Overview Of Online Shopping Through Metaphors During The Pandemic Period

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ABSTRACT

With this study, it is aimed to examine the metaphorical perceptions of the teachers participating in the research regarding the concept of "online shopping" during the pandemic period. In the literature review we conducted, no metaphorical research was found to determine the perceptions of teachers about the concept of online shopping of any person or institution. A total of 138 teachers, who are the teachers of our school as a participant group, constitute the research. The teachers participating in the research were asked to complete the statement "Online shopping is like/similar to………… because……" in order to reach the findings regarding the teachers' use of online shopping during the pandemic period and the metaphors they have regarding the concept of online shopping, through an online form. Of the 138 teachers participating in our research, 131 of the questionnaire forms were evaluated; The metaphors produced by the teachers for the concept of online shopping were first categorized under 2 main headings as positive metaphors about online shopping and negative metaphors about online shopping, and after this categorization, positive metaphors about online shopping were divided into 6 different categories; Negative metaphors were grouped into 3 different categories. According to the results of the research, 70.2 of the metaphors used by teachers for online shopping were in the positive category and 29.8 in the negative category. In the positive metaphor category, food, poetry, friend, need; In the negative category, it was seen that the themes such as swamp, closed box, poison, laziness were emphasized. Qualitative and quantitative research methods were used in the analysis and interpretation of the data obtained at the end of the study. The process of analyzing and interpreting data; It was carried out in five stages: (1) coding and elimination stage, (2) metaphor identification stage, (3) category development and classification stage, (4) validity and reliability stage, and (5) transferring the data to the SPSS package program for quantitative data analysis. After the findings obtained from the research were categorized, they were also evaluated in terms of gender, age and professional experience variables; It has been observed that a total of 9 metaphorical categories, positive and negative, created by teachers regarding the concept of "online shopping" during the pandemic period differ in terms of these variables.

1. INTRODUCTION

After the first coronavirus (Covid-19) case was seen in Wuhan, China, the coronavirus became the agenda in our country, as it was in the whole world, and took its place in the first place. This virus, which is at risk of transmission, has spread to hundreds of countries around the world; It has created significant effects that still continue and leave permanent traces in every aspect of life in Turkey and in the world. So that; It is predicted that the virus, for which important measures have been taken to control it, will cause significant changes in the attitudes and behaviors of individuals. Because predicting the changes in the behavior of individuals in such crisis periods is very important in order to develop a marketing strategy.

Many businesses operating in our country have decided to stop their activities or reduce their production by the state authority or because of the threat to public health. Unfortunately, the coronavirus has turned into a serious crisis for businesses and some businesses that want to overcome this crisis have focused on online sales (sales over the internet). These and similar processes have once again demonstrated the importance of online shopping (online shopping) for businesses [1-4].

There are many scientific studies on online shopping, but; Metaphor study related to online shopping has not been found in the literature. However, it is important to determine what the stereotypical image of online shopping means in people, and whether this image changes the shopping habits of individuals during the pandemic period. In this respect,

metaphors are evaluated as expressing a phenomenon or concept with more familiar terms and uncomplicated words in terms of characterization, understanding or explanation [2].

Metaphors that we unconsciously use in our daily lives actually have an important place in our lives. "According to Lakoff & Johnson [5], we cannot think deeply about metaphors that we are not aware of despite their importance and we cannot have more information about their meanings." Beyond being adorned with fancy words, which are not only used in daily language, metaphors also have much more important functions in human life (Saban, 2004).

A. Coronavirus In Turkey

As explained in the page published by the Ministry of Health of the Republic of Turkey and regularly updated with new data on a daily basis; The first Covid-19 case in Turkey was detected on March 11, 2020[7]. Looking at the statistics as of March 2020, there is a continuous increase in the number of cases and loss of life.

According to the data of the Ministry of Health of the Republic of Turkey, when the current situation of our country is examined, it is seen that the number of tests performed as of 08.01.2021 exceeded 25 million, there were more than 2 million cases and 22,450 deaths. In the light of all these data, the authorities have taken many precautions in public and private institutions from the beginning, announced that education will be carried out over the internet in order to conduct education in a safe and healthy way, and invited the citizens to stay at home during this process. This situation has visibly affected the habits and needs of people to stay at home for a long time, and online shopping is one of these affected habits.

When we look at it in general, the epidemic has increased even more at a time when digital tools, environments and technology are an indispensable part of our lives, and it has made people unable to leave their homes unless it is felt necessary. This situation, in fact, has been included in the quarantine process of the coronavirus, causing the digital transformation, which is seen as an indispensable element of the twenty-first century, which is present all over the world, including our country, and which is called the age of information and communication technologies (mediacat.com).

B. Online Shopping

In a very general way, it can be said that online shopping is to make and manage all commercial relations over the internet virtually, and to describe electronic commerce in short.

Online shopping, using internet technology; It is the buying and selling of many products, goods or services from the social media environment through digital e-commerce sites. Therefore, it can be said that all kinds of buying and selling transactions made using the internet are within the scope of electronic commerce. People who want to shop online can realize the products or services they want to buy from their residence by following various steps on the internet.

