, sports managers, sports announcers etc. Sometimes they can continue several of these roles simultaneously.

In this research, the concept of "women in sport" is addressed from the perspective of female and male students. The purpose of this research is to reveal how the students of Sports Management Department conceptualize their perceptions about the concept of "women in sport" through the metaphors they developed. In this research evaluating the perception of women in sport with a metaphorical approach, the opinions of sports management students were established and suggestions were developed.

2. Method

This research is designed with phenomenological approach which is one of the qualitative research methods. Phenomenology research is defined as focusing on subjects who are known to exist but do not provide an in-depth understanding (Yıldırım and Simsek, 2011). In accordance with this design, students who have been studying at the Faculty of Sports Sciences raising the Sport Manager candidates for 22 years with a deep history have been selected and they have been asked to conceptualize their thoughts about "women in sport" with a metaphor.

In the research process, the following questions were asked from the female students and male students. In the research process, the following questions were asked to the female and male students. What are the metaphors developed about the concept of "women in sport"? What are the categories of metaphors developed by female and male students about the concept of "women in sport"? What are the themes based on the explanations of the metaphors selected by male and female students for the concept of "women in sport"?

Study Group (Participants)

The students who participated in the study were selected by using easily accessible purposeful sampling method. The participants are composed of the 3rd grade students taking the course of “Leadership in Sports” being a course in Sports Management Department, the 2nd grade students taking “Sports Culture and Olympic Education” and the senior year students taking the “Entrepreneurship” course.

The research group is composed of 126 sports manager students studying in a state university for 2018-2019 academic year. 55 of these students are (44%) female and 71 of them are (56%) male. The common feature of the group is that they are the undergraduate students of the same department.

Data Collection

The personal information form developed by the researcher was prepared to obtain the opinions of the participants. In the personal information form, there are questions related to the age of the participants, their class, the status of being registered in the double major program or the formation education, the sports history, the sports habits of parents and following woman's sports etc. In the second part, a questionnaire form composed of open-ended questions was prepared by the researcher and data were collected. In this regard, they were requested to state their opinions in writing with the questions of *If you are asked to associate the concept of “Women in sport” with a living or non-living being, an object or anything, what will you metaphorically associate with? Could you explain the reasons?* In the metaphors related to the concept of women in sport, they were requested to answer the question considering the women in such sports fields as athletes, leaders, managers, referees, coaches, academicians, sports writers, sports investor and etc.

Data Analysis

Content analysis technique was used to analyze data. Content analysis is performed where the research isn't theoretically stated clearly or a deeper analysis is required (Yıldırım and Simsek, 2011)

The research consists of 3 steps. These are as follows;

1. In the first stage, the interview forms of the students who participated in the research were checked. Interview forms were distributed to a total of 2nd, 3rd and 4th grade students. 30 of these students (16%) were excluded from the study due to failure to produce a metaphor. Also, 39 (24.5%) people composed of those filling the personal information and interview forms incomplete, the students writing a metaphor but not explaining it and the forms without a metaphor were excluded from the study. For this reason, the number of research group decreased from 160 to 121 students (55 female and 71 male students). Information on the research group is given in detail in Table 1.
2. Data obtained from valid forms were first coded (water, mother, warrior etc.). The metaphors created from these codes were categorized (Nature, human, animal etc.). Afterwards, the codes and categories created were arranged by their frequencies and they were given in a way to cover female/male students separately in Tables (Table 2 and Table 4). The explanations made for metaphors were analyzed. The explanations with similar content were put together and “Themes” were created (individual gaining strength, leader, etc.) and tables with the codes covering these themes were presented (Table 3 and Table 5).

2. Finally, information about the validity and reliability of data analysis was given.

Arrangement of Data by Codes and Categories

The form of each male and female participant was coded separately. After excluding invalid and unavailable forms, female students were indicated with “F” and male students with “M”. Students were grouped according to their sex by writing the code number next to them (such as F1, F2 and M1, M2, etc.).

The concepts used in coding were obtained from the explanation of the data. All metaphors were analyzed with common features of the perception of women in sport. Similar concepts were grouped under the same category. Some concepts formed their own category (for example hand is categorised as an organ). Findings were presented under the themes created according to data arranged by codes and categories. A separate category was created for some metaphors with abstract content (for ex; Goddess).

