

Why STPSA students' use sports media?

لماذا يستخدم طلاب STPSA وسائل الإعلام الرياضية؟

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Abstract

This study aimed to explore the motivations behind the use of sports media by students of Science and Technology of Physical and Sports Activities (STPSA), as well as the gratifications they derive from their usage. A descriptive-analytical approach was employed, utilizing an online questionnaire distributed to a voluntary sample of 84 students willing to participate in the study. The study was conducted across four Algerian universities: Jijel University, Setif University (2), Constantine University (2), and Batna University (2).

The findings revealed that STPSA students constitute an active, positive, and engaged audience. They utilize sports media to fulfill specific personal objectives, demonstrating the ability to identify their motivations for engaging with this type of media. Moreover, they are capable of defining their goals and needs, and they take responsibility for selecting the media or content that best satisfies those needs. The study also found that sports media competes with other media contents in meeting the diverse and multiple needs of students.

Keywords: Use; Motivation; Needs; STPSA students; Sports media.

المخلص

تهدف هذه الدراسة إلى استكشاف الدوافع الكامنة وراء استخدام طلبة علوم وتقنيات الأنشطة البدنية والرياضية للإعلام الرياضي، والإشباع الذي يحققونه من استخدامهم له. وقد تم الاعتماد على المنهج الوصفي التحليلي بإعداد استبيان إلكتروني وتوزيعه على عينة تطوعية مكونة من 84 مفردة أبدت استعدادها للمشاركة في الدراسة. أجريت الدراسة على عينة من طلبة أربع جامعات جزائرية: جامعة جيجل، جامعة سطيف 2، جامعة قسنطينة 2، وجامعة باتنة 2.

كشفت النتائج أن طلبة علوم وتقنيات الأنشطة البدنية والرياضية يشكلون جمهوراً نشطاً وإيجابياً ومُتفاعلاً، فهم يستخدمون الإعلام الرياضي لتحقيق أهداف شخصية مُحددة، مما يدل على قدرتهم على تحديد دوافعهم للتفاعل مع هذا النوع من الإعلام. وعلاوة على ذلك، فهم قادرون على تحديد أهدافهم واحتياجاتهم، ويتحملون مسؤولية اختيارهم للوسائط أو المضامين التي تلبي

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تلك الاحتياجات. كما توصلت الدراسة إلى أنَّ الإعلام الرياضي يُنافس المصَّامين الإعلامية الأخرى في تلبية حاجات الطَّلَبة المتنوعة والمتعدِّدة.
الكلمات المفتاحية: استخدام؛ دافع؛ حاجات؛ طلبة STPSA ؛ الإعلام الرياضي.

Introduction

The advent of satellite broadcasting marked a pivotal stage in the evolution of television, its services, and its programming. Undoubtedly, the invention of satellites fundamentally transformed the landscape of human communication. Traditional mass communication methods, which were centralized and followed a vertical communication model-transmitting information from a single source to a large audience became decentralized. This shift introduced a new communication model characterized by the transmission of information from multiple sources to one or a few recipients. A prime example of this transformation is the vast array of television channels accessible at the push of a button on a remote control. This technological advancement has placed the power of choice entirely in the hands of the viewer, who can freely select the channels and programs that align with their preferences.

Television channels broadcasting via satellites strive to reach a broad and diverse audience. They are not content with viewership limited to their home countries but actively seek to attract audiences from other nations; These channels compete fiercely to achieve the highest viewership ratings, leading to a diversification of programs and content. Some channels specialize in specific programs, such as news, music, education, or sports; This specialization has given rise to distinct audience segments, with each channel and program cultivating its own viewership.

The influence of specialized channels and their audiences is significant in the media landscape, necessitating a thorough study to understand and interpret the dynamics of mass communication. This involves examining the relationship between these channels and their audiences.

Media plays a crucial role in promoting various sports, with television being the most influential medium due to its ability to broadcast sports events live with both audio and visual components. Sports programs

have become a staple of nearly every television channel, attracting large audiences. Almost all channels dedicate a portion of their news or programming to sports, not to mention channels exclusively focused on sports, such as the beIN Sports network.

1. Research Problem and Questions

1.1 Research Problem

In this study, the researchers aim to provide a descriptive overview of how students in the departments of Science and Technology of Physical and Sports Activities in Algeria use sports media and the gratifications they derive from this usage. This group was selected due to their specialization in the field, as they represent future coaches, teachers, or academic researchers in sports and physical education. These students require specialized media that provides relevant information to their field, helping them expand their knowledge and stay updated on the latest developments in sports and training methodologies.

