

Araştırma Makalesi / Research Article

Examining the Relationship Between Media Literacy and Perceived Physical Literacy in Faculty of Sports Sciences Students

Spor Bilimleri Fakültesi Öğrencilerinde Medya Okuryazarlığı ile Algılanan Beden Okuryazarlığı Arasındaki İlişkinin İncelenmesi

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Abstract

This study aims to examine the relationship between perceived physical and media literacy levels among students of the Faculty of Sport Sciences at Ardahan University. A cross-sectional, correlational survey model was employed, which is one of the quantitative research methods. A total of 304 students (40.1% female; 59.9% male) participated in the study during the 2024–25 academic year.

Data were collected using the Perceived Physical Literacy Instrument (PPLI), which was adapted into Turkish by Yılmaz and Kabak (2021), and the Media Literacy Level Determination Scale (MLLDS), which was developed by Karaman and Karataş (2009). Descriptive statistics, the Kolmogorov–Smirnov test, the Mann–Whitney U test, the Kruskal–Wallis H test and Spearman's rank correlation analysis were used to analyse the data.

According to the findings, licensed athletes had significantly higher physical literacy scores. When evaluated in terms of body mass index (BMI), Although some differences were observed, they were not statistically significant. individuals in the healthy weight category obtained higher scores in the 'Communication with Others' sub-dimension than those classified as underweight. Furthermore, a significant positive correlation was observed between physical and media literacy. These results suggest that both literacy domains are generally moderate. The strongest correlation was found between total scores on the Perceived Physical Literacy Instrument (PPLI) and the Media Literacy Level Determination Scale (MLLDS) ($r = 0.480$), suggesting that general literacy skills develop in parallel across both domains.

Keywords: Perceived physical literacy, media literacy, university students, sport sciences, physical education

Öz

Bu çalışma, Ardahan Üniversitesi Spor Bilimleri Fakültesi öğrencilerinin algıladıkları fiziksel ve medya okuryazarlığı düzeyleri arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Çalışmada, nicel araştırma yöntemlerinden biri olan kesitsel, korelasyonel anket modeli kullanılmıştır. 2024-25 akademik yılında toplam 304 öğrenci (40,1% kadın; 59,9% erkek) çalışmaya katılmıştır.

Veriler, Yılmaz ve Kabak (2021) tarafından Türkçeye uyarlanan Algılanan Fiziksel Okuryazarlık Ölçeği (AFOÖ) ve Karaman ve Karataş (2009) tarafından geliştirilen Medya Okuryazarlık Düzeyi Belirleme Ölçeği (MODBÖ) kullanılarak toplanmıştır. Verilerin analizinde tanımlayıcı istatistikler, Kolmogorov-Smirnov testi, Mann-Whitney U testi, Kruskal-Wallis H testi ve Spearman'ın sıra korelasyon analizi kullanılmıştır.

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Bulgulara göre, lisanslı sporcuların fiziksel okuryazarlık puanları anlamlı olarak daha yüksekti. Vücut kitle indeksi (VKI) açısından değerlendirildiğinde, sağlıklı kilo kategorisinde yer alan bireyler, zayıf kilo kategorisinde yer alanlara göre "Başkalariyla İletişim" alt boyutunda daha yüksek puanlar elde etti. Ayrıca, fiziksel okuryazarlık ile medya okuryazarlığı arasında anlamlı bir pozitif korelasyon gözlemlendi. Bu sonuçlar, her iki okuryazarlık alanının genel olarak orta düzeyde olduğunu göstermektedir. En güçlü korelasyon, Algılanan Fiziksel Okuryazarlık Aracı (AFOÖ) ve Medya Okuryazarlık Düzeyi Belirleme Ölçeği (MODBÖ) toplam puanları arasında bulunmuştur ($r = 0,480$), bu da genel okuryazarlık becerilerinin her iki alanda da paralel olarak geliştiğini göstermektedir.

Anahtar Kelimeler: Bedensel okuryazarlık algısı, medya okuryazarlığı, üniversite öğrencileri, spor bilimleri, beden eğitimi.

1. INTRODUCTION

The rapid development of information technologies is transforming the roles and functions of mass media, which occupy a significant place in social life. These tools have become an integral part of everyday life, particularly for younger generations. They enable a variety of activities, such as entertainment, communication, shopping, gaming and hobbies, to be carried out via technological platforms, transcending the limitations of time and space (Livingstone et al., 2010; Feierabend & Rathgeb, 2011; Yılmaz & Kabak, 2021). As media environments increasingly influence individuals' access to information, communication patterns and lifestyle preferences, the ability to engage with media in a conscious and critical manner is becoming ever more important.

In this context, media literacy has emerged as a key skill that enables individuals to access, analyse, evaluate and produce messages in various forms of media. According to UNESCO (1978), the mass media play a significant role in educating young people about universal values such as peace, justice, freedom and progress. Consequently, media consumption has become one of the core dynamics of modern society, significantly influencing individuals' lifestyles, social interactions, and access to information (Caz & Togo, 2018). The pervasiveness and accessibility of mass media further enhances their impact on individuals' daily lives (Schwarz, 2005). As technological tools have become an indispensable part of daily life, the ability to use them correctly, consciously and in a controlled manner has become increasingly important.

Media literacy is generally defined as the ability to access, understand, evaluate and communicate with media content in various formats. Today, the concept encompasses not only the critical analysis of media messages, but also active civic participation by individuals as conscious citizens (Süss et al., 2010; İnce, 2019). Literate individuals possess the competence to utilise their knowledge and skills effectively in different contexts and environments (Ennis, 2015). This competence enables them to participate consciously, critically and actively in media environments, thereby increasing the importance of media literacy in contemporary societies (Livingstone, 2004; Tyner, 2003; Schwarz, 2005).