In validity and reliability analysis of the research, the criteria determined by Miles & Huberman (1994) were based. According to these criteria, students' perceptions of women in sport were identified and interpreted to ensure internal validity. To ensure the consistency of the findings, the consistency of the concepts constituting the themes between one another and with the other themes were evaluated. Whether the themes formed a meaningful whole was tested. During the analysis process, separate coding were performed by two experts in the field of sports and having experience in qualitative research. Compatibility was tested by comparing these coding. The harmony between the encoders was found as $r=0.91$ following the reliability calculation. Therefore, the calculated values indicate that there is a very good level of compliance between the scorers. The findings obtained were supported with literature.

3. Findings

In this part, the demographic attributes of the participants and the metaphors generated for the concept of women in sport were presented on the basis of the variable of gender. First, the number and variety of metaphors between female and male students were stated. They were grouped by the categories created with metaphors. Finally, the themes based on the reason of students to choose metaphor were formed.

Table 1. Information about Study Group (Sports Management Students)

Participants	Female Students			Male Students		
	Options	N	%	Options	N	%
Age	18-22	47	85,5	18-22	48	67,6
	23 ve +	8	14,5	23 ve +	23	32,4
Double major/ Pedagogical formation	Yes	15	27,3	Yes	71	100
	No	40	72,7	No	-	-
Active sports history	Yes	30	54,5	Yes	71	100
	No	25	45,5	No	-	-
Athlete License	Yes	8	14,5	Yes	23	32,4
	No	47	85,5	No	48	67,6
National athlete	Yes	1	1,8	Yes	16	22,5
	No	54	98,2	No	55	77,5
Working position	Yes	33	60,0	Yes	34	47,9
	No	22	40,0	No	37	52,1
Mother's doing sports	Yes	14	25,5	Yes	9	12,7
	No	41	74,5	No	62	87,3
Father's doing sports	Yes	12	21,8	Yes	43	60,6
	No	43	78,2	No	28	39,4
Followed up women sports	Yes	41	74,5	Yes	7	9,9
	No	14	25,5	No	64	90,1
Followed up men sports	Yes	36	65,5	Yes	23	32,4
	No	19	34,5	No	48	67,6
Interested sports	Yes	55	100	Yes	44	62,0
	No	-	-	No	27	38,0
Following sports regularly	Yes	36	65,5	Yes	67	94,4
	No	19	34,5	No	4	5,6
Total	-	55	100	-	71	100

According to Table 1, it has been determined that 85.5% of female students and 67.6% of male students were in the age group of 18-22. The ratio of doing a double major program and/or the pedagogical formation education was 27.3% for girls and 29.6% for boys. Concerning the active sports history, 54.5% of female students and 78.9% of male students have a sports history. The rate of female students doing sports actively was 14.5% while this rate was 50.7% for male students. 1.8% of female students were national athlete while this rate is 11.3% for male students. According to the working position, 60% of female students state that they work apart from being a student while 60.6% of male students work with a similar ratio. Addressing the sports habit of parents for female and male students, it is determined that 25.5% of the mothers of female students and 21.8% of their fathers do sports. The same rate is 9.9% for the mothers of male students while this percentage is 32.4% for their fathers.

About the participants' follow-up on woman's and man's sports, the rate of female students to watch woman's sports is 74.5% while the rate of watching man's sports is 62%. Concerning these ratios of male students, 60.5% of them follow woman's sports and the rate of watching man's sports is 94.4%. When they are asked whether there is a sport they follow continuously, the rate of watching at least one sports is 65.5% for female students while this ratio is 95.8% for male students. 34.5% of female students don't follow any sports regularly. This ratio is 4.2% for male students. Volleyball, tennis and gymnastics are among the main of interest for female students while it is seen that this ranking is highly involved in football and basketball in male students.

Metaphors Used by Female Students regarding the Women in sport Concept

It is seen that 55 female students participating in the study produced 31 different metaphors related to women in sport. According to the data obtained from these students, 7 conceptual categories were determined (Table 2). These are grouped in sub-categories of nature, human, animal, device/material, place/venue, organ and abstract concepts.

Table 2. Categories of metaphors of female students about the concept of “Women in sport”

Category	Metaphors	Metaphor numbers	Metaphor frequency
Nature	Star(F15,K44),Sun(F16,F22,F31,F33,F36,F41), Mountein(F39,F45), Plane tree(F43,F55)	4	12
Human	Leader(F2,F3,F5,F7,F8,F9,F10,F18,F21,F23,F25,F28), Pioneer (F52), Women(F24), Parents(F26), Team captain (F32), Mother(F17,F47), Female Fighter (F46)	7	19
Animal	Queenbee(F6), Female lion(F13,F14,F34,F37,F38), Jaguar(F30), Tiger(F35), Eagle(F54)	5	9
Equipment Material	Atom(F1), Straight Pole (F19), Street Lamp(F40), Compass(F42), Medal(F48), Book(F49)	6	6
Place	Golden mine(F4)	1	1
Organ	Hand(F29)	1	1
Abstract Concepts	Future(F11), Symbol(F20), Role Model(F12), Representation of freedoom (F27), Victory(F50), Goddess(F51), Light(F53)	7	7
Total		31	55