The relationship between media usage and gratification lies in the fact that each student in these departments is influenced by social and psychological factors that generate specific needs. Through their experiences, they develop expectations about how media sports can fulfill these needs compared to other media sources. This leads to a decision-making process in which they choose between these channels and other alternatives. As a result of exposure, some needs are gratified, while new needs or expectations may emerge from the interaction with social and psychological elements. Thus, a continuous cycle is formed, linking the emergence of needs to the individual's decision to engage with media in pursuit of gratification.

To align with the study's objectives, the researchers adopted the Uses and Gratifications Theory as a theoretical framework. This approach, rooted in extensive academic research, provides a methodological perspective and equips the researchers with interconnected definitions, terms, and assumptions. It enables them to analyze the relationship between variables by identifying the key characteristics of the audience students in Science and Technology of Physical and Sports Activities who use media sports, as well as their motivations for engaging with these type of media.

1.2 The Research Questions

The Central Research Question is: What are the motivations and gratifications of students studying (STPSA) in using sports media?

This central question is supported by the following sub-questions:

- What are the key characteristics of the users of sports media?
- What are the motivations and objectives behind students' use of sports media?
- Are media sports capable of satisfying the diverse and varied needs of students, despite competition from other media sources?

2. Hypotheses

- The (STPSA) students who use media sports is an active, engaged, and purposeful audience. Their use of this type of media is driven by specific personal goals.

- The media sports users are capable of identifying their goals, needs, and motivations for engaging with national media, and they can select content that aligns with their requirements.
- Sports media compete with other media sources to meet the diverse and multifaceted needs of Science and Technology of Physical and Sports Activities students.

3. Objectives

- To investigate how Science and Technology of Physical and Sports Activities students use sports media, considering them as an active audience capable of selecting appropriate media and content to fulfill their desires and needs.
- To analyze the usage patterns of students regarding sports media, categorizing their engagement in terms of intensity and frequency.
- To explore the motivations behind students' consumption of sports media and the resulting interactions, aiming to establish a connection between audience desires and media effects, and to identify the needs satisfied through media exposure.
- To determine the gratifications provided by media sports to students through the functions they expect these media to perform.
- To understand the mass communication process between sports media and a specialized sports audience by examining the outcomes of students' use of these type of media.

4. Significance of the Study

This study holds theoretical significance as it addresses the use of a specialized type of media by a specialized audience. It contributes to the field of sports media by filling a gap in research within Algerian universities, where few studies have explored the relationship between specialized sports media and their specialized audiences. This research aims to examine how Science and Technology of Physical and Sports Activities students engage with sports programs broadcast on sports media. It seeks to understand the needs and expectations of this audience and provide scientific data and recommendations that media professionals can use to produce content that aligns with the aspirations of this group. The researchers hope this study will pave the way for further exploration in this area.

The study carries practical significance due to the role of media and its content; each medium possesses unique characteristics that make it indispensable to its audience in their daily lives, particularly when the audience is specialized and requires specialized media to enhance their academic and professional knowledge. Science and Technology of Physical and Sports Activities students need access to specialized sports media to support their academic journey and professional development.

5. Concepts

5.1 Usage

Linguistically, the term "usage" stems from the concept of employing someone or something for service. For instance, a person uses a tool or a car to serve their needs (Nouredine, 2005, p. 102). In French, the term "Usage" denotes activity or work, the act of utilizing something in a specific manner, or operating a machine (Larousse,

2001, p. 439). In technical terms, usage is a social activity that becomes habitual in society through repetition and familiarity. When usage becomes repetitive and integrated into an individual's practices and habits, it can be referred to as "usage" (LeCoadic, 2004, p. 56). The concept of usage first necessitates access to the medium, meaning it must be physically available, followed by social and individual factors that either encourage or hinder its use (Boukhenoufa, 2007, p. 36).

