



## Opinions of Athletes and Sedenters on Social Media and Sports Channels

*Sporcular ve Sedenterlerin Sosyal Medya ve Spor Kanallarına İlişkin Görüşleri*

### ABSTRACT

It is aimed to determine the views of the athlete participants and sedentary participants on the relationship between social media and sports channels. The research includes those who do sports between the ages of 25-40; n= 300 students, n= 300 academicians, n= 300 working in different professions, 900 people in total, and sedentary students n= 300, academics n= 300, and n= 300 working in different professions, a total of 1800 people (Lim et al.) "How social media engagement leads to sports channel loyalty: Mediating roles of social presence and channel commitment", a 22-item scale was applied. From the SPSS 24.0 package program, Ss. and Kruskal Wallis tests were used. Students doing sports and those in other professions; Sharing their positive and negative thoughts about sports channels, establishing a virtual connection with other users in face-to-face communication with social media, sharing and commenting more boldly and freely on Facebook, Twitter, Instagram, etc., are similar. differed in the way they were built. The fact that students, academics and other professional groups who do not do sports share and comment more boldly and freely on facebook, twitter, instagram, etc., thinking that they are following the struggle at the same time with other people, and that they only want to watch other sports competitions on the channel were similar. While the opinions of the students, academicians and other occupational groups who do and do not do sports, about social media and sports channels are not similar, the opinions of the participants who do sports about social media and sports channels are found to be higher and more positive than the participants who do not do sports.

**Keywords:** Sports Media, Sports Channels, Social Media

### ÖZET

Sporcu katılımcılar ile sedanter katılımcıların sosyal medya ve spor kanalları ilişkisine ilişkin görüşlerinin belirlenmesi amaçlanmıştır.

Araştırma 25-40 yaş aralığında spor yapan; öğrenci n= 300, akademisyen n= 300 ve farklı meslekte çalışan n= 300 toplamda 900 kişi ve spor yapmayan (sedenter) öğrenci n= 300, akademisyen n= 300 ve farklı meslekte çalışan n= 300 toplamda 1800 kişiye (Lim ve arkadaşları) tarafından hazırlanan "How social media engagement leads to sports channel loyalty: Mediating roles of social presence and channel commitment", 22 maddelik ölçek uygulanmıştır. SPSS 24.0 paket programından Ss. ve Kruskal Wallis testleri kullanılmıştır.

Spor yapan öğrenciler ve diğer meslek grubundakilerin; spor kanallarıyla ilgili olumlu olumsuz düşüncelerini paylaşmaları, diğer kullanıcılarla sosyal medya ile yüz yüze iletişimde sanal bağ kurdukları, facebook, twitter, instagram vs daha cesur ve özgürce paylaşım yapıp yorumda bulunmalarına ilişkin düşünceleri benzerlik gösterirken, spor yapan akademisyenlerin, sadece yararlı bilgileri paylaştıkları, duygusal bağ kurmadıkları yönüyle farklılık göstermiştir. Spor yapmayan öğrencilerin, akademisyenlerin ve diğer meslek gruplarındakilerin facebook, twitter, instagram vs daha cesur ve özgürce paylaşım yapıp yorumda bulunmaları, diğer kişilerle aynı anda mücadeleyi takip ettiklerini düşünmeleri, kanaldaki sadece diğer spor müsabakalarını da izlemek istedikleri yönüyle benzerlik göstermiştir.

Spor yapan ve yapmayan öğrenci, akademisyen ve diğer meslek gruplarındaki katılımcıların sosyal medya ve spor kanallarına ilişkin düşünceleri benzerlik göstermezken, spor yapan katılımcıların, spor yapmayan katılımcılara göre sosyal medya ve spor kanallarına ilişkin düşünceleri daha yüksek düzeyde daha olumlu olarak bulunmuştur.

**Anahtar Kelimeler:** Spor Medyası, Spor Kanalları, Sosyal Medya

### INTRODUCTION

Since Turkish society generally prefers to watch matches and even talk about sports more than doing sports, Sports Media openly uses fanaticism as a circulation element by producing, developing and disseminating football fanaticism, which has a very important place in Turkish popular culture, and this attitude of the media. it is generally not found strange (Girgin, 2008).

