

# Investigating the Role of Sport Media in Developing Educational Sport

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### **Abstract**

The purpose of this research was to investigate the role of sport media in developing educational sport. It was applied, descriptive-comparative research. Population composed of media experts, sport experts, and national athletes. There were 150 people as sample selected by convenience sampling. It was a researcher-made questionnaire. University professors confirmed the validity and reliability was desirable (Cronbach  $\alpha=0.88$ ). Individual characteristics, normality of data distribution, and significance of hypotheses were measured by descriptive statistics, Kolmogorov-Smirnov test, and Wilcoxon test respectively.

Results showed that there was a significant difference between real condition and ideal condition of sport media role to develop components of educational sport ( $p \leq 0.05$ ). Values were  $Z=-8.645$  for media experts,  $Z=-8.664$  for sport experts, and  $Z=-8.652$  for athletes. It seems that main reason of difference between real condition and ideal condition based on participants' attitudes is not to have comprehensive sport media programs or suitable knowledge of media experts about different dimensions of educational sport.

**Keywords:** Sport, Sport media; Educational sport; Sport development.

## Introduction

Mass media is one of the basic instruments to inform, instruct, examine social problems, and model social values. It seems that media as forth democratic pillar can play a predominant role in enlightening people especially the adolescents and youth; if playing role correctly, the media can prevent them to follow unhealthy recreation. The dominant culture among people is influenced by several social factors. Such factors can affect beliefs, attitudes, and performances. Physical education and sport as one of social phenomena have been developed in recent years. They have influenced most of people. Mass media is considered an effective factor in modeling social values. Sport programs and subjects of mass media can influence considerably to develop and improve the condition of country. The main roles of mass media include informing, supporting the law, supervising to obey the law correctly, creating suitable field to affront different opinions, providing continuous instruction, helping cultural and thinking growth of society, providing instructive entertainments, and creating partnering, cooperative inspiration in order to develop programs (Moradi, 2010). Sport has been changed in part of daily life in internationally political, cultural, economical, organizational, social, and interpersonal relationships and sport value is higher than symbolic role of it (Etang, 2006). The major purpose of sport mass media along the national goals can be sport development. Mostly mass media can be influencing on several dimensions and axes of sport development (Moradi, 2010).

The model of physical education and comprehensive sport system which have been designed based on comparative studies and experts' viewpoints composed of four macro components: development of strategies and policies, development of sport and healthy recreation, support in order to development of sport and healthy recreation, and coordination and supervision. The main process of comprehensive system, sport and healthy recreation, has been divided into four categories including sport for all, educational sport, educational sport, and professional sport. Macro support process of sport development contains eleven subprocesses dividing into two groups, hardware support and software support. Subprocesses dedicated to software support are to develop institutions, ICT, human resources, legal environment, financial resources, management and planning, sport culture, research and science, and standard and evaluation. Subprocesses dedicated to hardware support are to develop facilities and infrastructure, and sport equipment. Today educational sport costs a lot. Effective factors are extensive in educational sport, even birth place is influencing. Debaucher et al. (2006) count nine pillars to develop educational sport and succeed in sport internationally summarizing in three categories. First category includes human resources and financial resources. Second group consists of exercise facilities, coach, competition, and scientific research. Third group is to develop educational sport resulting from numbers of medals, athletes, and team position. Heinila (1982) indicated that processes and criteria of sport resources and success are population size, education, sport sciences, coach training, technology, management, and financial activities (cited in Moradi, 2010).

Jakson and Michael (1991) found that the effects of mass media are 87% and 30% on increasing individuals' knowledge and changing individuals' attitudes and treatment about physical education respectively. Greenwood and Hinnigs (1996) showed in a research done in Australia that there was a significant relationship between media advertising and changing attitudes towards physical education. Mull (1997) studied physical education experts' attitudes towards mass media focusing on educational sport and sport for all. Media was related significantly to develop educational sport and sport for all. Vincent, Imwold, Maseman and Johnson (2002) understand that while female athletes are attending important and valid competitions like Olympics, news and pictures of them increase than other competitions; importance of competitions influences news coverage. Higgs and Weiller (2003) also analyzed TV media coverage of summer Olympics comparatively in 1996 Atlanta and 1992 Barcelona. They selected 60 hours TV coverage randomly among 150 hours. Results showed that announcing female athletes was improved in 1996 Olympics than 1992 however there was a great difference in female sport coverage than males. Tomasini (2004) examined corporation purposes of financial sport support. He indicated live TV broadcast as major purpose of financial sponsors.