5.2 Gratification

In the Arabic lexicon, "gratification" signifies fulfilling or satisfying a desire or need. For example, it can refer to satisfying a child's hunger or fulfilling one's thirst for knowledge (Arab Organization for Education, 1989, p. 426). In technical terms, gratification refers to the satisfaction of a desire, the achievement of a goal, or the reduction of a drive. According to the Uses and Gratifications Theory, individuals are driven by psychological and social factors to use media to achieve specific outcomes, referred to as "gratifications." Media gratification pertains to immediate responses associated with a need (Abdulmadjid, 2010, p. 302). For instance, the gratification derived from watching TV is linked to the extent to which it fulfills the viewer's needs, leading to satisfaction and continued viewing if the content meets their desires. Conversely, viewers may avoid watching if the content fails to satisfy their needs (Okbi, 2003, p. 87).

In this study, use and gratification refers to the active and conscious use of sports media the STPSA students. They choose the medium or content that satisfies their needs. Media gratifications can be categorized into two types: Those resulting from exposure to content and those realized through the choice of a particular medium.

5.3 Motivation

The term "motivation" in English is derived from the word "Motivate," meaning "to move." Motivation refers to anything, whether material or intangible, that stimulates and directs behavior. In Arabic, the term "motivation" originates from the root word "motive" meaning to push or move something from one place to another in a specific direction (Benyounes, 2007, p. 14). Technically, motivation is an internal stimulus that drives and directs an individual's behavior toward achieving a specific goal. It is defined as the force that compels an individual to act to satisfy a need or achieve an objective. Motivation is a form of urgent arousal that generates a certain level of activity or engagement (Hijab, 2004, p. 246). Some motivations are innate, directly linked to basic needs such as food, water, and air, while others are acquired or learned, such as fear, smoking, or addiction to alcohol or drugs. Psychologists often emphasize motivations like curiosity, exploration, maternal instincts, sexual drive, sleep, and pain avoidance (Bensalah, 2016, p. 43). In this study, motivation refers to the factors that drive the STPSA students to use sports media.

5.4 STPSA student

This field is a branch of the humanities and social sciences, focusing on physical and sports activities. It has an academic orientation and encompasses various scientific subjects related to sports and movement. The program trains physical education teachers (for different educational levels), sports coaches, physical trainers, mental trainers, and managers of various sports facilities.

5.5 Sports media

Sports media covers the broadcasting and reporting of sports in the media. Jobs range from sports information analysts to sports journalists, TV/radio announcers, and the production/technical side of broadcasting.

Sports media is the professional coverage of sports news, events, teams, and individual athletes. People who work in sports media may work for a radio station, television channels, newspaper, website, or any other type of media outlet.

6. Similar Studies

Numerous studies have explored the relationship between specific audience segments and media outlets. In their attempt to examine the use of sports media by Sciences and Technologies of Physical and Sports Activities students, as well as the gratifications derived from such use, the researchers drew on the work of earlier scholars to build upon their findings or address previously unexplored aspects. For instance, Hizoum and Medjadi (hizoum & Medjadi, 2018) aimed to identify the attitudes of a specialized audience students from Sciences and Technologies of Physical and Sports Activities Institute toward specialized media, particularly sports programs on beIN Sports channels, as well as their attitudes toward the personalities featured on these programs. The researchers adopted a descriptive methodology, utilizing a questionnaire distributed to a sample of 100 students from the Institute of Physical and Sports Activities Sciences and Technologies at Amar Telidji University - Laghouat. The study concluded that beIN Sports channels play a significant role in shaping the attitudes of their viewers through their diverse programs and featured guests, who effectively communicate the channels' messages and objectives. Additionally, the study found that students of the institute hold positive attitudes toward beIN Sports channels.

In another study, Ben Yahia and Boudi (Benyahia & Boudi, 2018) investigated the impact of specialized sports television channels on viewers' sports-related behaviors. The study aimed to determine the extent and manner in which the sample audience utilized beIN Sports channels, as well as the role these channels play in enhancing their sports culture. The researchers employed a descriptive-analytical approach, conducting oral interviews with a purposive sample of 100 male students from the Faculty of Economics, Management, and Commercial Sciences at Tahri Mohamed University-Béchar. The study revealed that sports satellite channels contribute significantly to viewers' sports culture. It also found that most respondents prefer evening viewing due to their availability during that time and the scheduling of most football matches in the evening. Furthermore, watching programs with friends was identified as the preferred method, as it adds an element of excitement and enthusiasm.

