sciendo

Research on Education and Media
Vol. 14, N. 2, Year 2022
ISSN: 2037-0830 – DOI: 10.2478/rem-2022-0015

Perceptions of Faculty of Sport Sciences Students regarding the relationship between sports and media

Seda Sabah[a], Soner Çankaya[b], Aydan Ermiş[c], Hacı Ali Çakıcı[d]

[a]*Amasya University, Turkey, seda.sabah@amasya.edu.tr, 0000-0002-7386-0314*
[b]*Ondokuz Mayıs University, Turkey, scankaya@omu.edu.tr, 0000-0001-8056-1892*
[c]*Ondokuz Mayıs University, Turkey, aydanak@omu.edu.tr, 0000-0003-2285-7980*
[d]*Ordu University, Turkey, hacialicakici@odu.edu.tr, 0000-0001-9439-1118*

Abstract

This study aims to analyse the perceptions of students studying at the Faculty of Sport Sciences regarding the relationship between sports and media. The study has a phenomenological design, a type of qualitative research design. The sample group consisted of seven students studying in the Department of Sports Management at Ondokuz Mayıs University, determined with convenience sampling, a type of purposeful sampling method. Data collection process was carried out through e-mail. The data were analysed with content analysis method by using Nvivo program. The results showed the following: the students mostly followed media through telephone or the internet; the students thought that all sports branches should be covered in the media, while specifically football and male athletes were covered; and they thought that media was a factor triggering violence. Moreover, it was found that media has positive effects such as making sports generalised, being unified in national team games, knowing about the developments in the world instantly and getting information about sports, athletes, sports branches, etc. To conclude, it should not be ignored that not just football, the other sports branches should be covered equally in the media and the achievements of female athletes should not be overlooked.

Keywords: *Media, Sports, Violence*

Introduction

Although sports gain a meaning within the social structure, it is a social phenomenon affected by the changes that societies have undergone over the years. It is also an indispensable part of the culture that human beings have created, and it is a living space (Demir, 2016). Media and sports are in a continuous interaction. Media is a very important factor in the development of sports as a social phenomenon. Sports also have a great contribution to media financially. However, it can be seen that during this process, media trivialises the values of sports for economic interests and changes and reflects sports, athletes and sports culture to masses in a bad way (Dindar, 2019). Therefore, instead of making effective and beneficial sports broadcasts for the society, media has started to make broadcasts that do not contribute to development of sports, with sports becoming commercialised and with concerns for rating (Güler et al., 2018).

Developments in technology bring along the opportunity for people to watch the events happening all over the world in detail. Mass media (radio, newspaper, telephone, television, internet) is now almost in all homes, where everyone can reach. In this context, not telling everything as it is in sports media, violent or provocative headlines, exaggerated criticisms of commentators affect the supporters and fans who watch the games. All these factors trigger feelings of anger, tension and even violent tendencies. On the other hand, the theoretical, technical and practical information in the media regarding sport branches play a role which educates and guides viewers. In addition to these, media has a very active role in the process of introducing and generalising different sports branches (Şahan et al., 2008).

Mass media has instructional, entertaining and informative features. In addition to all these, it also plays a role in guiding the society. As a matter of fact, everything seen, read and heard in the media in this process is a significant part of the life experience. It is clear that the news has an effect on the society and people. However, irresponsible behaviours are

observed about news including violence in this process. In this context, news including violence should not be published or broadcast at a level that will affect the society and people (Mil and Şanlı, 2015).

Media has a lot of contributions in the process of introducing new sports branches, including the achievement of athletes, creating sports culture and becoming aware of developments related with sports in the whole world. However, only football, which has a wide audience, should not be included in this process. Therefore, news about only certain branches should not be made just for the sake of rating. In addition, achievements of female athletes should also be included in the media as much as achievements of male athletes.

Today, especially young people make use of the means provided by technology. In this context, the effect of sports media on young people is important. Based on the literature review conducted, no qualitative studies emerged showing the relationship between sports and media on students receiving sports education, and the number of quantitative studies related to the issue is very limited (Demir, 2016; Dindar, 2019). Therefore, the aim of this study is to analyse the perceptions of students of faculty of sport sciences on the relationship between sports and media.