Strelize (2005) said that role of TV show was important to attract financial sponsors. The more extensive TV and satellite shows of sport competitions were nationally and internationally, the more financial sponsors were attracted. Billings, Angelini and Eastman (2005) studied 34881 descriptive explanations among 243.5 hours TV news of JL and PAPA. They found important, critical differences between how showing male and female news in channels. Women tended that reasons of their win or loss were explained more but men tended that personality or physical fitness of them were shown more. Media coverage of female athletes is less than men and mostly media is man-oriented. Benefiting from ICT is a prominent role in activities of national Olympic committees (Finish Olympic Committee, 2007; Japan Olympic Committee, 2006; Percy, 2004; US Olympic Committee, 2007).

Kian (2007) showed the balance between men and women media coverage. It was resulted from important events such as Olympics, Wimbledon tennis, and clear time periods in gender related fields. Besides quantitative research in media coverage, he did qualitative research to examine how male and female athletes to be shown in media. Summers and Morgan (2008) showed that public relations and planning of media managers were devoted to create personal sporting celebrity and balance private sport beside create personal celebrity and manage fan expectation. Ballaard, Gray, Reilly and Noggle (2009) realized that mass media was a means to guide exercises. In fact, watching media (TV, DVD) orderly was the best means to guide the exercise. Drayer, Shapiro, Morse and White (2009) found that qualitative methods presented information related to several media resources especially internet, TV, and various publishing media used in football. James and Pyun (2011) suggested a model as a first level to understand informing attitude better all over the sport resulted in recognizing sport arena as the best field for advertising than other arenas.

Now we are aware of obvious role of sport media to direct social beliefs, attitudes, and thoughts plus create a favorable bed in sport. In present research, it will be examined that

whether sport managers and responsible men could consider media to develop sport goals and educational sport. Therefore, the main question is whether there is significant difference between real condition and ideal condition of sport media to develop components of educational sport.

## Methods and Materials

It was applied, descriptive-comparative research. Population composed of media experts, sport experts, and national athletes. There were 150 people as sample: 50 media experts including sport journals editors-in-chief, sport journals editors, sport news editors, sport experts of TV programs; 50 sport experts including senior managers of physical education organization, presidents, vice presidents and secretaries of sport federations and 50 national athletes. The sample was selected by convenience sampling. Individual characteristics, normality of data distribution, and significance of hypotheses were measured by descriptive statistics (tables, mean, standard deviation, frequency, frequency percent), Kolmogorov-Smirnov test, and Wilcoxon test respectively. All the statistical calculations were done by SPSS 18 software. Instrument was a researcher-made questionnaire. University professors including experts of communicational sciences and physical education confirmed the validity. This questionnaire measured the role of sport media in developing educational sport. Participants responded to 40 items using a 5-point Likert Scale ranging from 1 (never) to 5 (always). It composed of ten subscales including facilities and equipment (4 items), competitions and events (4 items), scientific research (4 items), talent finding (4 items), athlete (4 items), coach (4 items), financial support (4 items), sport for all (4 items), structure of sport programs (4 items), and management and planning (4 items). The reliability was desirable (Cronbach  $\alpha=0.88$ ).

## Results

Table 1 shows distribution of frequency and frequency percent of participants based on gender.

**Table 1. Frequency and frequency percent of participants based on gender**

Gender	Media experts		Sport experts		Athletes		Whole	
	frequency	percent	frequency	percent	frequency	percent	frequency	Percent
Male	32	64	36	72	34	68	102	68
Female	18	36	14	28	16	32	48	32
Whole	50	100	50	100	50	100	150	100

Table 1 presented that %68 participants were male and %32 participants were female.

Table 2 shows descriptive statistics of participants' age.

**Table 2. Descriptive statistics of participants based on age**

group	Age (year)			
	mean	maximum	minimum	SD
Media experts	30.83	67	19	7.67
Sport experts	39.27	58	24	5.05
athletes	27.45	34	22	3.12

Table 2 presented that age means and standard deviations of media experts, sport experts, and athletes were  $30.83 \pm 7.67$ ,  $39.27 \pm 5.05$ , and  $27.45 \pm 3.12$  respectively.

Table 3 shows distribution of frequency and frequency percent of participants based on education.

**Table 3. Frequency and frequency percent of participants based on education**

Education	Media experts		Sport experts		Athletes		Whole	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent
Diploma	3	6	-	-	12	24	15	10
Higher diploma	9	18	-	-	18	36	27	18
B.A.	28	56	32	64	17	34	77	51.33
M.A.	8	16	11	22	3	6	22	14.67
Ph.D.	2	4	7	14	-	-	9	6
Whole	50	100	50	100	50	100	150	100

Table 3 presented that education level of sport experts were higher than media experts and athletes. In general, there were %10 diploma educated, %18 higher diploma educated, %51.33 B.A. educated, %14.67 M.A. educated, and %6 Ph.D. educated.

Table 4 shows result of first H0. First H0 is that there is no significant difference between real condition and ideal condition of sport media in developing components of educational sport based on media experts' attitudes.

