

**EFFECT OF MEDIA AND CULTURE ON THE  
DEVELOPMENT OF SPORT AND PHYSICAL  
EDUCATION**

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## INTRODUCTION

The mass media system is an institution itself. What sets it apart is its potential to influence the thinking of massive numbers of individuals. In fact, the ideas exchanged in organizational communication and interpersonal communication are often established, reinforced or negated by messages in the mass media. This is what it means for societies “to exist in transmission, in communication.” Different types of communication influence each other.

But the **mass media** are also shaped and influenced by social groups and institutions. This is the nature of the mass media dynamic. Individuals and groups in society influence what mass media organizations produce through their creativity on the input side and their consumption habits on the output side. It is not accurate to say that society exists within the mass media or under mass media “control.”

Social structures are too powerful for mass media to completely govern how they operate. But neither is it accurate to say that the mass media are contained within societies. Many mass media products transcend social structures to influence multiple societies, and even in societies that heavily censor their mass media the news of scandals and corruption can get out. The mass media and society are bound together and shape each other.

Shortly after the widespread dissemination of the **telegraph, the radio, broadcast television** and public internet access, some form of communication utopia was imagined or even expected. The telegraph collapsed space. Radio enabled instantaneous mass communication. Television brought live images from one side of the globe to the other for even larger mass audiences, and internet access gave individuals the power to be information senders, not just receivers. At each step hope and imagination flourished, but social and cultural clashes persisted. Communication systems can be used as weapons. The evolution of mass communication tools is the story of increased capacity to do the same good and evil things people have always done in societies and between them.

**Culture** in the developed world is spread through mass media channels. Just as society forms and is formed in part by messages in the mass media, so it goes with culture. Cultural products and their popularity can influence which media channels people prefer. Conversely, changes in media and ICTs can lead to changes in how we produce culture.

One of the influence both **culture** and **media** have is on sport and physical education.

# **The Effects of the Media On Sport And**

## **Physical Education**

### **The Effect of Media on Sport and Physical Education**

Most people, whether or not they play or watch sport, are aware of sport through the media. This includes local, national and international sport. From school sport newsletters to worldwide TV coverage, the media is a powerful voice for and influence on sport.

#### **Types of media**

- Television – local and national, free-view, subscription or pay-per-view, interactive, on-demand, Red Button services, satellite or cable.
- Radio – local and national, analogue and digital, public and commercial.
- Press – newspapers – local, national, daily, weekly; magazines – general, specialist; books – technical, biographies, novels.
- Films – cinema, television, DVD and online.
- Internet – websites, blogs, video channels, live streaming, online sports channels.
- Social media – Facebook, Twitter, Instagram, Snapchat, Flickr.

#### **Media influences**

The media can have both a positive and negative effect on sport. Consider the inspiring images from the Paralympic Games and how they change people's perception of people with disabilities in our society. Compare that to the media coverage of athletes who are perceived to have 'failed' in some way.

#### **Positive influences of the media**

- Raise awareness of sport
- Promote healthy active lifestyles
- Showcase sport's positive values
- Present positive and inspiring role models
- Motivate people to take part
- Set high standards for performance
- Provide examples of skills and tactics
- Publicise a variety of sports and activities
- Make certain sports more fashionable
- Introduce new supporters to sport
- Educate spectators through analysis
- Celebrate effort and success
- Give sport a high status in society
- Give people a sense of belonging
- Generate revenue and attract investment for sport
- Generate revenue for charity

#### **Negative influences of the media**

- Intrude on performers' privacy
- Undermine people's confidence and careers
- Showcase negative values and behaviour
- Undermine officials and their decisions
- Dictate event schedules and availability
- Alter competition rules and traditions
- Edit coverage so it is incomplete or biased
- Obstruct spectators and participants
- Reduce spectator attendance at live events
- Reinforce inequalities by limiting coverage to traditional sports or social groups and under-representing women's, black and minority ethnic (BME) and disability sport
- Incite distrust and prejudice between groups
- Discourage activity by encouraging armchair spectators

## **The Effect of Culture on Sport and Physical Education**

Cultural factors like **dietary restrictions and lifestyle choices may improve or impede a child's growth**. Body image, childhood obesity, eating disorders, hunger, and malnutrition are challenges that different cultures deal with in different ways. Some religions and cultures have laws or expectations which make it more difficult to participate in sport.

Culture has vast effect on the development of physical education, at times negative ones especially on **girls**.

### **Cultural Factors Affecting Girls' Physical Education Learning**

#### **A. In the society**

There is a great chance for a society to be affected, if not governed, by its culture, and culture values. More specifically, girls are more liable to the influence of culture than boys. Several biomedical studies “reflected and encouraged girl’s passivity” Leonard II says:

She (the female) had to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity.

There was even a strong tendency on the part of medical doctors and educators to deny female the chance of gaining higher education thinking that it would be physical dangerous (Ibid). It was often thought that females were completely dependent on their economically productive husbands. There were believed to have rigid social roles and to invisible being in the world of culture building.