According to Table 2, regarding the metaphors and number of people producing metaphors, it is observed that 55 female students use the metaphors of “sun(6)” in the category of nature, “leader (12)” in the category of human, “female lion (5)” in the category of animal, “medal (1) and streetlight (1)” in the category of material/device, “goldmine (1)” in the category of earth, “hand” in the category of organ and “representation of freedom (1) and Goddess (1)” metaphors in the category of abstract concepts. Unlike male students, female students used an organ (hand) in the human body as a metaphor. It can be stated in line with these findings that female students prefer metaphors about vitality (human, animal and nature) and for the universe in which they live.

The Reasons for Female Students’ Selecting the Metaphors about the Women in sport Concept

Analyzing the reasons for female students’ selecting the metaphors about women in sport, the themes of individual empowerment (12), leader (11), woman nature and value (8) are prominent (Table 3). It is interesting that the metaphors of animal and human categories used in female students focused on strength gain at high level.

Table 3. Themes of Female Students about the Women in sport Concept

Themes	Metaphors	Metaphor Names
Women in sport as an Individual Empowerment	12	Atom, Female Lion, Straight pole, Representantion of freedoom, , Jaguar, Tiger, Mountain, Plane tree, Fighter, Book, Goodness, Eagle
Women in sport as a Leader	11	Future, Role model, Star, Streetlamb, Compass, Leader, Light, Queen bee, Team captain, Victory, Pioneer
Women in sport as the woman nature and value	8	Sun, Mother, Woman, Parents, Hand, Golden mine, Symbol, Medal

Women in sport as the Individual Empowerment

In metaphors used by female students regarding the perception of women in sport, it is seen that the highest likelihood of association is seeing woman as an individual gaining strength. Female students think that women in the sports field gain individual strength and can represent them. According to the participant female students, women strengthen their places in the society and can behave freely when they take part in sports environment. The opinions of some students (F14, F20, F27, F54, F45) are given below.

Because they are just like a strong, powerful and respected lion (F14). Because they represent our existence (F22). Because sports strengthens the places of women in society. Because they make themselves feel that they are an individual (F27).

Because they are the women who know what to do. They act with their free will (F54). Because they have fought or seen many psychological battles, they have achieved something and had good or bad experiences and they have been all aware of them. The most important thing is they have done all of these things by themselves (F45).

Women in sport as Leader

Among the reasons for female students’ selecting, the metaphors are “woman as a leader”. Female students think that women in sport field serves as a model by pioneering societies and can lead in sports field. Thus, the impacts generated may change the perspective of other people and provide motivation. The opinions of some students (F2, F6, F25, F53, F12) are given below.

Because they are motivated and goal-oriented people who know what they want and provide a suitable environment

accordingly (F2). Because they are both leaders and beautifully remarkable people (F6).

Because they want to lead and teach something to other women (F25). Because they approach emotionally and with affection. They spice up and bring joy. They think with details and produce new ideas (F53). Because the participation of women in future of sports always makes positive effect (F12).

Women in sport as Woman Nature and Value

Among the reasons for female students' selecting, the metaphors about the perception of women in sport are "nature of being a woman and seeing woman as a value". Female students think that women taking part in sports field are valuable for societies. The participant female students have stated that woman takes part in sports environment with her own nature. Thus, they think that woman get the opportunity of representing herself as a female not as a male. These women are rarely found and they are valuable. The opinions of some students (F47, F26, F4, F22, F48, F50) are given below.

Because they are very strong, powerful and patient (F47). Because they take care of their job as if it was their children and they do their best by flinging themselves into it (F26). Because women are like gold and hard to find and they are highly valuable (F4). Because it indicates the women's sparkles, their existence and abilities (F22).

Because they don't tease everyone. They only tease with people who have succeeded. So, these women are special (F48). In our country, people always tell that women can't do many things; therefore, these women represent achievement and proving oneself especially to themselves (F50).

Metaphors Used by Male Students regarding the Women in sport Concept

It is observed that 71 male students who have participated in the study have produced 52 valid and different metaphors regarding the women in sport. 7 conceptual categories were established as per the data obtained from these students (Table 4). These were grouped in the sub-categories of nature, human, animal, device, place/venue, precious stone and abstract concepts.