**Table 4. Difference between real condition and ideal condition of sport media in developing components of educational sport based on media experts' attitudes**

Subscales	Wilcoxon test (z)	sig
facilities and equipment	-8.63	0.001

competitions and events	-8.17	0.001
scientific research	-8.647	0.001
talent finding	-8.37	0.001
athlete	-8.723	0.001
coach	-8.628	0.001
financial support	-8.53	0.001
Sport for all	-8.572	0.001
structure of sport programs	-8.743	0.001
management and planning	-8.653	0.001
whole	-8.645	0.001

Table 4 presented that H0 was rejected and there was significant difference between real condition and ideal condition of sport media in developing components of educational sport based on media experts' attitudes.

Table 5 shows result of second H0. Second H0 is that there is no significant difference between real condition and ideal condition of sport media in developing components of educational sport based on sport experts' attitudes.

**Table 5. Difference between real condition and ideal condition of sport media in developing components of educational sport based on sport experts' attitudes**

subscales	Wilcoxon test (z)	sig
facilities and equipment	-8.721	0.001
competitions and events	-8.426	0.001
scientific research	-8.903	0.001
talent finding	-8.543	0.001
athlete	-8.892	0.001
coach	-8.711	0.001
financial support	-8.628	0.001
Sport for all	-8.745	0.001
structure of sport programs	-8.812	0.001
management and planning	-8.835	0.001
whole	-8.664	0.001

Table 5 presented that H0 was rejected and there was significant difference between real condition and ideal condition of sport media in developing components of educational sport based on sport experts' attitudes.

Table 6 shows result of third H0. Third H0 is that there is no significant difference between real condition and ideal condition of sport media in developing components of educational sport based on athletes' attitudes.

**Table 6. Difference between real condition and ideal condition of sport media in developing components of educational sport based on national athletes' attitudes**

Subscales	Wilcoxon test (z)	sig
facilities and equipment	-8.63	0.001
competitions and events	-8.17	0.001
scientific research	-8.647	0.001
talent finding	-8.37	0.001
Athlete	-8.723	0.001
Coach	-8.628	0.001
financial support	-8.744	0.001
Sport for all	-8.567	0.001
structure of sport programs	-8.693	0.001
management and planning	-8.802	0.001
Whole	-8.652	0.001

Table 6 presented that H<sub>0</sub> was rejected and there was significant difference between real condition and ideal condition of sport media in developing components of educational sport based on athletes' attitudes.

## Discussion

The method of most research in media field has been content analysis and some research were survey, comparative between real condition and ideal condition. Therefore, it would not be possible to compare present research precisely with previous studies. We had to discuss the results generally.

Results showed that there was a significant difference between real condition and ideal condition of sport media role to develop components of educational sport ( $p \leq 0.05$ ). Values were  $Z = -8.645$  for media experts,  $Z = -8.664$  for sport experts, and  $Z = -8.652$  for athletes in general. The results are in consistent with previous research (Ballaard et al., 2009; Greenwood & Hinnigs, 1996; Hudson & Boewadt, 2003; Jakson & Michael, 1991; Pyun & James, 2011; Mull, 1997).

Participants have declared that despite the fact that sport media affects to develop educational sport plus devotes more time to educational sport than sport for all. There is significant difference between real condition and ideal condition of sport media in developing components of educational sport. Experts and athletes believed that sport media trivialized different dimensions of educational sport development such as facilities and equipment, scientific research, talent finding, athlete, coach, financial support, sport for all, and management and planning.

It seems that sport media experts have no enough knowledge about effective components and different functions of educational sport because they are inconsiderate to express sport problems and criticize executive system of national sport. May be the major reason is lack of elite and experienced sport media experts. Sport media requires a great change in work system and human force to play the role well to develop different dimensions of educational sport. Sport media does not create favorable bed for different groups to develop educational sport because financial sponsors and private sector rarely invest on this field. On the other hand, sport media is not effective to find talents in educational sport because the most probable reason is limitation of sport programs and devoting more time screen to sport events and competitions. Other probable reason is to be neglected sport value by responsible persons in sport and media considering it just as an instrument. In general, sport media has potential role to develop educational sport. This role is rarely activated because sport media is conducted governmentally in Iran.

It is suggested to have more communication between educational sport managers and sport media by providing media committee in different sport federations, periodical meetings to report activities, and opinion exchanges with media experts to present solutions to develop components of educational sport finally resulting in overcome the problems. Furthermore, sport media especially TV and other media enjoying governmental budget can be influencing to develop educational sport. They can devote more time to overcome major problems of educational sport and produce sport programs to develop educational sport. Finally, sport media can produce programs related to each sport field using up to date innovations by making educational committee and enjoying ideas of media experts and sport experts. They can help all managers, athletes, coaches, referees, and people involvement in sport.

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