While the developing technologies and the dimensions of the televisions provide the audience with the feeling of watching the match just like in the stadium, the interactions of the users on the second screens increase their loyalty and belonging to the sports channel (Gantz and Lewis, 2014).

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Interacting on social media sites on a second screen (smartphones, tablets, etc.) in real time during a live television broadcast is called "Social TV". Social TV allows people watching a sports event to communicate in real time with people watching the same competition (Lim et al., 2015).

"Provocative statements and articles about the club, team and football players" take the first place in the list of behaviors that affect spectator aggression. This was followed by "provocative statements and articles directly targeting the audience", "exaggerating the importance of the match to be played", "creating unfavorable public opinion by biased columnists", while "violent images in the credits of sports programs" ranked sixth, "opposition to the administration". criticizes the fans about the president, football player and coaches of the writers". In the last place, there is the behavior of "referee authorities in the media interpreting the competition positions differently" (Özmaden, 2006).

The news that was delivered to the readers via the internet after being published in the newspapers in the past, has now started to take place first on the internet and then in the newspapers, with the increase in the quality and quantity of the technology and its widespread use in the social structure and life. However, while alternative sports branches and teams have the opportunity, place and time to work, the absence of this practice in internet journalism gives the impression that only a tool has been changed in the transition of traditional journalism to internet journalism (Kazaz, 2007). Famous French film director Jean-Luc Godard, while explaining his views on the relationship between sports and television, made a suggestion such as "If you want to take people out on the streets, remove the football broadcasts from the television". Godard's suggestion, which is a bit of a fantasy, clearly shows the interest of the masses in football broadcasts and the effect of sports broadcasts on the masses (Çetin, 2014).

Watching sports on TV has advantages over sitting in the stands that go far beyond sitting in a comfortable chair in a warm house. Different shots from different camera angles, the commentaries of the experts and the explanations of the speakers help the audience to understand what is going on more easily and in detail. Slow motion repetitions are an important privilege offered to the audience on television. In addition to bringing the competition to the living rooms, television sports broadcasts continue the function of conveying messages based on cultural foundations (Kazaz, 2007).

It is quite natural that the spectators, accustomed to the meticulously prepared television broadcast of the match, feel deficient when they go to the stadium, for example, because the goals are not shown again and they cannot see the face of the football player who missed a goal in close-up view (Kıvanç, 2001).

Social TV is a combination of television and social media. More precisely, social TV is the technology that enables viewers to connect and interact with each other (Lim et al., 2015).

Social TV is defined as real-time back-channel communication on social media sites during a live television broadcast (Lim et al., 2015). Social TV, in short, is the gathering of social media networks with television broadcasting. This allows viewers to communicate with each other and sometimes interact with TV programmes. Social TV is a fairly new phenomenon and was included in MIT's list of technological inventions in 2010 (Çatak, 2015).

With the use of social media platforms such as Facebook, Twitter and Youtube in television broadcasting, especially after 2010, television organizations have suspended Social TV broadcasting by actively using social media platforms to support traditional media content (Dikmen, 2017).

Social TV allows people to both watch television and interact (share posts, chat, etc.) with their friends on social media sites at the same time. With the increase in the use of smart phones and portable devices, people who watch television can share their ideas and opinions about the broadcast they watch on social media sites and interact simultaneously with this term called "second screen" (Kırık and Domaç, 2014).