Table 4. Categories of metaphors of male students about the concept of "Women in sport"

Category	Metaphor	Metaphors (number)	Metaphor (frequency)
Nature	Earth surface(M1), Colorful flower(M3), Flower(M22, M64,M68), Tree with fruits(M37), Clover (M54,M60), Flower in minefield(M55), Water(M63), Yellow rose(M70)	8	11
Human	Queen(M5,E59), Leader(M7,M13,M39,M48), Mother (M8,M12, M24,M33,M34,M36,M44,M52), Teacher(M14), Brave human(M15), Manager(M17,M38), Referee(M18,M42,M65,M69), Family(M20), Woman(M21), Team captain(M23), Dictator(M67), Commander(M40), Trainer(M41),Flag planting on the moon(M43),Human(M47), Boss(M6)	16	31
Animal	Fox(M4), Female Lion(M6), Ant(M19), Queen bee(M32), Wolf(M50), Hen(M51), Clourful Bird(M62),Female horse(M71)	8	8
Material /device	Security camera(M9), Shield(M10), Compass(M16,M26), Computer(M29), Key(M30)Door(M35), Food processor(M61), Traffic Lamb(M31), Gun(M45), Microphone(M56)Tank(M58)Diamond(M25)	12	13
Abstract concept	Indicator of civilizilation(M2), Future(M28), Scale of the Nation(M46), Light in the darkness (M49), Symbol of equality (M53), Honoury head (M57)	6	6
Place	Foundation of house(M11), Center of the World(M27)	2	2
Total		52	71

According to Table 4 regarding the metaphors and number of people producing metaphors, it is observed that 71 male students have used the metaphors of "flower" (6) in the category of nature, "mother" (8) and referee (4)" in the category of human, "marc, hen, female lion" (1) in the category of animal, "compass (2) and traffic lamp (1)" in the category of material/device, "foundation of house (1)" in the category of place and "indicator of civilization (1) and scale of nation (1)" in the category of abstract concepts. Male students have used the precious stone-diamond metaphor as different from the female students. It can be stated considering these findings that male students prefer the metaphors about vitality (human, animal and nature) and material.

The Reasons for Male Students' Selecting the Metaphors about the Women in sport Concept

Analyzing the reasons for male students' selecting the metaphors about women in sport, the themes of Individual Gaining Strength (14), Nature of Being a Woman (13), Leader (13) and Universal Values and Contribution to Social Development (12) have appeared about the women in sport (Table 5). The theme that the metaphors of male students provide more strength to women was formed and distributed equally with other themes.

Table 5. Themes of Male Students about the Concept of Women in sport

Themes	Metaphor numbers	Metaphor Names
Women in sport as an Individual Empowerment	14	Tree with fruits, Clover, Gun, Microphone, Tank, Fox, Female Lion, Female bird, Ant, Dictator, Boss, Commandor, Brave Human, Flag planting on the moon.
Women in sport as the nature of a Woman	13	Foundation of house, Key, Food processor, Hen, Clourful bird, Mother, Woman, Family, Flower, Yellow rose, Water, Flower in minefield, Clourful flower.
Women in sport as Leader	13	Future, Dimond, Compass, Quenn bee, Wolf, Female horse Queen, Leader, Teacher, Manager, Team Captain, Trainer, Shield
Women in sport as social development and an universal value	12	Earth surface, Indicator of civilization, Center of the world, symbol of equality, Country scale, Light in the darkness, Computer, Door, Traffic lamb, Security camera, Refree, Honoury head

Women in sport as an Individual Empowerment

The reason for male students to choose the metaphors related to the women in sport concept is seeing woman as an “individual gaining strength”. Male students have emphasized that women gain strength when they find a place for themselves in sports. They think that performance of the sports phenomenon, attributed especially to men, by women increase the women’s strength in the society. According to them, women taking part in sports are strong, hardworking and enduring. The opinions of some male students (M56, M2, M66, M40, M45, M58) are given below.

Because it makes our voice more rotund, free and be heard from far away (M56). Because they have gained a seat in the society. These women are strong people who move forward in line with their wishes and goals (M2). Because they have power (M66).

Because they stand bravely, where men think and say they cannot do (M40). Because such women say the last word (M45). Although they are confronted with lots of opposite thoughts, prejudices and even negative behaviors of people, they can withstand and ignore them (M58).