C. Online Shopping in Turkey

There is no clear information about how online shopping over the internet became widespread in Turkey, when and how it started. Despite this, the start of online shopping in Turkey is not far behind the online shopping indicators in the World [10].

According to Milong (Cited by: Source, İ. (2020), online shopping is defined as a system in which individuals instantly buy various products and services without the need for an intermediary during shopping with the help of an electronic device connected to the Internet. In the classical sense, individuals who go to the store and shop. With the pandemic process, they have come to prefer online shopping, which is one of the benefits of the internet."

Turkish Statistical Institute (TUIK) data published in 2019: The proportion of people aged 16-74 who shop online by buying and selling products or services over the internet; It shows that in the twelve months until March 2020, it increased by 2.4% and reached a total value of 36.5%.

In the study, the Covid-19 pandemic period and the place and importance of shopping in our country in this period were mentioned. In the research part of the study, whether the individuals shop online, if they do, the frequency of shopping, whether the shopping made changes in this process and the frequency of the purchased products; In order to reveal what individuals think about the concept of online shopping and their mental impressions, a questionnaire consisting of 138 people was applied online with a google form.

The literature on the subject of the project was searched. Although there have been many scientific studies on online shopping in our country, there has been no metaphor study on the concept of online shopping. It is the first study to examine the factors affecting the attitudes and behaviors of individuals towards online shopping (online shopping) and the concept of online shopping with metaphors during the Covid-19 pandemic period. Based on these, the importance of conducting a research on the concept of online shopping, especially during the pandemic period, has been demonstrated once again. Based on all these information and thoughts, in line with the purposes that form the basis of our research,

In the qualitative part of the research:
What are the metaphors that teachers have and produce about the concept of "online shopping"?
Under which conceptual categories are these metaphors put forward by the teachers participating in the study gathered in terms of common features?

In the quantitative part of the research:
Do the categorized concepts of online shopping show a significant difference according to the gender, age and professional experience of the teachers participating in the study?
What is the rate of online shopping of the teachers participating in the study?
What is the frequency of online shopping of the teachers participating in the study?
Has there been a change in the online shopping behaviors of the teachers participating in the study with the emergence of the Covid-19 virus?

What are the types of products that the teachers who participated in the study most frequently bought from online shopping sites during the Covid -19 outbreak? answers were sought for problem statements such as.

Method this research was carried out using mixed research method. Mixed method (mixedresearch), using both qualitative and quantitative data together; metaphor was used in order to better analyze the concepts.

According to Gay, Mills & Airasian (cited by Hacıfazlıoğlu, Ö, Karadeniz,Ş.,Dalgıç, G. (2011), the mixed method is a combination of both qualitative and quantitative methods collected in accordance with the purpose of the research. It enables a clearer understanding of the subject by using the use of the method." In addition, "Cresswell (cited by Arık, S. (2017) thinks that it will be a more qualified study by bringing together the strengths and weaknesses that may arise in each of the qualitative and quantitative research methods using the mixed method. " [1,11].

D. Data Collection Tools

High school teachers participating in the study were asked to complete the sentence "Online shopping is similar/like because…..." in order to reveal the metaphors in their mental images of the concept of "online shopping". In the literature review, it was stated that different types of tools were used in studies related to metaphor; it is seen that the most preferred one is the semi-structured question form that we used in our research.

A questionnaire was created for the teachers participating in the research to determine gender, age, professional experience, whether they shop online, how often they shop, whether there is any change in their online shopping behavior during the pandemic period, and the frequency of purchasing the purchased products. (Appendix 1: "Survey on Teachers' Online Shopping during the Coronavirus (Covid-19) Pandemic Period and Metaphorical Perceptions of the Concept of Online Shopping", APPENDIX 2:"Permission to Implement the Survey")

In order to analyze the survey results, the answers given were loaded into the SPSS v22 program and the frequency and percentage values of the data were calculated. Comparing the calculated values with the variables given in the research; It was tried to determine whether there was a significant difference between these variables. Chi-square, which is a test of independence analysis, was used for the determination. Content analysis technique was used in the analysis of metaphors. The main purpose of the content analysis technique is to make sense of the metaphor data obtained in the study and to associate it among themselves [9].

E. Working Group

138 teachers working in our school in Yenimahalle District of Ankara province participated in the research. Since the forms of 7 teachers were not filled in accordance with the research, they were not evaluated.

When Table 1 is examined, it is seen that 58.7% and 81 of the teachers participating in the research are female and 41.3% and 57% are male. The finding that the professional experience period of the participant teachers is 11-15 years or more, depending on the concentration of age range of 36-40 years and above; It is a normal result that the school is

highly preferred because it is in a central location and a well-established school.

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPATING TEACHERS

Variables	Demographic Features	Frequency (f)	Percent (%)
Gender	Female	81	58,7
	Male	57	41,3
	Total	138	100
Age	26-30 years	20	14,5
	31-35 years	23	16,7
	36-40 years	37	26,8
	41-45 years	29	21
	46 years and older	29	21
	Total	138	100
Professional Experience Period	1-5 years	16	11,6
	6-10 years	26	18,8
	11-15 years	28	20,3
	16- 20 years	28	20,3
	20 years and older	40	29,0
	Total	138	100

Considering the assignment according to the service score priority, it can be said that the result is in the expected direction.