1. Method

1.1 Research Design

The study has a phenomenology model, which is a type of qualitative research design. Phenomenological study is a research design which aims to show the perceptions and experiences of individuals from their own perspective (Saban and Ersoy, 2016: 55). Therefore, this study examines how students who are involved in sports perceive and make sense of the relationship between media and sports.

1.2 Data Collection Process

Approval was taken with Ondokuz Mayıs University Social and Human Sciences Ethics Committee decision (decision number: 2020/811) to carry out the study. The population of the study consisted of students studying at the Department of Sports Management, Faculty of Sport Sciences, Ondokuz Mayıs University, while the sample group consisted of seven students studying in the Department of Sports Management. The sample group was determined with convenience sampling, which is a type of purposeful sampling method. The reason why this sampling method was chosen was the fact that the students who were not in the university due to Covid-19 were easily reached through their cell phones or e-mail addresses. Thus, the students were given preliminary information about the study and they were told about the purpose of the study.

In the study, 10 semi-structured questions were prepared by the researchers to analyse the perceptions of the participants regarding the relationships between sports and media. Information on the questions is given below.

1. What is the mass media (newspaper, TV, radio, magazine, internet, etc.) through which you follow sports the most?
2. Do you think that the news broadcast or published does not reflect the truth? Explain.
3. Do other broadcast or published sport branches trigger your dislike for other sports? Explain.
4. Do you think that the media is among the factors affecting violence in sports? Explain by giving answers.
5. Can you give examples to the positive effects of media on sports?
6. Can you give examples to the negative effects of media on sports?
7. Do you think that the media attaches equal space to all branches? Explain.
8. Can you explain the effects of media in creating a sports culture?
9. Which sports branch do you want to see the most in the media? Explain.
10. Do you think that female and male athletes are given enough space in the media? How would you evaluate this situation in terms of gender and sports?

The reason why the interview forms were prepared as semi-structured was the fact that it enables getting more detailed information from participants.

1.3 Data Analysis

The data were collected through the internet (e-mail), which is one of the qualitative research data collection methods. The students were asked 10 semi-structured questions prepared by the researchers and they were contacted constantly through e-mail during this process. The written documents obtained from the students were transferred to Nvivo program and analysed with content analysis method. The aim of analysing the data with content analysis in the study is explaining the data collected and being able to process the data summarised and interpreted with descriptive analysis in more detail. Same markings for each question were defined as consensus, while different markings were defined as disagreement. Reliability was measured with the formula 'consensus/consensus + disagreement × 100'. In general, 70% is considered to be sufficient with this calculation (Miles and Huberman, 1994). In the study, reliability rate was found as 87%. As a result, the theme and code framework were finalised and presented in tables. As a result of the data analysed, codes were

formed, and themes were created at the end of the coding process. Codes were assigned to the themes. Finally, the theme and code list created were controlled and reported.

2. Results

This part of the study includes information about analysis of the data obtained during the study. As a result of the interviews conducted with the students, the data transferred to Nvivo program were analysed with content analysis method and code and theme lists were created. The codes and themes created were reported and presented.

Table 1. Personal information of the students

Participants	Age, years	Gender	Year of study	Branch	The state of doing sports regularly	Level of income
P1	22	Female	4	Football	No	Moderate
P2	21	Female	4	Bocce	No	Moderate
P3	22	Male	4	Football	Yes	Moderate
P4	24	Female	4	Tennis	Yes	Moderate
P5	22	Female	4	Volleyball	Yes	Low
P6	23	Female	4	Volleyball	No	Moderate
P7	20	Female	4	Handball	Yes	High

Table 1 includes the participants' personal information. The students who participated in the study were aged between 20 and 24 years. In addition, it was found that more than half of the students, whose branches were football, volleyball, handball, bocce and tennis, were doing sports actively. It was also found that most of the students had a moderate level of income.