## CONCEPTUAL FRAMEWORK

### Material and Method

#### Research Model

The research is in the relational survey model and has a descriptive nature. The research includes those who do sports between the ages of 25-40; n= 300 students, n= 300 academicians, and n= 300 working in different professions, 900 people doing sports in total and not doing sports; n= 300 students, n= 300 academicians, and n= 300 working in different professions, 900 in total, and it was aimed to determine the views of 1800 people in both groups regarding the relationship between social media and sports channels. Participants doing sports; elite athletes, individuals who do regular sports on a daily basis, while those who do not do sports; It includes our sedentary group who does not do sports once every two months, every three months or at all. In this direction, the universe of the study, the sample of the Marmara region, was applied to the universities in this region by determining Google online. The 22-item

questionnaire consisting of questions prepared by the survey form (Lim et al.) to determine "How social media engagement leads to sports channel loyalty: Mediating roles of social presence and channel commitment" was filled with "I strongly disagree, I disagree, I am undecided, I agree, A five-point Likert scale of "I totally agree" was applied. It was stated that the Cronbach Alpha coefficient was 0.79. The English-Turkish translation of the questionnaire was made by experts in the field, and in order to ensure that each question was related to the subject and the questions were clear and understandable, it was re-examined by experts in the field and 95 people were selected randomly from the population. The validity and reliability of the questionnaire was ensured by conducting a pilot study on the pre-sample group. The Cronbach's Alpha coefficient of the pilot study was determined as 0.79. In order for the data to be interpreted correctly, the five-point scale scores were divided into equal intervals at a rate of 0.80 (5-1=4; 4/5=0.80). (Ozmaden, 2004). The sports channels that the participants watch constantly are A2 TV, NTV SPOR, TRT SPOR, KANAL 8 AND A SPOR, BEIN SPORTS, HABER TV, FB TV, GS TV, SPORTS TV, BSV TV, TIVIBU SPOR, NBA TV, SMART SPOR, TRT 3 SPORT, TV8, was determined.

### Statistical Analysis of Data

The data obtained in the research were analyzed using the SPSS 24.0 package program. It is understood by looking at Kolmogorov-Smirnov tests to test whether the data show a normal distribution. Participants' social media and sports channels

The findings and standard deviation values were taken for the answers they gave to the scale of their opinions about the subject. Since the significance values were less than 0.05 and the skewness and kurtosis coefficients were outside the  $\pm 1$  limits, the data did not conform to the normal distribution (Kruskal Wallis tests, one of the nonparametric tests, were used in the study).

### FINDINGS

**Table 1:** Findings Regarding The Responses of Students, Academicians, and Participants From Other Occupational Groups Who Do Sports To The Scale Of Their Views on Social Media and Sports Channels

		N	$\bar{X}$	Ss
I share or comment on other users' posts on social media sites (facebook, twitter, instagram, etc.).	Student	300	5,11	1,33
	Academician	300	4,13	1,22
	Other	300	3,12	1,14
I share videos or photos of the matches I'm interested in on social media sites.	Student	300	4,56	1,23
	Academician	300	4,23	1,14
	Other	300	4,80	1,23
I share the events I watch on television in my speeches on social media sites.	Student	300	3,45	1,26
	Academician	300	2,23	1,11
	Other	300	4,40	1,33
When using social media sites, I use trendy words (#hashtags)	Student	300	4,67	1,02
	Academician	300	3,53	1,24
	Other	300	3,89	1,44
I share my thoughts in online conversations.	Student	300	4,73	1,32
	Academician	300	3,11	1,04
	Other	300	4,78	1,08
I share my positive or negative thoughts about the sports channel I watch on social media sites.	Student	300	5,21	1,03
	Academician	300	3,57	1,23
	Other	300	5,18	1,34
While sharing on social media sites, I quote the beautiful and meaningful speeches of the speakers or commentators.	Student	300	4,44	1,24
	Academician	300	4,69	1,04
	Other	300	4,76	1,11
I express my thoughts about the commentator or speaker.	Student	300	4,08	1,31
	Academician	300	3,02	1,13
	Other	300	3,65	1,05
I share my views about the sports channel with other people watching the channel.	Student	300	4,00	1,07
	Academician	300	5,06	1,34
	Other	300	3,33	1,45
I share the publisher's advertising messages on social media sites	Student	300	2,11	1,56
	Academician	300	2,54	1,45
	Other	300	3,09	1,56
I share useful information for others who follow the channel on social media sites.	Student	300	3,05	1,23
	Academician	300	5,14	1,14
	Other	300	3,24	1,15
I am impressed by other users who use trendy words (# hashtags) related to the sports channel I watch.	Student	300	4,90	1,03
	Academician	300	3,55	1,11
	Other	300	3,08	1,13
When using social media sites, I feel as if I am communicating face-to-face with	Student	300	5,18	1,43