TABLE II
"DO YOU SHOP ONLINE?" OF THE TEACHERS PARTICIPATING IN THE RESEARCH. DISTRIBUTION OF ANSWERS TO THE QUESTION

Do you do online shopping?	Frequency (n=138)	Percent (%)
Yes	122	88,4
No	16	11,6

When Table 2 is examined, it is seen that the teachers who participated in the research asked "Do you shop online?" 122 teachers answered yes with 88.4% and 16 teachers answered no with 11.6%.

TABLE III
"HOW MANY TIMES DO YOU SHOP ONLINE PER MONTH ON AVERAGE?" OF THE TEACHERS PARTICIPATING IN THE RESEARCH. DISTRIBUTION OF ANSWERS TO THE QUESTION

How many times a month do you shop online on average?	Frequency (n=122)	Percent (%)
0-2 times	53	43,4
3-5 times	35	28,7
6-8 times	17	13,9
8-10 times	11	9
More than 10	6	4,9
Total	122	100

According to Table 2 (above), the participant teachers' "Do you shop online?" It is seen that 122 teachers answered yes and 16 teachers answered no to the question. In this part of the research, the analysis of the research data was made with the data obtained from the answers given by 122 teachers.

TABLE IV
HAS YOUR ONLINE SHOPPING BEHAVIOR CHANGED WITH THE EMERGENCE OF THE COVID-19 VIRUS?" OF THE TEACHERS PARTICIPATING IN THE RESEARCH. DISTRIBUTION OF ANSWERS TO THE QUESTION

Has your online shopping behavior changed with the emergence of the Covid-19 virus?	Frequency (n=122)	Percentage (%)
Increased	95	77,9
Decreased	0	0
Not changed	27	22,1
Total	122	100

When Table 3 is examined; "How many times do you shop online per month on average?" 53 (43.4%) teachers answered the question 0-2 times; 35 (28.7%) teachers 3-5 times; 17 (13.9%) teachers 6-8 times; 11 (9%) teachers 8-10 times; It was determined that 6 (4.9%) teachers made more than 10 purchases.

When Table 4 is examined, it is seen that the teachers participating in the research asked, "Has there been a change in your online shopping behavior with the emergence of the Covid-19 virus? While there was no teacher who answered the question "There has been a decrease in online shopping behavior; 195 teachers with 77.9% answered yes, there was an increase in my online shopping behavior, and 27 teachers with 22.1% answered that there was no change in my online shopping behavior.

TABLE V.
"WHICH PRODUCT GROUP DID YOU BUY MOST FROM ONLINE SHOPPING SITES DURING THE COVID-19 OUTBREAK?" DISTRIBUTION OF ANSWERS TO THE QUESTION

Determine the frequency of purchasing the products you purchased from online shopping sites during the Covid -19 outbreak.	f	%
Food, greengrocer, delicatessen	20	16,4
Stationery supplies	9	7,38
Baby product	7	5,72
Personal care and cosmetics	26	21,31
Cleaning products	5	4,1
Textile	32	26,23
Electronic	10	8,2
Health equipment (mask, disinfectant, visor, etc.)	4	3,3
Tools, equipment and accessories	8	6,55
Flower	1	0,81
Total	122	100

Looking at Table 5, "Which product group do you buy the most from online shopping sites during the Covid-19 outbreak?" Considering the answers given to the question (the top 3 most purchased answers); Thirty-two (26.23%) of the 122 participants purchased textile products, 26 (21.31%) purchased personal care products and cosmetics, 20 (16.4%) purchased food, greengrocers, delicatessen products. stated that he received it.

F. Analysis of Data

In the research, 138 teachers working in our school were asked to complete the given sentence by producing metaphors about the concept of "online shopping"; However, the answers of 7 teachers, who were determined that there was no relationship between the absence of any metaphor and its subject, were deemed invalid and the research was analyzed with the data obtained from 131 teachers.

The descriptive method was used in the analysis of the quantitative data; The obtained data were transferred to the SPSS v22 program. Chi-square independence analysis was performed by looking at the frequency and percentage distributions of the transferred data and whether there is a relationship between the obtained data.

In the qualitative part of the research, the teachers were asked to use "Online shopping.....similar/like; because……" sentence was given and they were asked to complete it. In order for this activity to be carried out in accordance with the purpose, all necessary explanations about metaphor writing were made to all participants. Teachers were asked to produce metaphors related to the concept of online shopping and to write these metaphors by stating reasons and grounds

[12]. It was especially emphasized that they compared the concept of online shopping to something and stated the reason for it.

"Prospective teachers' conceptions of teaching and learning revealed through metaphor analysis. Learning and Instruction [12]. Metaphor studies, there must be a connection with the target source and reason in the question pattern. The words "like" and "like" in the sentence in the question pattern are generally used to more clearly explain the relationship between the concept stated in the metaphor and the source. In fact, the concept of "because" is also included in the question pattern. The aim here is to base the metaphors produced by the participants on a logical justification."

Coding the metaphors obtained from the participants, categorizing with categories, making validity and reliability calculations and including the findings are the steps of content analysis [12]. Content analysis method was used in the analysis of qualitative data. The process of analyzing and interpreting data; It was carried out in five stages: (1) coding and elimination stage, (2) metaphor identification stage, (3) category development and classification stage, (4) validity and reliability stage, and (5) data transfer to SPSS v22 program for quantitative data analysis.