Table 2. Students' views on the state of equal coverage of male and female athletes in the media

Sports and media	
Name	Media and gender factor
Node type	Node
Name	Students of the Department of Sports Management
Coded text	Not enough importance is placed on female athletes They are not given equal coverage I certainly do not think that they are given equal coverage Male athletes are given more coverage I think that there is equality Biological differences have an effect The influence of patriarchal society Male athletes are generally on the forefront
Code words	54

Table 2 shows the view of students about whether female and male athletes are included equally in media. As a result of the interviews conducted with the students, a total of 54 code words were obtained. When the examples of code words obtained were examined, it was found that most of the students stated that female athletes were not included much in the media, male athletes were considered as more important and more prominent, and biological differences and the society affected this situation.

Table 3. Students' views on the state of media's triggering violence

Sports and media	
Name	The relationship between media and violence
Node type	Node
Name	Students of the Department of Sports Management
Coded text	People turning these into opportunity Creating conflict Creating uneasiness Provocation Competition Not showing things as they are Violence Psychological effect News which does not reflect the truth Exaggerated news Attracting attention Fake news Gaining advertising and rating
Code words	37

Table 3 shows the students' views on news in the media triggering violence. As a result of the interviews conducted with the students, a total of 37 code words were obtained. When the examples of code words obtained were examined, it was found that most of the students reported that media showed news different from the original, in order to attract interest and for rating, and this situation triggered the tendency for violence. In addition to these, the students stated that they were not affected by these views and they researched the source of the news.

Table 4. Students' views on the sports branches most covered on media

Sports and media	
Name	Media and sports branches
Node type	Node
Name	Students of the Department of Sports Management
Coded text	Football is on the forefront Interest of the society Not even a minute is spared for other branches Game positions are discussed for hours Football oriented Rating Volleyball Basketball
Code words	29

Table 4 shows students' views relating the sports branches most covered in the media. As a result of the interviews conducted with the students, a total of 29 code words were obtained. When the examples of code words obtained were examined, it was found that most of the students stated that media covered football the most, followed by basketball and volleyball. In addition, the students reported that other branches were not considered as important and were not covered in the media.They also thought that football events were covered more than they should be in the media.

Table 5. The most preferred mass media tools by the students

Sports and media	
Name	Mass media tool preferred
Node type	Node
Name	Students of the Department of Sports Management
Coded text	TV Internet Mobile phone Newspaper
Code words	Five

Table 5 includes information about the mass media tools most preferred by students. As a result of the interviews conducted with the students, a total of five code words were obtained. When the examples of code words obtained were examined, it was found that most of the students stated that they followed the developments about sports news on the media from mobile phone and the internet, since they are easily accessible.

Table 6. Students' views on the positive effects of media on sports

Sports and media	
Name	Positive effects of media
Node type	Node
Name	Students of the Department of Sports Management
Coded text	Guiding to sports Encouragement Live broadcast Economic effect Learning the new branches Getting information about branches Following competitions Getting information about the athletes Accessing sports news in the world Being united in national team games
Code words	35

Table 6 shows the students' views on the contributions of media to sports. As a result of the interviews conducted with the students, a total of 35 code words were obtained. When the examples of code words obtained were examined, it was found that most of the students reported the contributions of media to sports as providing the society information about new branches, guiding the society to sports, being unified in national team games, following competitions and all the developments in the world, providing information about sports and athletes, and economic (ticket and jersey sales, sponsorship, etc.) contributions.

Table 7. Students' views on the negative effects of media on sports

Sports and media	
Name	Negative effects of media
Node type	Node
Name	Students of the Department of Sports Management
Coded text	Decrease in athlete performance Rating fights Exploring the private life Using violence as a tool Small mistakes coming to the fore Some sports being left behind
Code words	26

Table 7 shows students' views on the negative effects of media. As a result of the interviews conducted with the students, a total of 26 code words were obtained. When the examples of code words obtained were examined, it was found that the students stated that some of the news and comments on media had a negative effect on athletes' performance, some sports branches stayed in the background, fight for rating had a negative effect on the sports phenomenon, and also it allowed for small mistakes to come to the fore and the private life to be examined.