Abdelfattah (Abdelfattah, 2008) sought to identify the motivations of a specific audience segment students of English departments in Egyptian universities for consuming specialized media, particularly English-language television content, and the gratifications they derive from it. The study was framed within the uses and gratifications theory and utilized a survey methodology. Data were collected through a questionnaire administered to a stratified random sample of 320 students from the faculties of Languages, Arts, and Education at Ain Shams University, aged 18-21. The study found that all respondents watch television (100%), with 90.32% consuming English-language content through both Arab and foreign television channels. "MBC Action" emerged as the most preferred channel (84.08%), followed by "Fox Movies" and the "ART channel package." Foreign films in English were the most favored content, followed by foreign variety shows and English-language series

7. Type of Study

This study is a descriptive-analytical investigation conducted at the descriptive level. The researchers aim to explore the use of sports media by students specializing in Sciences and Technologies of Physical and Sports Activities, as well as the gratifications they derive from this usage. To achieve this objective, the researchers adopted the Uses and Gratifications Theory as a theoretical framework to guide the study's objectives and formulate its hypotheses.

8. Methodology

The researchers employed a descriptive-analytical approach, which aligns with the nature of the study. This approach is generally defined as "a method that relies on systematic and scientific analysis and interpretation to achieve specific objectives related to a social situation or problem" (Khaldi & Qaddi, 1996, p. 43). It focuses on examining current phenomena and events, in contrast to the historical approach, which investigates past events. It is worth noting that the descriptive approach often incorporates predictive processes for future phenomena and events, aiming to understand the present to inform the future. This is achieved by describing the present through the collection of sufficient data to clarify it, enabling comparative analysis, identifying influencing factors, and drawing conclusions based on the data (Siboubaker & Nadjahi, p. 43).

9. Data Collection Tool

The researchers utilized the online questionnaire, consisting of four sections, each designed to address one of the study's research questions. The questionnaire comprised 27 questions, including closed-ended, open-ended, and semi-closed questions. This tool was selected due to its effectiveness in gathering the required data. The questionnaire is regarded as "one of the most essential tools in survey research, serving as a means of collecting data through a structured set of questions" (Farah & Assalem, 1977, p. 150). The questionnaire was distributed to a voluntary sample of students from Sciences and Technologies of Physical and Sports Activities departments in four universities: the university of Jijel, the university of Setif2, the university of Constantine2, and the university of Batna2.

10. Validity and Reliability

10.1 Validity

Following the initial preparation of the questionnaire, the researchers ensured its validity by consulting experts to evaluate the clarity and relevance of its questions. Validity is a broad concept with multiple dimensions, the primary one being the extent to which a test successfully measures what it was designed to measure. A valid measure is typically reliable (Awad, 1998, p. 59). Validity was calculated using the agreement ratio between the experts on the questionnaire items, applying the following formula:

$$P = \frac{NP}{NP + NP} = \frac{NP}{NP + NP}$$

Where:

- PP = agreement ratio,
- NP = number of agreed-upon items, and
- NNPNP = number of disagreed-upon items.

10.2 Reliability

The researchers employed the test-retest method to assess the reliability of the questionnaire. They distributed the questionnaire to a sample of the target population and recorded their responses. After one week, the same questionnaire was redistributed

to the same sample, and the responses were recorded again. The correlation coefficient between the two sets of responses was 0.84, indicating high reliability and confirming the tool's suitability for collecting the required data and achieving the research objectives.

11. Study Population and Sample

The study population is defined as all individuals, persons, or objects that constitute the subject of the research problem (Adas et al., 2016, p. 109). In this study, the population comprises all students studying in Sciences and Technologies of Physical and Sports Activities departments of across three academic levels (licence, master, and doctorat) at the following universities: university of Jijel, university of Setif2, university of Constantine2, and university of Batna2.

Media studies often deal with a broad knowledge base, such as a large audience or content disseminated over extended periods, which makes it challenging or impractical to study the entire population comprehensively (Abdelhamid, 2000, p. 129). Consequently, the researchers opted for a sampling approach, conducting the study on a subset of the population. Sampling is one of the most widely used methods in scientific research due to its practicality, cost-effectiveness, and efficiency compared to studying the entire population. A sample is defined as "a subset of the study population selected using a specific method, with the study conducted on it and the results generalized to the entire original population" (Obaidat & AL, 1998, p. 74).