G. Coding and elimination phase

The metaphor sentences produced by each teacher were transferred to the Excel program, and the metaphors that appeared in a different column were written and listed in A-Z. Sentences that did not specify a metaphor, and whose reason was not specified even if it was, were determined and eliminated. For such reasons, metaphor sentences of 7 teachers were not included in the study.

H. Metaphor determination phase

After the coding and elimination phase, a new metaphor list was prepared in alphabetical order from A-Z to the metaphors that were clarified to be included in the scope of the research, and each metaphor in the list (emergency room, agent, alcohol, etc.) was sequentially numbered starting from 1. coded. Thus, 60 different and valid metaphors emerged by the participants. Among the coded metaphors, a few sample metaphor expressions that best represent the metaphor were compiled in an original way and these expressions are included in the findings section.

I. Category development and classification phase

At this stage, the metaphor expressions developed by the teachers were examined on the basis of the common features they have for the concept of "online shopping". It was examined how the concept of "online shopping" was categorized according to the sample metaphor list. Metaphors produced by teachers; It has been evaluated how it is related in terms of its subject (online shopping) and its source, in other words, how it is categorized in terms of its qualities by going from the source of the metaphor to the subject of the metaphor. With this point of view, each metaphor is placed under a category. Thus, they were combined under 2 main headings by the teachers as "Positive Metaphors Related to Online Shopping" and "Negative Metaphors Regarding Online Shopping" for the concept of online shopping; Afterwards, positive metaphors were

collected in 6 different categories, and negative metaphors were collected in 3 different categories.

J. Validity and reliability stage

It is very important for the reliability of the research to be examined by an expert in the analysis of qualitative data [9]. In order to ensure reliability in this research, the opinion of a field expert was sought to confirm whether the metaphors categorized under a total of 9 conceptual categories reached in the research represent the conceptual category of the aforementioned online shopping. For this purpose, a list consisting of 131 metaphors and 9 different conceptual categories was sent to our counselor and asked to match them. As a result of this matching, numerical data on consensus and disagreements were determined.

The reliability of the study was calculated using the formula of Miles and Huberman (1994: 64) (Reliability = consensus / consensus + disagreement X 100). In studies on the analysis of qualitative data, the fact that the agreement between the evaluations of the field expert and the researcher is 90% and above is an indication that a desired level of reliability has been achieved [8].

TABLE VI.
"DO YOU SHOP ONLINE?" BY GENDER, AGE AND PROFESSIONAL EXPERIENCE OF TEACHERS. DISTRIBUTION OF ANSWERS TO THE QUESTION

Gender		Do you shop online?		Total
		Yes	No	
Female	f	76	5	81
	%	93,8%	6,2%	100%
Male	f	46	11	57
	%	80,7%	19,3%	100%
Total		122	16	138
X2= 5,623	df=1, p=,018			
Age		Yes	No	Total
26-30	f	20	0	20
	%	100%	0%	100%
31-35	f	23	0	23
	%	100%	0%	100%
36-40	f	35	2	37
	%	94,6%	5,4%	100%
41-45	f	27	2	29
	%	93,1%	6,9%	100%
46 years and older	f	17	12	29
	%	58,6%	41,4%	100%
Total		122	16	138
X2=32,746	df=4, p=.000			
Professional Experience		Yes	No	Total
1-5 years	f	16	0	16
	%	100%	0%	100%
6-10 years	f	28	0	28
	%	100%	0%	100%
11-15 years	f	26	2	28
	%	92,9%	7,1%	100%
16-20 years	f	25	1	26
	%	96,2%	3,8%	100%
20 years and older	f	27	13	40
	%	67,5%	32,5%	100%
Total		122	16	138
X2= 24,890	df=4, p=.000			

In line with this information, it was determined by the expert that a total of 7 metaphors out of 9 conceptual categories, which were considered to correspond to 138 metaphors, were not found suitable for the relevant category. Reliability = 138/ (138+7) X 100 = 0.95. In this study, it

was seen that the metaphor expressions created were suitable for the categorized ones and a value of 95% was obtained in the reliability study.

The obtained data were arranged in the computer environment and transferred to the SPSS v22 program. Afterwards, the frequency and percentage distributions of the data obtained were tabulated and the X2 (chi-square) independence test was applied to measure whether there was a relationship or difference between the categories according to the gender, age and professional experience of the teachers, and the results were interpreted. In addition, the Mentimeer (https://www.menti.com/) program, one of the Web 2 tools, was used in the preparation of the word cloud. Results within the scope of the research, the relational tables related to the variables determined in the questionnaire form of the data obtained regarding the metaphors produced by our school teachers about the concept of online shopping are given below.

According to the results of the analysis in Table 6, the teachers' "Do you shop online?" Considering the distribution of answers to the question by gender, 93.8% of female teachers stated that they shop online more than male teachers during the pandemic period. As a result of the chi-square analysis, it shows that this difference is significant between male and female teachers (X2= 5.623, p<.05).