The place of female is still considered as some were outside the public sphere. Their roles of in the society have been under estimated. As stated by Leonard II, the roles females are limited to become good mother and wives and to provide support and comfort to their productive husbands. On the other hands, cultures give a great place for males in the society.

According to Leonard II, females are also given routine usually rigid social roles. The culture of most societies in the world urges its respective female to become completely dependent on their husbands for economic gains. It seems that it is difficult to find a culture that encourages female to be self-supportive and to stand on their own toes. To conclude, females are highly affected by the negative influences of cultures than males, to perform physical activities.

## **B. In the School**

The influence of culture as also be reflected in the teaching-learning process. Girls seem to be highly affected such cultural influence. That why the American amended its educational policy 1972.

Several studies also highlight the influence of the class room climate on female students.

The value of the democratic method of physical education class management by objective data showing greatly increase acquaintanceship and significance decrease in the number of an popular and an watched girls during a one semester experimental period. Basically teachers and administrators should not be autocratic among their students as different scholar's studies some of them are seen as one factor influencing female students' participation in physical education class.

Therefore, from the above ideas, we can some up that these autocratic cultures may have highly negative influence on girls' physical performance and physical education class.

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men.

Leonard stated that females have to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity.

Concerning cultural influence on females' education, Qdaga and Heneled (1995:201) reveal that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991:17) stated, it is important to recognize that stereotyping all boys and all girls as representing particular behavioural and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standers. According to them it also confirmed that, investigating gender issues involves:

- Standing back to recognize difference between overall patterns;
- Acknowledging individuals in their own right.
- Recognizing the teachers can influence behaviour.

Teachers need strategies at their fingertips which they can draw up on to enable their pupils, however, young, to change traditional and inappropriate sex-role stereotyping. They also viewed that; we should aim to extend the horizons of men and boys as well as women and girls. Males too have much to gain form a wider interpretation of their role. Equal opportunities are improving the lives of all.

Generally, successful strategies for classroom management may therefore need to pay close attention to gender issues, in order to ensure that particular groups of children are not receiving unequal treatment.

### **C. In the performance of physical activity**

It is common understanding that it is very hard to separate culture from physical education (J.A. Mangan). That means, it is hardly possible to forget culture and talk about physical education.

Vilmar reviewed an earlier study written by Holling Sworth. As he stated, Holling Sworth's study showed no recurring patterns in maximum efficiency during the menstrual cycle and she concluded that variability in performance was not attributable to physiological changes.

The use of pulse rate as a measure of physical efficiency, although better standardized by Astrand in the fifties, was a reliable indicator for the development of Tuttle's pulse ratio test as he explained in relation to this test, Scott and Tuttle (1932:137), tested 100 females at different periods of time in the menstrual cycle:

1. Premenstrual, three days before the onset of flow;
2. Menstrual the second day of the flow;
3. Post menstrual three days following the cessation of flow;
4. Inter menstrual twelve days following cessation of flow;

They concluded that no significant fluctuation in pulse rate was observed. When they performed physical activity, between the four stages measured, there was no cyclic pattern of physical efficiency associated with the menstrual cycle.

Other indicators were examined by Phillips, (1963:120) who measured steadiness, reaction and movement time, blood pressure and heart rate during the period before menstrual flow, after menstrual flow, and during the inter menstrual period. There was no significant difference between test periods in 24 subjects who had a history of normal menstruation. He also evaluated heart beat during and following strenuous physical activity throughout the menstrual cycle. 28 subjects rode a bicycle ergometer for five minutes at the same time of day.

There was no statistically significant difference in heart rate changes during and following strenuous physical activity throughout the menstrual cycle.

Villnar in his book, tried to explore North American folktale which holds that <<the odor of human menses excites stallions, makes them aggressive and even violent>> (1979:53). He made an interview with eight female experienced individuals in the handling of breeding stallions and was satisfied from their response to his questions that there was no evidence at all to support the belief.

Cultural influences go to the extent of limiting girls' participation in physical education classes. This influence might start with restriction on the way of dressing of girls. According to shorts to perform physical activities in front of people. This is, she further noted, one of the major influences imposed on girls by culture.

In addition, girls often don't have the permission of their families to participate in physical activities and encouragement to play an active role in physical education class. The athlete added, on physical activities and it even goes to the point that participation in physical education differentiates boys from girls (Leonard II). In other words, only boys usually participate in physical activities to prove their manhood.



However, in some parts of the world there are some conclusive evidences that girls have been freed from the traditional culture restrains of physical activity and today visible engage in physical performance activities at the highest level".

#### **D. Cultural practices**

The potential conflict between various areas of inequality is frequently closed over, particularly when considering different cultures. Teachers who are aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict.

Cultural identity and gender are crucial in individual's make-up if we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures. Siedentop (1998:48) stated that, there are practices in all cultures which cannot be condoned, and think teachers have the right not to feel quality because they do not embrace all aspect of any particular culture. Because, teachers have embraced all aspect of any particular culture and the right to question the cultural practices our own upbringing and those of others.

## REFERENCE

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