Women in sport as the Nature of a Woman

Among the reasons for male students’ selecting, the metaphors about the perception of women in sport are “nature of being a woman”. Male students think that women takes part in sports environment with her own existence. According to them, the women taking part in sports are trustworthy and makes sure the sports is based on solid grounds. In this process, such beauties as compassion and esthetic also occur. The opinions of some male students (M11, M12, M21, M63, M60, M22) are given below.

Just as the solid ground of a house assures us, the Women in sport give us the confidence. If we want to base the sports on solid grounds, women must be our most important point (M11). Because they make us feel their compassion everywhere (M12). As they know what to do and where to do. They listen to the voice of conscious when necessary. They treat everyone equally. They are clear, they do their best (M21). Because Women in sport environment are vital for life just like water. Women glamourize sports just like the whole life (M63).

Because they are the most rare flower in the world. It is highly important for women to get a high-ranking position. They are like a clover for me. Such individuals are rare and valuable (M54). Because it is hard to find (M60). Because they revive every place they enter, they raise and mature students and those for whom they are responsible just like themselves (M22).

Women in sport as Leader

The reasons for male students’ selecting the metaphors regarding the women in sport concept were explained. Following these explanations, the theme of women in sport as a leader was created. Male students think that women undertake the position of leader when they take place in sports environment. According to them, Women in sport are courageous, dynamic and voice of other women. They lead those coming behind in this process. The opinions of some male students (M10, M13, M59, M16) are given below.

Because they have taken part in sports, been the voice of other women and served as an example and defender of them despite lots of obstacles (M10). Because they are a guiding spirit. They lead the way for those coming behind without losing their way at all conditions (M16).

Because a woman is at the forefront with all of her aspects. Women in sport environment are courageous, self-confident and sophisticated individuals as required by leadership (M13). Because they are strong, dynamic and also kind, elegant and courteous (M59).

Women in sport as Social Development and Universal Values

The last theme among the reasons for male students' selecting the metaphors used for the women in sport concepts is the women in sport theme of universal values and contribution to social development. Male students think that women serve the universal values (respect, quality, impartiality, equality etc.) and particularly gender equality when they take part in sports environment. They have also emphasized that they will make a great contribution to social development and rank within the indicator of civilization. The opinions of some male students (M2, M49, M31, M1, M27, M46, M57, M18) are given below.

Because women participation in sport is a factor indicating the development level of countries. It creates a positive perception. It mobilizes society. They keep people and little girls within sports by being their idol (M2). Because I consider these women as a leader and a hope for some underdeveloped societies through the achievements they will earn (M49). Because the existence of women in male-dominated societies has been an important factor affecting social perception about where to stand, where to wait and where to act (M31).

They are like earth because they have proven that everyone can do sports and they have brought differences to sports. They have demonstrated not only the land but also sea, air and earth (M1). Because there is always, morality and respect where women exist (M27).

Because they show gender equality (M46). Because they make us feel that women can do anything, interest in female athlete increases, success can come and quality can increase. Justice can occur (M57). Because they can approach everything neutral and examine in a fair framework (M18).

4. Conclusion and Discussion

According to the findings of the research, sex factor plays a determinant role on the mental images of students regarding women in sport concept. Similarly, it has been ascertained in the studies where sex factor is analyzed that (Andriessen and Gubbins, 2009; Kara and Yıldıran, 2011; Ozkar, 2018) female students are effective in generating metaphors. Contrary to other researches, it is understood in this study that male students are better than female students in the number and variety of metaphors (Table 4). The prevention of women's existence efforts in sports in many periods of history and the male-dominated image of sports may be one of the reasons for this finding.

With the feminist movement developing since the beginning of 1970's, the issue of women and sports has been taken seriously after accepting sports as a "right" and the world of sports defined as "masculine" has been opened to women slowly (Yaprak and Amman, 2009). In this process, the status of women in participating in sports with various statuses is still at lower level than men. It can be said that the reason for lower numbers and variations of metaphors used by female students compared to males can be pointed out as the low percentages in the rate of representation of women in sport. Although this research has been conducted in an institution giving sports education, the number of licensed athletes has stayed at 54.5% for female students and the state of being an active athlete is at 14.5%. Concerning the sports branches in which female students are interested, these are volleyball (15 people), tennis (14 people) and gymnastics (9 people) respectively. These sports are followed by football, swimming, kick box and badminton. Football and basketball are among the most popular sports among the participant male students. These sports are followed by tennis, swimming, volleyball and table tennis. Salli et al. (2017) have conducted the research titled the perspective of individuals towards the sports branches on the axis of dominant sex in sports (Salli et al., 2017). Following the research, the power-based characteristics of men and elegance of women in the society are emphasized. It is stated that women prefer esthetic sports and men prefer power-based sports branches. These findings support our research. It has also been established that sex is effective in generating metaphors but the lifestyle and interest of the participant is also important regarding the concept selected. In conclusion, it is stated to affect female students in terms of both numbers and variety in producing metaphors.