According to the table, the teachers' "Do you shop online?" Looking at the distribution of the answers to the question by age, it has been determined that the teachers in the 26-30 and 31-35 age ranges do more online shopping than the teachers in the other age ranges. In addition, it is seen that the rate of online shopping of teachers over the age of 46 is the lowest among all age groups. As a result of the chi-square analysis, it shows that this difference is significant between age groups (X2=32,746, p<.05). According to the same table, teachers' "Do you shop online?" When the distribution of the answers to the question according to professional experience is examined, it has been determined that 67.5% of the teachers with 20 years or more professional experience shop online, and the majority of the teachers with less than 20 years of professional experience prefer online shopping instead of traditional shopping. As a result of the chi-square analysis, it shows that this difference between professional experiences is significant (X2=24,890, p<.05).

According to the results of the analysis in Table 7, the teachers' "How many times do you shop online per month on average?" Considering the distribution of the answers to the question by gender, it is seen that there is no significant difference between female and male teachers (X2= 8,121, p>.05). Again, according to the table, the teachers' "How many times do you shop online per month on average?" Considering the distribution of the answers to the question by age, it is seen that there is no significant difference between male and female teachers (X2= 25,521, p>.05). According to the same table, "How many times do you shop online per month on average?" Considering the distribution of the answers to the question according to professional experience, it is seen that there is a concentration that teachers shop online 0-2 times and 3-5 times a month on average.

TABLE VII.
ACCORDING TO THE GENDER, AGE AND PROFESSIONAL EXPERIENCE OF THE TEACHERS "HOW MANY TIMES DO YOU SHOP ONLINE PER MONTH ON AVERAGE? DISTRIBUTION OF ANSWERS TO THE QUESTION "

Gender		How many times a month do you shop online on average?					
		0-2 times	3-5 times	6-8 times	8-10 times	More than 10	Total
Female	f	27	25	10	10	4	76
	%	35,5%	32,9%	13,2%	13,2%	5,3%	100,0%
Male	f	26	10	7	1	2	46
	%	56,5%	21,7%	15,2%	2,2%	4,3%	100,0%
Total		53	35	17	11	6	122
X2= 8,121	df=4, p=0,87						
Age		0-2 times	3-5 times	6-8 times	8-10 times	More than 10	Total
26-30	f	10	4	1	2	3	20
	%	50,0%	20,0%	5,0%	10,0%	15,0%	100,0%
31-35	f	9	5	4	5	0	23
	%	39,1%	21,7%	17,4%	21,7%	0,0%	100,0%
36-40	f	10	14	8	2	1	35
	%	28,6%	40,0%	22,9%	5,7%	2,9%	100,0%
41-45	f	12	9	2	2	2	27
	%	44,4%	33,3%	7,4%	7,4%	7,4%	100,0%
46 years and older	f	12	3	2	0	0	17
	%	70,6%	17,6%	11,8%	0,0%	0,0%	100,0%
Total							
X2= 25,521	df=16, p=.061						
Professional Experience		0-2 times	3-5 times	6-8 times	8-10 times	More than10	
1-5 years	f	10	4	1	0	1	16
	%	62,5%	25,0%	6,3%	0,0%	6,3%	100,0%
6-10 years	f	11	4	4	7	2	28
	%	39,3%	14,3%	14,3%	25,0%	7,1%	100,0%
11-15 years	f	6	11	7	1	1	26
	%	23,1%	42,3%	26,9%	3,8%	3,8%	100,0%
16-20 years	f	9	9	3	3	1	25
	%	36,0%	36,0%	12,0%	12,0%	4,0%	100,0%
20 years and older	f	17	7	2	0	1	27
	%	63,0%	25,9%	7,4%	0,0%	3,7%	100,0%
Total		53	35	17	11	6	122
X2= 29,011	df=16, p=.024						

It has been determined that teachers with less professional experience make more online shopping per month. As a result of the chi-square analysis, when the distribution according to professional experience is examined, it is seen that there is a significant difference between female and male teachers (X2=29,011, p<.05).

TABLE VIII.
ACCORDING TO THE GENDER, AGE AND PROFESSIONAL EXPERIENCE OF TEACHERS "HAS YOUR ONLINE SHOPPING BEHAVIOR CHANGED WITH THE EMERGENCE OF THE COVID-19 VIRUS?"

Cinsiyet		Has your online shopping behavior changed with the emergence of the Covid-19 virus?			Toplam
	f	Increased	Decreased	No Change	
Female	f	65	0	11	76
	%	85,5%	0%	14,5%	100,0%
Male	f	30	0	16	46
	%	65,2%	0%	34,8%	100,0%
Total		95	0	27	122
X2= 6,858	df=1, p=,009				
Age		Increased	Decreased	No Change	Total
26-30	f	13	0	7	20
	%	65,0%	0%	35,0%	100,0%
31-35	f	20	0	3	23
	%	87,0%	0%	13,0%	100,0%
36-40	f	30	0	5	35
	%	85,7%	0%	14,3%	100,0%
41-45	f	21	0	6	27
	%	77,8%	0%	22,2%	100,0%
46 years and older	f	11	0	6	17
	%	64,7%	0%	35,3%	100,0%
Total		95	0	27	122
X2=5,984	df=4, p=.200				
Professional Experience		Increased	Decreased	No Change	Total
1-5 years	f	8	0	8	16
	%	50,0%	0%	50,0%	100,0%
6-10 years	f	25	0	3	28
	%	89,3%	0%	10,7%	100,0%
11-15 years	f	23	0	3	26
	%	88,5%	0%	11,5%	100,0%
16-20 years	f	21	0	4	25
	%	84,0%	0%	16,0%	100,0%
20 years and older	f	18	0	9	27
	%	66,7%	0%	33,3%	100,0%
Total		95	0	27	122
X2= 13,533	df=4, p=.009				

Distribution of Answers to the Question
Has your online shopping behavior changed with the emergence of the Covid-19 virus?