Table 8. Students' views about the effects of media on creating sports culture in the society

Sports and media	
Name	Media and sports culture
Node type	Node
Name	Department of Sports Management
Coded text	Interest Getting information about sports Accessing all kinds of information Encouraging programmes Healthy eating Guidance
Code words	15

As a result of the interviews conducted with the students, a total of 15 code words were obtained. When the examples of code words obtained were examined, as shown in Table 8, students were of the opinion that media is an element guiding the society, media allows people to access all kinds of information about sports, media organises promoting programmes on the issue and gives information about health nutrition and that increasing people's level of interest contributes to creating sports culture.

Table 9. The sports branch students wanted to be the most covered in the media

Sports and media	
Name	Branches students want to see in the media
Node type	Node
Name	Students of the Department of Sports Management
Coded text	All sports Badminton Football, since it is my branch Volleyball Boxing Tennis Bocce New branches All sports branches Comprehensive multipurpose sports such as fitness Condition improving sports
Code words	27

Table 9 shows information about the sports branches that the Department of Sports Management students wanted to be the most covered in the media. As a result of the interviews conducted with the students, a total of 54 code words were obtained. When the examples of code words obtained were examined, it was found that 27 codes were obtained in total. When the examples about the obtained code words were examined, it was found that the students stated that mostly football was covered in the media and that programmes including volleyball, badminton, tennis, boxing, bocce, fitness and condition should be covered. In addition, the students also stated that all sports branches should be covered in the media, and especially, new branches should be introduced.

Discussion and Conclusions

Media enables individuals in the society to know about and follow all developments in the world. As a matter of fact, for this reason, individuals witness developments experienced in another part of the world instantly. In particular, the introduction of new branches in the field of sports, comments of sports commentators, the current status of teams, violence experienced and gender factor show the negative–positive effects of media in the society. In the study, the interviews were conducted using semi-structured questions to get more detailed information from the participants about media and sports. Since no qualitative studies were found in literature on the issue, the present study is important in this context. In this process, the views and perceptions of participants on the relationship between sports and media were analysed.

As a result of the study, it was found that students followed sports in media mostly through telephone and the internet. They thought media should cover all sports branches, specifically new branches. They also thought that especially football and male athletes were covered in the media and the achievements of female athletes were ignored, and media was a factor triggering violence. On the other hand, it was found that media had positive effects in terms of making sports generalised, knowing about the developments in the world instantly, being unified in national team games, getting information about sports, athletes and sports branches and economic (ticket and jersey sales, sponsorship, etc.) effects. It was also concluded that media had contributions such as creating a sports culture in the society, generalising sports and healthy nutrition. When studies with similar and different results in the literature were compared with the results of the present study, the following results were obtained: sports commentators who guide the society in media should not guide individuals to factors such as hatred, violence, revenge, etc. (Derelioğlu and Çankaya, 2021); sanctions should be increased since programmes including violence trigger the feelings of hatred in the society (Sabah, 2021); content including violence presented by media is effective in the acts of the fan group (Yüce and Kandaz-Gelen, 2021); sports media triggers violence, and female athletes and amateur branches are not covered enough (Dindar, 2019); media triggers violence, although partly (Güler et al., 2018); people mostly preferred the internet to learn about the developments related with sports (Clark and Maher, 2016); especially authors and managers who represent sports media should advocate peace more (Mil and Şanlı, 2015); media should be more careful in this process (Taşmektepligil et al., 2017); frequent use of harsh, angry photos and captions could cause tension (Özsoy, 2011); media is an effective factor in guiding individuals (Talimciler, 2005); communication tools such as newspapers and magazines have an important effect on individuals' meeting sports (Thomas, 1991); media should not include content that legitimises violent behaviour for the sake of self-interest (Voigt, 1988).