In this study, the researchers employed a voluntary sampling method, which was deemed suitable for the research topic. The questionnaire was distributed via the Facebook pages of the departments of Physical and Sports Activities Sciences and Technologies, accompanied by a note clarifying that participation in the study was open to any student willing to contribute. A voluntary sample of 84 students was selected from the members of these Facebook pages across the four universities. These students expressed their willingness and readiness to participate in the study, completing the questionnaire with seriousness and objectivity.

12. Study Spatial and Temporal Fields

12.1 Spatial Field: The study was conducted in the departments and institutes of Physical and Sports Activities Sciences and Technologies at four universities in eastern Algeria: Mohamed Seddik Ben Yahia University in Jijel, Mohamed Lamine Debaghine University-Setif, Abdelhamid Mehri University-Constantine, and Chahid Mustapha Ben Boulaid University-Batna.

12.2 Temporal Field: Temporal Field: The study was carried out in May 2021.

12.3 Human Field: The study focused on Sciences and Technologies of Physical and Sports Activities students enrolled in the 2020/2021 academic year at the undergraduate, master's, and doctoral levels.

13. Statistical measures

Statistics enable researchers in the humanities and social sciences to organize and describe data accurately, employing various statistical techniques depending on the levels of measurement and analysis required. Statistics is defined as "the science concerned with collecting, organizing, and analyzing distinct measurements of various phenomena to highlight their characteristics and study the relationships between them" (Bouhafs, 2005, p. 10). In this study, the researchers utilized statistical tables (both

simple and complex), percentages, arithmetic means (averages), and the Statistical Package for the Social Sciences (SPSS) for data analysis.

14. Presentation and Analysis Results

14.1 Description of the Study Sample

The field study was conducted on a sample of 84 participants, with 88.1% being male and 11.9% female, reflecting the male-dominated nature of the sports media industry. Participants were categorized into three age groups: 7.1% aged 18-20, 39.3% aged 21-23, and 53.6% aged 24 and above. In terms of academic qualifications, 39.5% were undergraduate students, 54.1% were master's students, and 6.4% were doctoral candidates. Notably, the number of master's students exceeded that of undergraduates, a trend the researchers attributed to declining interest in this specialization due to limited career prospects and a recent ministerial directive mandating undergraduate graduates to enroll in master's programs.

Regarding residency status, 58.3% were non-residents, while 41.7% were residents. In terms of geographic distribution, 65.5% lived in urban areas, and 34.5% resided in rural areas. However, this geographic disparity did not impede their access to sports media, as rural living conditions have significantly improved in recent years due to state-led development initiatives.

Concerning device ownership, 97.6% owned smartphones, which the researchers linked to their affordability and essential role in university life. Additionally, 77.4% owned televisions, 60.7% owned laptops, 23.8% owned desktop computers, and 11.9% owned tablets. Furthermore, 41.7% were members of sports clubs or associations, citing their lifelong passion for sports, the desire to enhance their academic knowledge, gain practical experience, and acquire additional certifications to complement their university studies. Conversely, 58.3% were not affiliated with any clubs or associations, citing reasons such as time constraints, work commitments, the lack of suitable clubs in their vicinity, personal beliefs, or bureaucratic hurdles imposed by club and association officials.

14.2 Characteristics of sports media users

The analysis revealed notable variations in the viewing habits of students. Specifically, 40.5% reported regularly using sports media, 46.4% watched occasionally, and 13.1% watched rarely. The researchers attributed these differences to the diversity of programming and students' preferences for specific types of content.

In terms of viewing frequency:

- 45.2% used depending on their circumstances,
- 21.4% used 3-4 days per week,
- 17.9% used 1-2 days per week, and
- 15.5% used daily.

The weekly using time was distributed as follows:

- Less than 5 hours (61.9%),
- 5-10 hours (26.2%),
- 10-15 hours (10.7%), and
- Over 15 hours (1.2%).

Regarding the duration of usership, 69% had been using sports media for over five years, 25% for 2–5 years, and 6% for less than two years.

In terms of devices used for viewing:

- 86.9% used on television,
- 66.7% on smartphones,

- 22.6% on computers, and
- 4.8% on tablets.

The preferred viewing locations were:

- Home (78.6%)
- Cafes (69%),
- University residence clubs (25%), and
- Dorm rooms (10.7%).

The most preferred content was:

- Football matches (89.3%),
- Sports news (59.5%), and
- Sports documentaries (32.1%), compared to talk shows (14.3%) and interactive programs (7.1%).