According to the results of the analysis in Table 8, the teachers asked, "Did your online shopping behavior change with the emergence of the Covid-19 virus?" When we look at the answers given to the question, there is no change in the tendency of decreasing according to age, gender and professional experience in the online shopping behaviors of the teachers during the pandemic period; When we look at the distribution by gender, it is seen that 85.5% of female teachers' online shopping behaviors increased during the pandemic period compared to male teachers, and 14.5% of them did not change their online shopping behaviors during the pandemic period. According to the results of the chi-square analysis, it shows that this difference is significant between male and female students (X2= 6.858, p<.05).

Again, according to the table, the teachers asked, "Has your online shopping behavior changed with the emergence of the Covid-19 virus?" Considering the distribution of the answers to the question according to age, it is seen that there is no significant difference between male and female teachers (X2= 5,984, p>.05). According to the same table, "Did your online shopping behavior change with the emergence of the Covid-19 virus?" Considering the

distribution of the answers to the question according to professional experience, it is seen that the online shopping behaviors of teachers with 6-10 and 11-15 years of professional experience have increased even more during the pandemic period. As a result of the chi-square analysis, it shows that this difference between professional experiences is significant ($X2=13.533$, $p<.05$).

Metaphors and Distributions of Teachers for the Concept of Online Shopping

138 teachers participated in the research, and the metaphors produced by 131 teachers were evaluated. Responses that did not specify a metaphor, even if it was stated, the reason was not stated, only explanations were not taken into consideration

TABLE IX.
DISTRIBUTION OF METAPHORS PRODUCED BY TEACHERS FOR THE CONCEPT OF ONLINE SHOPPING IN ALPHABETICAL ORDER

Metafor	f	Metafor	f	Metafor	f	Metafor	f	Metafor	f
Emergency Service	1	Discharge	1	Light	2	Magnet	1	Therapy	1
Agent	1	Friend (Dost)	3	Need	7	Music	2	TV Series	2
Alcohol	3	World	1	Medicine	3	Breath	3	Drugs	4
Mother	2	Binoculars	1	Spring	1	Oxygen	3	Virus	5
Friend	4	Education	1	Coffee	3	Game	2	Driving in Rainy Weather	1
Vaccine	1	Bread	1	Coffee House	1	Toy	2	Band-Aid	1
Love	2	Nutrition	2	Closed Box	1	Cake	1	Foreign	3
Swamp	5	Sun	1	Bookshelf	4	Cigarette	3	Lifestyle	4
Nutrients	4	Air Bag	1	Comfortable Life	2	Water	3	Bed	1
Life Saver	2	Life	1	Gambling	4	Poem	1	Meal	5
Raw Chicken	1	Calculator	1	Labyrinth	1	Holiday	1	Saving Time	3
Chocolate	2	Swamp	2	Market	2	Laziness	2	Poison	2
							Total	131	

In this part of the research, the metaphors produced by the teachers for the concept of online shopping were combined under 2 main headings as Positive Metaphors Regarding Online Shopping and Negative Metaphors Regarding Online Shopping, and the percentage and frequecy values of these headings are given in Table 10.

TABLE X.
CATEGORIES OF METAPHORS FORMED BY TEACHERS FOR ONLINE SHOPPING

Online Shopping Categories	F	%
Positive Metaphors for Online Shopping	92	70,2
Negative Metaphors for Online Shopping	39	29,8
Total	131	100,0

According to Table 10, 70.2 of the metaphors created by teachers for online shopping were in positive categories and 29.8 in negative categories. After this categorization, positive metaphors for online shopping are in 6 different categories; negative metaphors were collected in 3 different categories and presented in Table 11.

TABLE XI.
SUBCATEGORIES OF METAPHORS CREATED BY TEACHERS FOR ONLINE SHOPPING

Positive Metaphors for Online Shopping						Negative Metaphors for Online Shopping		
Online shopping is a basic and compulsory need	Online shopping makes life easier	Online shopping is entertaining and intriguing	Online shopping is unifying and	Online shopping is relaxing and relaxing	Online shopping is a savior	Online shopping is addictive	Online shopping is dangerous	Online shopping is harmful
Nutrition Food Need Medicine Breath Oxygen Water Lifestyle Meal Life Bread Education Sun	Binoculars Maid Light Bookshelf Comfortable Living	Earth Spring Game Poetry Holiday Toy	Mother Friend Companion Music	Chocolate Discharge Coffee Pastry Therapy Bed	Emergency Vaccine Lifesaving Airbag Band-Aid	Swamp Drugs Coffee- Shop Maze Magnet	Agent Sloth Virus Driving In The Rain Closed- Box	Raw Chicken Gamble Poison

According to the findings in Table 11, positive metaphors online shopping is a basic and compulsory need (13 metaphors), online shopping makes life easier (9 metaphors), online shopping is entertaining and intriguing (6 metaphors), online shopping is unifying and integrative (4 metaphors).), online shopping is relaxing and relaxing (6 metaphors) and Online shopping is savior (5 metaphors); The negative metaphors consist of the categories of online shopping creates addiction (9 metaphors), online shopping is dangerous (5 metaphors), and online shopping is harmful (3 metaphors).