Therefore, it should be kept in mind that not just football, other sports branches should also be covered in the media, and female athletes' achievements should not be overlooked. In addition to these, it is very important not to interfere too much with athletes' private lives; broadcasts that may adversely affect athletes, trainers and supporters and all fans and trigger violence with provocative and unsettling discourse should not be made. As a result, media should no longer become a factor that triggers violence by using rating concerns and interests, and instead aim to provide society with the correct information.

References

Clark, J.S., & Maher, J. K. (2016). Exploring the relationship between sport fan identification and addiction to digital sports media. *Journal of Electronic Commerce in Organizations*, 14(4): 1-12. DOI:10.4018/JECO.2016100101

Güler, L., & Demir, V. (1997). Spor ve medya ilişkisi Türkiye'de spor medyası. *Marmara İletişim Dergisi*, 9, 285-306.

Demir, M. (2016). Spor bilimleri fakültesi öğrencilerinin spor ve medya ilişkisine yönelik algıları. *Akademik Sosyal Araştırmalar Dergisi, 4(28), 67-83*

Derelioğlu, M., & Çankaya, S. (2021). *Sportif Başariya Hasret: Trabzonspor Örneği*. Kayantaş, İ ve Ilkım, M. (Ed.), Spor Bilimlerinde Araştırma ve Değerlendirmeler-III (s. 234). Gece Kitaplığı.

Dindar, İ. (2019). Spor ve medya ilişkisinin spor bilimleri öğrencileri üzerindeki etkileri. Yüksek Lisans Tezi. Marmara Üniversitesi. Sağlık Bilimleri Enstitüsü Beden Eğitimi ve Spor Anabilim Dalı.

Güler, İ., Yıldız, K., & Özbey, S. (2018). Sosyolojik açıdan spor ve medya ilişkilerinin toplum üzerindeki etkisi: İzmir ili örneği. Inonu University, *Journal of Physical Education and Sport Sciences (IUJPESS),* 2018, 5(1), 1-12. https://dergipark.org.tr/tr/pub/inubesyo/issue/37014/366572

Mil, İ.H., & Şanlı, S. (2015). Sporda şiddet ve medya etkisi: Bir maçın analizi. *Electronic Journal of Social Sciences.* 14(55), 231-247. https://doi.org/10.17755/esosder.54183

Miles, M. B. and Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. CA: Sage Publication.

Özsoy, S. (2011), Spor gazetelerinin başlıklarında militarist ve şiddet içerikli metaforlar. *Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi*, 1:88-114. https://dergipark.org.tr/tr/pub/e-gifder/issue/7474/98418

Sabah, S. (2021). *Spor, Medya ve Şiddet*. Dalkılıç, M ve Özer, Ö. (Ed.), Sport Sciences (s.45). Duvar Kitapevi.

Saban, H., & Ersoy, E. (2016) *Eğitimde Nitel Araştırma Desenleri*. Ankara:Anı Yayıncılık.

Taşmektepligil, M. Y., Küçük, V., Karakuş, S. & Kalkavan, A. (2017). Bireysel şiddet açısından spor medyasının etkileri. *Marmara Üniversitesi Spor Bilimleri Dergisi,* 2(2), 30-42. Retrieved from https://dergipark.org.tr/tr/pub/musbd/issue/33947/375757

Thomas, R. (1991). *Histoire du Sport*. Paris: Puf.

Ulukan, M., Şahan, H., Akpınar, S. & Akpınar, Ö. (2008). Spor-medya ilişkilerinde iletişim teknolojilerinin rolü. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 2(2), 155-164. Retrieved from https://dergipark.org.tr/en/pub/bsd/issue/53622/715198

Voigt, D. (1998). *Spor Sosyolojisi.* İstanbul. Alkım Yayınları

Yıldırım, A. & Şimşek, H. (2016). *Nitel araştırma yöntemleri.* Ankara: Seçkin.

Yüce, A. & Kandaz Gelen, N. (2021). Futbolda Seyirci Şiddeti Eylemlerinin Gerçekleşmesinde Medyanın Rolü . *Sosyal ve Beşeri Bilimler Araştırmaları Dergisi,* 22 (48), 58-71. Retrieved from https://dergipark.org.tr/tr/pub/sobbiad/issue/63412/865277