other users.	Academician	300	4,01	1,24
	Other	300	5,12	1,22
While using social media sites, I feel like I am watching the match with my friends at that moment.	Student	300	4,58	1,23
	Academician	300	3,44	1,11
While using social media sites, I think that many people watch the struggle I follow at the same time.	Other	300	4,78	1,34
	Student	300	4,96	1,22
	Academician	300	4,53	1,20
I get emotionally attached to the sports channel I watch at that moment.	Other	300	4,32	1,17
	Student	300	3,12	1,44
	Academician	300	2,33	1,28
I feel as if I am passionately connected to the sports channel I am watching at that moment.	Other	300	3,45	1,45
	Student	300	2,89	1,33
	Academician	300	3,11	1,11
I will continue to watch the channel while sharing on social media sites.	Other	300	3,33	1,34
	Student	300	3,44	1,03
	Academician	300	3,34	1,23
I will also watch other sports competitions that will be broadcast on the channel.	Other	300	3,11	1,18
	Student	300	4,23	1,27
	Academician	300	3,94	1,26
I will recommend the sports channel I watch to other social media users.	Other	300	3,34	1,16
	Student	300	3,76	1,24
	Academician	300	3,19	1,17
I will also watch non-sports programs on the channel.	Other	300	3,44	1,23
	Student	300	3,54	1,34
	Academician	300	3,03	1,31
	Other	300	3,48	1,11

The items with the highest average of sports channel viewing attitudes related to social media use of students doing sports ( $\bar{X}$  =5.21); "I share my positive or negative thoughts about the sports channel I watch on social media sites", ( $\bar{X}$  =5.18); "When using social media sites, I feel like I am communicating with other users face-to-face", ( $\bar{X}$  =5.11); It has been determined that "I share the posts of other users on social media sites (facebook, twitter, instagram, etc.) or write comments on their posts".

The item with the lowest average of the attitudes of watching sports channels related to social media use of students who do sports ( $\bar{X}$  =2.11); It has been determined that "I share the advertising messages of the publisher on social media sites"

The item with the highest average of sports channel viewing attitudes related to social media use of academicians doing sports ( $\bar{X}$  =5.14); "I share useful information for other people who follow the channel on social media sites", ( $\bar{X}$  =5.06); It was determined that "I share my views about the sports channel with other people watching the channel".

The item with the lowest average of the attitudes of watching sports channels related to social media usage of academicians who do sports ( $\bar{X}$  =2.23); "I share the events I watch on TV in my speeches on social media sites", ( $\bar{X}$  =2.33); It has been determined that "I am emotionally attached to the sports channel I watch at that moment".

The items with the highest average of sports channel viewing attitudes related to social media use of those in other professions engaged in sports ( $\bar{X}$  =5.18); "I share my positive or negative thoughts about the sports channel I watch on social media sites" ( $\bar{X}$  =5,12); It was determined that "I feel as if I am communicating face-to-face with other users while using social media sites".

**Table 2:** Findings Regarding The Responses of Students, Academicians and Participants From Other Occupational Groups Who Do Not Do Sports to The Scale of Their Views on Social Media and Sports Channels