2. MACATEGORY OF POSITIVE METAPHORS RELATING TO ONLINE SHOPPING

Online Shopping is a Basic and Compulsory Need
In this category, 37 (28.2%) teachers stated that online shopping is a basic and compulsory need: food (f: 4), food (f: 1), need (f: 7), medicine (f: 3), breath (f). :3), oxygen (f:3), water (f:3), lifestyle (f:4), food (f:5), life (f:1), bread (f:1), education (f) 13 metaphors were defined, namely : 1 and sun (f: 1). According to the frequency distribution, the most defined metaphors are need, food, food and lifestyle. As an example of the teachers' sentences in this category;
"Online shopping is like food because you need to consume it regularly to survive." (F;S,13)
"Online shopping is like a breath; because it is necessary for life." (M;Ö,2)
"Online shopping is like life; because you find life in it to be able to live." (K;Ö,24)
"Online shopping is like education; because it is our basic need for our tomorrow." (F;S,18)
"Online shopping is like water; because I satisfy my vital needs with it." (F;S,33)
"Online shopping is like bread; because it is the main food source to satisfy our hunger." (M;S,76)
Online Shopping Makes Life Easier
In this category, 20 (15.3%) teachers voted online shopping makes life easier. 2), market (f:2), assistant (f:3), time saving (f:3), calculator (f:1), 9 metaphors were defined. According to the frequency distribution, the most defined metaphors are library, helper and time saving. As an example of the teachers' sentences in this category;
"Online shopping is like a maid; because it makes our life easier." (K;Ö,112)
"Online shopping is like light; because it gives light when we need it, makes our life easier" (M;Ö,81)
"Online shopping is like saving time; because it allows me to get everything done from where I sit" (F; Ö,131)
"Online shopping is like a library; because it allows me to reach everything I'm looking for easily"(K;Ö,101)
"Online shopping is like binoculars; because it allows me to easily see products that are miles away by zooming in. (M;S,22)
Online shopping is entertaining and intriguing
In this category, 8(6.11%) of the teachers stated that online shopping is entertaining and intriguing: world(f:1), spring(f:1), game(f:2), poetry(f:1), holiday(f) 6 metaphors were defined as : 1 and toy (f: 2). According to the frequency distribution, the most defined metaphors are games and toys. As an example of the teachers' sentences in this category;
"Online shopping is like spring; because in spring, just as nature purifies from its dead cells and blooms, when I shop, I feel different emotions and become happy." (F;S,99)
"Online shopping is like a game; because it helps to have a pleasant time." (M;S,54)
"Online shopping is like poetry; because it evokes different emotions in the shopper. (M;P,8)
Online Shopping Is Unifying and Integrative
In this category, 11 (8.4%) teachers gave 4 metaphors as mother (f:2), friend (f:4), friend (f:3), music (f:2) in the category of online shopping uniting and integrating. has been defined. According to the frequency distribution, the most defined metaphors are friend and fellow. As an example of the teachers' sentences in this category;

"Online shopping is like a mother; because it is with me in every moment of my life." (M;S,44)
"Online shopping is like a friend; because he is always with me in good and bad days" (K;Ö,103)
"Online shopping is like music, because it unites all people in good feelings." (F;Ö,72)

Online Shopping Is Soothing And Relaxing
In this category, 9 (6.9%) teachers stated that online shopping is relaxing and relaxing: chocolate (f: 2), discharge (f: 1), coffee (f: 3), cake (f: 1), therapy (f: 1), bed (f:1), 6 metaphors were defined. According to the frequency distribution, the most defined metaphors are coffee and chocolate. As an example of the teachers' sentences in this category;
"Online shopping is like chocolate; because it gives relief even in the worst mood swings." (F;S,31)
"Online shopping is like therapy; because it soothes my soul." (M;S,65)
"Online shopping is like coffee; because it's the first thing that comes to mind when I feel the urge to relax." (F;Ö,120)
"Online shopping is like a bed; because it takes away my tiredness and relaxes me." (M;P,124)
Online Shopping is Savior
In this category, online shopping is a savior by 7 (5.34%) teachers in the category: emergency service (f:1), vaccine (f:1), lifeguard (f:3), airbag (f:1), band -aid (f) : 1), 5 metaphors were defined. According to the frequency distribution, the most defined metaphor is lifesaving. as an example of the teachers' sentences in this category;
"Online shopping is a lifesaver; because it saves our lives when we are in a difficult situation." (F;T,20)
"Online shopping is like an airbag; because it saves lives in the pandemic." (M;Ö,11) "Online shopping is like an emergency service; because it is always open and serves, it is a savior." (F;O,109)