"Individual empowerment" is first rank theme among the metaphorical concepts of female and male students. While female students choose strong animals such as female lion, eagle, jaguar and tiger among these metaphors, male students prefer the female animal metaphors cunning like a fox and being hard working like an ant (hen, marc and female lion). However, it is noteworthy that the male and female students use the "war" metaphor as a show of strength. These are the metaphors of commander, warrior, victory, atom, tank and gun. War concepts are frequently used in sports media. In a research where the language used in *Stad* and *Fanatik* newspapers is analyzed, the words containing war and violence are included. It has been determined in the study that such concepts as gun, commander, victory and warrior have been commonly used (Ozgur, 2018). The effect of media on individual and society is known. Sports news has long-term place in written and visual media. There are TV channels in Turkey only about sports and football branch in particular. The study of Ozsoy (2016) titled as the perspective of journalist candidates on gender-based sports media has reached similar results. Following this study, male students have stated unlike the female students that sports is a male-dominated area. Also media is biased and low in reliability. As a result of the research, it has been presented that

female students' working in sports media can change the masculine structure of sports media. It can be said that the language and attitude of sports media are effective on both student groups. It is important that woman sports writers and journalists should be directed to work in this field.

The other common theme in female and male students is the women in sport theme "with the nature of a woman". The metaphor diversity of male students is especially higher in this theme. They have presented such metaphorical concepts as foundation of house, mother, food processor, hen, woman, family and key, which sees woman within the family. It is noteworthy that male students conceptualize the female image in sports and the function of the woman in the household. Female students emphasize the value, success and vital importance of women with metaphors such as water, sun, victory, medal and gold mine. 'Women in sport' is highlighted as a unique and valuable icon. Female students mention this value and success as a woman while male students mostly identify this with "mother" and task of mother within family. The mother metaphor is observed to be frequently used in other studies. Concerning the rate of sports habit of parents of the participants, the mothers of female students do sports more than the mother of male students. In male students, fathers do sports at higher level (Table 1). In both groups, the percentage of doing sports related to parents is low.

A study conducted by the Turkish National Olympic Committee (NOC of Turkey) in 2014 revealed that the rates of doing regular sports between families and children were similar in this study. In order to create an awareness for the mothers who want to make their children do sports, the "Olympic Moms" project that was initiated in 2015 aims to encourage children all over Turkey to do sports and to give sports consciousness (NOC of Turkey, 2018). The Project is still on-going and supported by the sponsors. Moreover, the research titled gender in Turkey and perception of woman for the year 2018 conducted by Kadir Has University has yielded important results. This study was conducted with 1205 people aged 18 and over in 23 provinces. The purpose of this research is to make a comparison in gender studies and to create a database. One of the research questions is "feeling of trust for the mother" and it was found to be positive at a rate of 98% (KHU-Report, 2018). This finding supports the metaphors related to mother in our study. For the participant group, it can be said that the mother image plays an important role in the perception of women in sport. For this reason, it is recommended that studies should be performed on education and awareness of mothers not only for girls but also for boys.

The theme of "women in sport as a leader" shows similarity in female and male students. The common metaphors are team captain, queen bee, future, leader and compass. In addition, female students have emphasized both leadership and pioneering characteristics in metaphor explanations. Existence of women in sport inspires girls and women. These were stated with the metaphors of shining in the dark such as light, street lamp and star. A similar finding has also been published in the 2018 research report of the Gender and Women Studies and Research Center. It has been stated that women want female leaders and the approach to women's issues is affected by the tendency to vote (KHU-Report, 2018). It is noteworthy that the metaphors that illuminate the darkness for women who have been restricted for many years in every area of the sports are used. From the historical perspective, Alice Milliat's establishment of the International Federation of Women in 1921 was an important step in the adoption of women's sports. This movement that started in Western culture has increasingly been spread (Memis and Yıldırım, 2011). In the study titled as the athletes apart from the gender norms, it has been concluded that it is difficult to be a female athlete in Turkey and social acceptance is success-oriented (Kavasoglu and Yasar, 2017). For the female students who have participated in this study, the women in sport is perceived as leader. Thus, it is recommended for female students that girls and women who are in every field of sports are promoted and used as a role model.