		N	$\bar{X}$	Ss
I share or comment on other users' posts on social media sites (facebook, twitter, instagram, etc.).	Student	300	5,02	1,34
	Academician	300	4,33	1,12
	Other	300	4,11	1,45
I share videos or photos of the matches I'm interested in on social media sites.	Student	300	3,23	1,11
	Academician	300	3,43	1,45
	Other	300	4,16	1,56
I share the events I watch on television in my speeches on social media sites.	Student	300	3,89	1,55
	Academician	300	2,76	1,22
	Other	300	4,44	1,34
When using social media sites, I use trendy words (#hashtags)	Student	300	3,34	1,24
	Academician	300	2,05	1,22
	Other	300	3,90	1,54
I share my thoughts in online conversations.	Student	300	3,01	1,47
	Academician	300	2,65	1,43
	Other	300	3,90	1,37
I share my positive or negative thoughts about the sports channel I watch on social media sites.	Student	300	3,11	1,54
	Academician	300	3,34	1,43
	Other	300	3,65	1,37
While sharing on social media sites, I quote the beautiful and meaningful speeches of the speakers or commentators.	Student	300	2,56	1,37
	Academician	300	3,11	1,14
	Other	300	2,45	1,33
I express my thoughts about the commentator or speaker.	Student	300	2,80	1,43
	Academician	300	2,10	1,34
	Other	300	3,23	1,44
I share my views about the sports channel with other people watching the channel.	Student	300	3,08	1,24
	Academician	300	2,54	1,13
	Other	300	3,11	1,32
I share the publisher's advertising messages on social media sites	Student	300	2,76	1,51
	Academician	300	2,89	1,25
	Other	300	3,23	1,41
I share useful information for others who follow the channel on social media sites.	Student	300	3,01	1,44
	Academician	300	2,55	1,23
	Other	300	3,66	1,35
I am impressed by other users who use trendy words (# hashtags) related to the sports channel I watch.	Student	300	3,56	1,24
	Academician	300	2,78	1,25
	Other	300	3,11	1,33
When using social media sites, I feel as if I am communicating face-to-face with other users.	Student	300	3,44	1,33
	Academician	300	3,23	1,35
	Other	300	3,14	1,27
While using social media sites, I feel like I am watching the match with my friends at that moment.	Student	300	3,03	1,38
	Academician	300	3,11	1,32
	Other	300	3,76	1,25
While using social media sites, I think that many people watch the struggle I follow at the same time.	Student	300	3,90	1,34
	Academician	300	4,12	1,47
	Other	300	3,33	1,33
I get emotionally attached to the sports channel I watch at that moment.	Student	300	3,45	1,24
	Academician	300	3,34	1,06
	Other	300	3,07	1,11
I feel as if I am passionately connected to the sports channel I am watching at that moment.	Student	300	2,65	1,26
	Academician	300	2,98	1,33
	Other	300	3,11	1,14
I will continue to watch the channel while sharing on social media sites.	Student	300	2,87	1,15
	Academician	300	3,10	1,16
	Other	300	2,67	1,28
I will also watch other sports competitions that will be broadcast on the channel.	Student	300	4,23	1,35
	Academician	300	2,90	1,13
	Other	300	3,33	1,35
I will recommend the sports channel I watch to other social media users.	Student	300	3,11	1,45
	Academician	300	2,45	1,33
	Other	300	3,84	1,29
I will also watch non-sports programs on the channel.	Student	300	2,11	1,16
	Academician	300	2,43	1,35
	Other	300	3,09	1,14



The items with the highest mean ( $\bar{X}=5.02$ ) of the attitudes of watching sports channels related to the use of social media of the students who do not do sports; "I share or comment on other users' posts on social media sites (facebook, twitter, instagram, etc.)", ( $\bar{X}=4.23$ ); It has been determined that "I will also watch other sports competitions that will be broadcast on the channel"

The item with the lowest average of the attitudes of watching sports channels related to social media use of students who do not do sports ( $\bar{X}=2.11$ ); It was determined that "I will also watch programs that are not related to sports on the channel".

The items with the highest average of the attitudes of watching sports channels related to social media use of academicians who do not do sports ( $\bar{X}=4.33$ ); "I share or comment on other users' posts on social media sites (facebook, twitter, instagram, etc.)", ( $\bar{X}=4.12$ ); While using social media sites, I think that many people are watching the struggle I follow at the same time.

The lowest average of the attitude of watching sports channels due to social media use of academicians who do not do sports ( $\bar{X}=2.05$ ); "When using social media sites, I use trendy words (# hashtags)" and ( $\bar{X}=2,10$ ); It was determined that "I express my thoughts about the commentator or the speaker".