3. THE CATEGORY OF NEGATIVE METAPHORS RELATING TO ONLINE SHOPPING

Online Shopping Is Addictive
In this category, 22 (16.8%) teachers stated that online shopping creates addiction: swamp (f:), drugs (f:5), coffee shop (f:1), maze (f:1), magnet (f:1) Nine metaphors were defined, namely, cigarette (f:3), TV series (f:1), alcohol (f:3), love (f:2). According to the frequency distribution, the most defined metaphors are swamp, drugs, cigarettes and alcohol. As an example of the teachers' sentences in this category;
"Online shopping is like a swamp; because once you get inside you can't get out, you always find yourself shopping" (M;T,17)
"Online shopping is like a TV show because you get addicted, you can't stop." (F;S,93)
"Online shopping is like a cigarette because once you inhale it, you can't live without it." (F;Ö,48)
"Online shopping is like a drug; it's addictive, you can't get rid of it." (M;S,21)

Online Shopping is Dangerous
In this category, 10 (7.62%) teachers stated that online shopping is dangerous in the category: agent(f:1), sloth(f:2), virus(f:5), driving in rainy weather(f:1), closed box(f:1), 5 metaphors were defined. According to the frequency

distribution, the most defined metaphors are virus and laziness. As an example of the teachers' sentences in this category;

" Online shopping is like an agent because I feel like there is always someone trying to reach our information." (F;Ö,6)

" Online shopping is like driving in the rain because it is more dangerous than ever, it involves risk. (F;Ö,51)

" Online shopping is like a closed box because you never know what you're going to encounter." (M;S,118)

" Online shopping is like laziness, because you sit and wait for everything without effort." (M;T,30)

3. Online Shopping Is Harmful

In this category, 7 (5.34%) teachers defined 3 metaphors in the category of harmful online shopping: raw chicken (f: 1), gambling (f: 4), poison (f: 2). According to the frequency distribution, the most defined metaphors are gambling and poison. As an example of the teachers' sentences in this category;

" Online shopping is like gambling because sometimes I worry if the product I want will come as I expect it to." (M;S,75)

" Online shopping is like a poison because it spreads to our whole body in an instant, it takes us prisoner." (F;S,14)

The metaphors that the teachers emphasized the most are seen in the larger font and in the word cloud with more specific fonts.

4. DISCUSSION

With the widespread and more preferred communication tools and the increasing use of online platforms, individuals have begun to meet many of their needs, such as entertainment to socialization, communication to online shopping, through virtual environments.

Especially in recent years, the use of online shopping sites to buy all kinds of equipment has almost surpassed the traditional shopping usage. It is of great importance for both marketers and individuals to determine what influences their purchasing decisions in a sector where people prefer shopping in electronic environment so much. When the literature review is examined, it is seen that privacy and security are the leading factors affecting online shopping behavior. When the results obtained in general are evaluated, 92 of the 131 metaphors produced regarding the concept of online shopping are in the positive category, while 39 [1.] metaphors are in the negative category; It shows that people still have concerns about online shopping, and that privacy and security factors negatively affect their online behavior.

When we look at the answers given by the teachers especially during the pandemic period, it has been revealed by the results obtained that women tend to shop online more than men, and that age and professional experience also create a difference in this regard. In addition, it was found that young and middle-aged teachers do more online shopping than older teachers. The findings obtained as a result of our study show similarities with other studies proving that individuals who prefer online shopping are more young individuals [8, 11].

5. CONCLUSION

It is seen that many metaphors are needed to fully express the image of online shopping. When the findings obtained as a result of the research were evaluated, a total of 60 different metaphors were produced by the teachers about the concept of online shopping. These metaphors are positive metaphors for online shopping in 6 different categories; Negative metaphors were grouped into 3 different categories.

It can be said that teachers see online shopping as an important necessity in expressing different situations such as making life easier such as library, helper, comfort, as well as putting life in danger such as laziness, poison, gambling and harming our lives at the same time. At the same time, teachers' definition of online shopping with images such as food, food, oxygen, water and breath that people feel as a basic and compulsory need in their lives and which are more necessary, in fact, emphasizes the importance and necessity of online shopping in our lives, especially during the pandemic period. Based on all these, we can conclude that metaphors carry traces of people's lives and that our lives are shaped accordingly.

Looking at the findings obtained from the research; women's descriptions of online shopping using metaphors such as friends, chocolate, cake, coffee, vacation, love; Men's definitions using metaphors such as game, airbag, driving in the rain, gambling ... seem to be a good example in terms of gender difference. In addition, it is seen that 22 teachers perceive online shopping as an integral part of their lives, beyond virtual shopping, and they are dependent on online shopping.

It is undeniable that, unlike the metaphorical study conducted in the light of the findings obtained at this point, such studies should be conducted in a way that supports, characterizes and explains each other in detail.

As a result; Metaphors help us to show us both surprising and guiding right directions. In this research, quite surprising results were obtained on how effective online shopping is in the lives of teachers, how they attribute to online shopping, how online shopping makes their lives addictive and even how they are connected to online shopping. However, we know that online shopping is a result of digital developments in the age of computers and technology and should be used consciously.

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