The theme of women in sport as "universal values and contribution to social development" has appeared among the metaphor findings of male students. These metaphors such as an indicator of civilization, earth, center of earth, traffic lamp and computer have expressed that women in sport not only increases her own value, but also enriches the society she lives. After the Republican period, Mustafa Kemal Atatürk has stated in every occasion that participation of women in sport should be addressed in line with the modernity and scientificness and woman is so important in social development (Atalay, 2007). As a matter of fact that, giving the women the right to vote and stand for election in 1935 was an important step in woman's social life. After that, Halet Cambel and Suat Fetgeri Aseni representing Turkey in 1936 Berlin Summer Olympics in fencing branch were the first female athletes. Thus, the process of representation of women in sport at the highest level has begun. The rate of doing sports is an important criterion for healthy societies composed of healthy children and young people. National sports policies are developed especially in developing countries in order to create sports culture and to popularize this culture. In Turkey, improving physical and mental health of citizens of all ages and spreading sports among the masses are the constitutional duty of the state (Turkish Republic Constitution, 2018).

With the metaphors of equality, scale of nation, security camera and referee, male students have emphasized the necessity that universal values such as equality, respect and justice must be in sports with the woman. Sport reaches the masses with its feature of universality. However, it reflects not only positive but also negative values to the society. Such values as violence in sports, match-fixing, swear words, doping and hooliganism experienced recently and not

existing in the core of sports are prominent. According to the research results on perception of woman in Turkey, female participants have stated that the biggest problem they experienced is violence (68%) not inequality (KHU-Report 2018). Violence in sports is actually an important problem of society. Another finding of the same research is that women have a more equalitarian perception than men. Research results indicate that the rate of women thinking that there is no gender equality about rights and opportunities in Turkish society is 81% and the same rate is 68% for men (KHU-Report 2018). High-level international organizations such as World Health Organization (WHO) and United Nations (UN) combat with violence considered to be an epidemic not only in Turkey but also all over the world. In this study, male students have a perception that women in sport will reduce violence and inequality and secure the justice. There are sample practices based on this thought. The fact that the sports clubs in Turkey open their stadiums only for women and children in football matches constitute an example. It is important for all relevant institutions work together and find a solution relevant to violence in sports and discrimination. It is suggested to use and spread such universal values of sports as peace, friendship, sharing, respect and fair play for social peace.

The findings of the research were only applied to the students of sports management department in a faculty of sports sciences. Another study containing other faculties of sports sciences and other departments in Turkey can be conducted by expanding the limitations. It is recommended that the academic studies directed to ascertaining women in sport perception should be extended and the final reports must be shared with public.

References

- Akbaba-Altun, S., & Apaydın, C. (2013). Metaphorical Perception on the Concept of “Education” of Prospective Girls and Men Teachers. *Educational Administration: Theory and Practice*, 19(3), 329-354.
- Andriessen, D., & Gubbins, C. (2009). Metaphor Analysis as an Approach for Exploring Theoretical Concepts: The Case of Social Capital. *Organization Studies* 30(08), 845–863 ISSN 0170–8406.
<https://doi.org/10.1177/0170840609334952>
- Atalay, A. (2007). Women and Sport in Nationalization Process from Ottoman Empire to Young Turkish Republic. *The Journal of Sport Management and Information Technology*. ISSN: 1306-4371, 2(2).
- BaSarır, F., & Sarı, M. (2015). Investigation of Women Academicians’ Perceptions Regarding “Being A Woman Academician, Through Metaphors. *Journal of Higher Education and Science*, 5(1), 41-51.
<https://doi.org/10.5961/jhes.2015.108>
- Demirci, K. (2016) *Metafor: Bir Anlatım ve Üretim Mekanizması” Dil Bilimleri Kultur ve Edebiyat*. (Edt. M. Sarıca, B. sarıca), Padam Yayınları; 330-343, Ankara
- Doğu, H. M. (2017). Position of Women in Sport and Sports Law. *Union of Turkish Bar Association Review*, Special Issue-2017 P: 313-324.
- Esentas, M., Guzel, P., Ozbey, S., Kılinc, Z., & Celebi, M. (2016). The Metaphoric Perceptions of Female Students Regarding “Outdoor Camp” Concept. *International Journal of Social Science Research*. ISSN: 2146-8257, 5(2), 1-15.
- Gursel, N., Ozbey, S., & Esentas, M. (2018). The Role of Leaderships Programme on Women Empowerment through Sport. 5th International Sport Science, Tourism and Recreation Students Congress-Manisa.
- Kara, M., & Yıldırım, F. (2011). Perception of the “Other”: Gender Biases and Discrimination in Sports Sector Perceived By The Women. *Gazi Journal of Physical Education and Sport Science*, January-2011, XVI(1), 3-13.
<http://dergipark.gov.tr/download/article-file/292497> Accessed date: 21.11.2018.
- Kavasoglu, I., & Yasar, M. (2017). The Athletes Beyond Gender Norms. *Hacettepe Journal of Sport Sciences* 2016, 27(3), 118–132. <https://doi.org/10.17644/sbd.296213>
- KHU-Report (2018). Perceptions of Gender and Women in Turkey Kadir Has University-Gender and Women Studies and Research Center, 2018. <http://www.khas.edu.tr/kadin/134> Accessed date: 20.10.2018.
- Koca, A. C. (2011). Analysis of the General Directory of Youth and Sport And Turkish National Olympic Committee With Regard To Gender Equity Perspective, TUBITAK Project No: 109K358, Ankara 2011.
http://www.stoag.hacettepe.edu.tr/4-GSGM_tam%20 Accessed date: 14.11.2018.
- Memis, U. A., & Yıldırım, I. (2011). The historical development of women’s involvement in sports in western Cultures. *Gazi University Journal of Physical Education and Sport Science*. July 2011, XVI(3), 17-26.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook*. (2nd ed). Thousand Oaks, CA: Sage.
- NOC of Turkey web page: IOC Women and Sport World Awards; Eczacıbaşı Sport Clubs.