The items with the highest mean ( $\bar{X}=4.11$ ) of the attitudes of watching sports channels related to social media use of those in other occupational groups who do not do sports; I share or comment on other users' posts on social media sites (facebook, twitter, instagram, etc.)',

( $\bar{X}=4.16$ ); It has been determined that "I share videos or photos of the matches I am interested in on social media sites".

**Table 3:** The Results of The Kruskal Wallis Test Regarding The Significant Difference Between The Participants' Thoughts on Social Media and Sports Channels According to The Variable of Duration of Using The Media

Duration	N	$\bar{X}$	Rank Avg.	Sd	$\chi^2$	p	Significant Difference
30 min-1 hour	580	4,23	103,11	4	2,014	,436	
1-3 hours	750	4,11	107,33				
3-5 hours	280	3,25	105,09				
More than 5 hours	190	2,65	76,57				

\* $p < ,05$ ; \*\* $p < ,01$

According to the Kruskal Wallis test results, it was found that there was no significant difference between the participants' thoughts on social media and sports channels in terms of the variable of daily use of social media ( $p > ,05$ ). According to the results, the opinions of the participants who use social media at different times daily about social media and sports channels are similar.

## DISCUSSION CONCLUSION AND RECOMMENDATIONS

Evaluation of the relationship between sports and non-sports students, academics and other professional groups with social media and sports channels is extremely important in terms of the functioning and content of sports media channels. We believe that the individuals who will contribute to our work will shed light on the society's perspectives and habits on social media and sports channels, and can generate data for sports managers, sports scientists and experts in our field.

In the attitudes of watching sports channels related to the use of social media in the participants who do sports, in the students ( $\bar{X}=5.21$ ); and in other occupational groups ( $\bar{X}=5.18$ ); Following the item "I share my positive or negative thoughts about the sports channel I watch on social media sites", the highest average is again in students ( $\bar{X}=5.18$ ), in other occupational groups ( $\bar{X}=5.12$ ); and "I feel like I'm communicating face-to-face with other users when using social media sites". Again, in the highest average of students ( $\bar{X}=5.11$ ); While it was determined that "I share other users' posts on social media sites (facebook, twitter, instagram, etc.) or write comments on their posts", the item with the lowest average ( $\bar{X}=2.11$ ); It has been determined that "I share the advertising messages of the publisher on social media sites".

The item with the highest average of sports channel viewing attitudes related to the use of social media by academicians doing sports ( $\bar{X}=5.14$ ); "I share useful information for other people who follow the channel on social media sites", ( $\bar{X}=5.06$ ); It was determined that "I share my views about the sports channel with other people watching the channel". Among the items with the lowest average of the sports channel viewing attitudes of

academicians who do sports due to their use of social media ( $\bar{X} = 2.23$ ); "I share the events I watch on TV in my speeches on social media sites" and ( $\bar{X} = 2.33$ ); It has been determined that "I am emotionally attached to the sports channel I am watching at that moment".

In the items with the highest average of the attitudes of watching sports channels related to the use of social media in non-sports participants, students ( $\bar{X} = 5.02$ ), academics ( $\bar{X} = 4.33$ ) and other occupational groups ( $\bar{X} = 4.11$ ) "On social media sites (facebook, twitter)", instagram etc.) I share other users' posts or write comments on their posts", showed similarity. Again in students ( $\bar{X} = 4.23$ ); "I will watch other sports competitions that will be broadcast on the channel" is the highest average, ( $\bar{X} = 2.11$ ); It was determined that "I will watch programs not related to sports on the channel" is the item with the lowest average.

Attitudes of watching sports channels due to social media use of academicians who do not do sports ( $\bar{X} = 4.12$ ); While using social media sites, I think that many people are watching the struggle I follow at the same time" while the item is still high, ( $\bar{X} = 2.05$ ); "When using social media sites, I use trendy words (# hashtags)" and ( $\bar{X} = 2,10$ ); It has been determined that "I express my thoughts about the commentator or the speaker" is the lowest average of the items.