The most preferred sports to watch on sports media were:

- Football (94%),
- Handball (43.4%),
- Tennis (36.1%),
- Basketball (30.1%),
- Swimming (22.9%),
- Volleyball (21.7%), and
- Formula One (7.2%).

14.3 Motivations, Goals, and Needs of sports media users

The analysis revealed that students' motivations for using sports media were primarily driven by:

- A strong passion for sports (81%),
- Their academic specialization in sports-related fields (42.9%), and
- Their active participation in individual or team sports (36.9%).

These motivations were further fueled by their desire to deepen their understanding of their chosen sports at both the Arab and international levels.

Their goals for using sports media included:

- Staying informed about the latest sports news and events (79.8%),
- Keeping up with local and international football leagues (69%),
- Enhancing their knowledge and expertise in sports and physical education (56%),
- Following their favorite sports (53.6%), and
- Tracking the performance and updates of their preferred sports stars (40.5%).

The students identified their needs as:

- Gaining a broader sports culture (73.8%),
- Developing scientific and technical skills relevant to their field of study (60.7%),
- Entertainment (51.2%),
- Leisure (32.1%),
- Escaping daily stressors (20.2%), and
- Finding topics for social conversations (9.5%).

Additionally, 65.5% of the students reported using sports media occasionally, particularly during:

- Major sports events (82.5%),
- Continental and global competitions (80.7%), and
- University holidays (15.8%).

Furthermore, 91.7% of the students confirmed that they were able to find the information they sought on these channels.

14.4 Sports media ' Ability to Meet Users' Diverse Needs

The analysis indicated that 65.5% of respondents actively engaged with sports media, primarily through:

- Social media platforms (87.3%),
- Participation in polls on the channels' official websites (30.9%), or
- Phone calls during interactive programs (9.1%).

This interaction fostered a sense of belonging among the audience (78.3%), enabled them to provide feedback (30%), and allowed them to express criticism (23.3%). Moreover, 81.3% of the students discussed sports media content with their peers, including friends (89.9%), classmates (58%), and family members (27.5%).

Additionally, 53.6% of the respondents stated that their use of sports media influenced their consumption of other media, as they found it to be a suitable alternative for fulfilling their sports-related interests. However, this did not negatively impact their communication with family, friends, or classmates. When asked if they could do without sports media, 57.1% responded negatively, indicating their reliance on media for sports content.

15. Study Outcomes

The audience of students specializing in Sciences and Technologies of Physical and Sports Activities, who engage with sports media, is characterized by their active, positive, and goal-oriented nature. Their use of this type of media is deliberate and aimed at fulfilling specific personal objectives.

These students possess the ability to identify their goals, needs, and motivations for utilizing sports media. As a result, they are capable of selecting content that aligns with and satisfies their requirements.

Students actively determine the relationship between their needs and their choice of sports media or content, as they perceive these type of media as effectively meeting their expectations.

Students critically evaluate the relationship between their needs and their use of sports media or content. The same media or content can be utilized in various ways, leading to different outcomes based on individual preferences and goals.

Sports media face competition from other sources, such as alternative media and personal interactions with family, friends, and classmates, in addressing the diverse and multifaceted needs of in Sciences and Technologies of Physical and Sports Activities students.

Conclusion:

This study focused on the use of sports media, particularly sports media, by Sciences and Technologies of Physical and Sports Activities students. It revealed that this audience is active, positive, and purposeful in their media consumption. Their engagement with this type of media is not arbitrary but is driven by specific goals and motivations. These students are capable of identifying their needs and selecting content that fulfills

those needs. The study also highlighted that sports media compete with other sources, such as alternative media platforms and personal networks, in attracting and engaging students, as they often turn to these alternatives to satisfy their media-related needs.

The researchers emphasize the importance of addressing this specialized audience, which includes students pursuing careers in sports and physical education. These students represent future coaches, physical trainers, and physical education teachers, and their societal role is undeniable. It is essential to develop programs that enhance their educational development, enrich their sports culture, and provide them with new experiences in their field. This can be achieved by establishing Algerian sports media that meet their expectations, deliver relevant information and knowledge, and offer diverse media services capable of competing with high-cost Arab and international media. Television networks should recognize the value of scientific research and academic studies in refining their operations, improving their programming, and elevating their performance to align with viewers' desires and aspirations. Such research also enables media outlets to better understand audience reactions, opinions, and attitudes toward their content.

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