- <http://www.olimpiyatkomitesi.org.tr/Haber-Detay/Uluslararası-Olimpiyat-Komitesi%E2%80%99nin-ldquo;Kadınlar-ve-Spor-Dünya-Odulurdu;-Eczacıbaşı-Spor-Kulübü%E2%80%99nün/8957> Accessed date: 06.12.2018
- Ocak, S. E., Ciydem, E., & Akdogan, E. M. (2017). Perspectives on Social Studies Teacher Candidates` Metaphor Perception for Culture and Identity. *Kafkas University, e – Kafkas Journal of Educational Research*, 4(3), Aralık 2017.
- Ozbeý, S., & Guzel, P. (2011). Olympic Movement and Women. *Balıkesir University Journal of Social Science Institution*, 14(25), 1-18.
- Ozbeý, S., Isıkgoz, E., Esentas, M., & Guzel, P. (2018). Investigation of Self-Awareness Levels of Female Students Participating in International Youth Camp by Different Variables. *Pamukkale Journal of Sport Sciences*, 9(3), 01-10. ISSN: 1309-0356 2018.
- Ozguur, U. (2018). Spor Gazetelerinde Dil: Stad ve Fanatik Gazeteleri Ornegi. Manisa Celal Bayar Üniversitesi, Sosyal Bilimler Enstitüsü, Yayınlanmamış Doktora Tezi, Manisa.
- Ozkar, S. (2018). Investigation of Experience Gender Perspective of Women Soccer Refree. Istanbul Gedik University, Health Science Institution, Graduate Thesis-Ankara.
- Ozsoy, S. (2016). Viewpoints of Journalist Candidates on Sports Media as Part of Gender Discrimination in Turkey. *Akdeniz University Journal of Communication Faculty*, (26), 85-102. <https://doi.org/10.31123/akil.438560>
- Salli, A., Kucuk, V., & Amman, M. (2017). `Dominant Gender Analysis in Sports (The Case Of Turkey). *The Journal of Sport and Performance Research*, 8(2), 154-165. <https://doi.org/10.17155/omuspd.306646>
- Tompkins, P., & Lawley, J. (2002). The magic of metaphor. *The Caroline Newsletter*, March.
- Turkish Republic Constitution: Law article; 2709` Accepted date: 7.11.1982
https://www.tbmm.gov.tr/anayasa/anayasa_2016.pdf. Accessed date;07.12.2018
- Ünal, A., Yıldırım, A., & Çelik, M. (2010). Analysis of perceptions of primary schools principals and teachers about parents. *Selcuk University Journal of Social Science Institution*, (23), 261-272.
- Yaprak, P., & Amman, M. T. (2009). Women in Spor and Their Problems, *Turkish Kick Boks Federation Journal of Sport Science*, 2(1), 39-49.
- Yıldırım, A., & Simsek, H. (2011). *Qualitative Research Methods for the Social Sciences*. (8th Edition). Ankara, Seckin Publishing.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the [Creative Commons Attribution license](#) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.