(Kilci, 2018), in his study titled "The Effect of Social Media Use on Watching Sports Channels and Its Role in Channel Selection", it was found that male students' interaction in social media, their attitudes towards watching sports channels and their role in channel selection were higher than female students. It can be said that this is due to the fact that male individuals in our country are more interested in sports and watching television programs related to sports than female individuals. Again (Kilci, 2018) study, it was found that students' attitudes towards watching social media-sports channels did not differ according to the departments they studied.

Lim et al. (2015) concluded that using social media sites while watching a sportive match on television has a positive effect on watching the channel. Hwang and Lim (2015) concluded that social TV increases individuals' loyalty to the soor channel they watch, which is similar to our study. Dikmen (2017) stated in his study that social media platforms are used extensively to interact with the audience, to watch the videos uploaded to the websites of television companies, and to direct the audience to traditional television broadcasts. (Trivedi et al., 2021).

He stated that social media is widely used by sports clubs, especially for the purpose of connecting with fans and providing them with information. (Okmeydan, 2018; Parganas et al., 2017). In his study, it is seen that the interest of the fans in social media shares before and during the match is more than the other shares, therefore, in terms of the marketing strategies of the sports clubs, sharing about the sponsors they cooperate with in the posts they make before and during the match may produce fruitful results. they have stated. It has been determined that the implementation of such a strategy can provide sports clubs with new sponsorship agreements and additional income (Canoğlu and Üstüner 2021).

The fast, mutual and interactive communication provided by social networking sites to social media users has also found a wide application area in the sports industry. Through these platforms, sports fans and supporters, as well as anyone interested in a sports branch, can easily develop interesting relationships with their favorite sports clubs both offline and online (Şahin et al., 2020). The spread of social media; It offers lucrative opportunities to encourage interactions with sports products by allowing professional sports clubs to better understand their fan base, build positive relationships with their fans for their brands, and reach their worldwide audience (Williams & Chinn, 2010).

While the opinions of the students, academicians and other professional groups who do and do not do sports, about social media and sports channels are not similar, the opinions of the participants who do sports are higher and more positive than the participants who do not do sports.

Students doing sports and those in other professions; Sharing their positive and negative thoughts about sports channels, establishing a virtual connection with other users in face-to-face communication with social media, sharing and commenting more boldly and freely on Facebook, Twitter, Instagram, etc., are similar. differed in the way they were built.

The fact that students, academics and other professional groups who do not do sports share and comment more boldly and freely on facebook, twitter, instagram, etc., thinking that they are following the struggle at the same time with other people, and that they want to watch other sports competitions on the channel showed similarities.

In the light of the findings, apart from the academicians who do sports, the confidence of sportsmen and sedentary students, other professional groups and sedentary academicians in sports channels and media was higher. Assuming that the number of athletes is increasing year by year, we are of the opinion that the realism and impression rates of

the sports media will reach much higher numbers in the future, and we support the creation of a more transparent media that imposes the spirit of fair-play.

The fact that academicians who do sports do not establish emotional bonds between sports channels and social media, do not develop belonging and positive attitudes; The fact that the sports media is not considered as a different field can be considered as the reaction of the people working in the sports media not being chosen from the more professional media experts who graduated from the Faculty of Sports Sciences and have made or are doing their expertise on media/communication and smell the dust of the field. In addition, the lack of necessary restrictions on the headlines of sports news and headlines containing insults / hooligans distract sports from its main purpose. From the side of the athletes and referee academicians, we think that mental deformation, boredom, reluctance are among the causes.

However, we think that the reasons underlying their suppression should be clearly expressed and discussed, while academics should be able to make comments more freely, scrutinize, question, use channels and social media dynamics more comfortably with more scientific ideas and predictions.

If the statement "Sport is science" is a globally accepted and proven concept, the fact that there will be no sports scientists in the sports media, the inability to freely share their thoughts, comments and opinions, has examined the fact that there will be no emotional connection, attachment with passion, and sense of belonging in sports channels and social media arguments.

It can be seen that the positive results of a few of the many scale items will still be discussed, and we think that the fact that we still have very missing topics reflects the fact that we have ignored the sensitivity and awareness on the platforms used by billions of people.

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