However, the increasing use of digital technologies and media environments has also been associated with sedentary lifestyles, particularly among young people. Young people's tendency to spend their leisure time on media, the internet, and digital games has contributed to reduced physical activity levels (Chou & Chou, 2019; Sureda Garcia et al., 2020). The convenience offered by technology has paved the way for widespread health problems such as obesity and metabolic disorders, particularly in developed countries (Kenney & Gortmaker, 2017; WHO, 2017; Cabré-Riera et al., 2019). This situation has also led to an increase in mental health problems, highlighting a significant public health concern (Cleland et al., 2008; Özdemir, 2011; Guthold et al., 2019).

In this context, the concept of physical literacy is gaining increasing attention as a means of promoting lifelong healthy lifestyles. It encompasses an individual's motivation, confidence, physical competence, knowledge and understanding of physical activity and movement (Whitehead, 2001, 2010, 2013; Mandigo et al., 2012; IPLA, 2017). Competencies gained through participation in physical activities, particularly in childhood, are crucial for achieving lifelong health, success and enjoyment (Tremblay & Lloyd, 2010). Furthermore, physical literacy is not confined to individual health, but is also recognised as an interdisciplinary concept that intersects with areas such as sports, education, public health and recreation (Pot et al., 2018; Ke et al., 2022). In this respect, physical literacy is recognised as an important educational and health component for all age groups (Taylor, 1991; as cited in Almond, 2013).

Media and physical literacy are complementary competencies that contribute to critical thinking, self-awareness, decision-making and healthy lifestyle behaviours. While media literacy enables individuals to interpret and evaluate media messages critically, physical literacy fosters motivation, confidence and competence in participating in physical activities. From an educational perspective, individuals who develop higher levels of self-perception and confidence through physical literacy may also demonstrate stronger critical evaluation skills when engaging with media content. While there are findings suggesting positive effects of physical literacy on media literacy (Whitehead, 2010; Sum et al., 2016), studies directly examining the relationship between these two literacy domains remain limited (Alagül et al., 2012; Keske et al., 2012; Edwards et al., 2017; Başoğlu, 2018; Munusturlar & Yıldizer, 2020; Taş & Hürmeriç Altunsöz, 2021). Therefore, examining the relationship between these two literacy concepts could help us to understand how different literacy domains interact to support individuals' holistic development and healthy lifestyles.

1.1. Purpose of the Study and Hypotheses

This study aims to examine the relationship between perceived physical and media literacy levels among students of the Faculty of Sport Sciences at Ardahan University.

To this end, the study will seek to:

1. Determine the perceived physical literacy levels of university students;
2. Determine the media literacy levels of university students.
3. Examine whether perceived physical literacy differs according to variables such as gender, body mass index (BMI), participation in licensed sports, and department.
4. Investigate whether media literacy levels differ according to these variables.
5. Determine the relationship between perceived physical literacy and media literacy levels.

Based on these objectives, the following hypothesis was tested:

H1: There is a significant relationship between perceived physical literacy and media literacy levels among university students.

2. METHODS AND MATERIALS

2.1. Research Design

This study employed a cross-sectional correlational survey model, a quantitative research method. This method involves collecting data from a sample to reach general conclusions about a larger population (Karasar, 2015; Sönmez & Alacapınar, 2018).

2.2. Participants

This study used a two-stage sampling procedure to determine the study group. First, groups within the Faculty of Sport Sciences were identified using convenience sampling. Then, students were selected from these groups using simple random sampling. This approach ensured that each individual in the population had an equal chance of being selected for the sample (Büyüköztürk et al., 2018).

The study population consisted of all undergraduate students enrolled at the Faculty of Sport Sciences at Ardahan University during the 2024–25 academic year. According to the faculty's student affairs records, the population comprised 341 active students. Of these, 304 students who voluntarily agreed to participate constituted the study sample. Therefore, the sample represented approximately 89% of the entire population, indicating a high level of representativeness for the study.

2.3. Data Collection Instruments

Data were collected using the "Personal Information Form," the "Perceived Physical Literacy Instrument for Adolescents (PPLI)," and the "Media Literacy Level Determination Scale (MLLDS)."

Personal Information Form: The Personal Information Form was developed by the researchers based on a review of the literature. It includes questions aimed at identifying participants' demographic and personal characteristics, such as gender, height, weight (BMI), academic department, year of study, how

long they have been using mass media for, whether they participate in sports as licensed athletes and the type of sport they play.

Perceived Physical Literacy Instrument for Adolescents (PPLI): This instrument was originally developed by Sum et al. (2016) and adapted into Turkish by Yılmaz and Kabak (2021). Linguistic validation of the scale was conducted with 20 participants, followed by exploratory factor analysis (EFA) with 218 participants and confirmatory factor analysis (CFA) with 300 participants. The scale was also subjected to reliability testing (test–retest). The instrument consists of three sub-dimensions: 'Sense of Self and Confidence' (three items), 'Communication with Others and Self-Expression' (three items) and 'Knowledge and Comprehension' (three items). It is rated on a 5-point Likert scale, with mean scores ranging from 1 to 5. The internal consistency coefficient (Cronbach's alpha) was calculated as follows:

- 0.85 for the overall scale
- 0.72 for the 'Communication and Expression' dimension
- 0.76 for the 'Knowledge and Comprehension' dimension

Media Literacy Level Determination Scale (MLLDS): This scale, developed by Karaman and Karataş (2009), includes 17 items and three sub-dimensions based on exploratory factor analysis: 'Having knowledge' (seven items, Cronbach's alpha = 0.721), 'ability to analyse and react' (six items, Cronbach's alpha = 0.705) and 'ability to judge and identify implicit messages' (four items, Cronbach's alpha = 0.680). The overall reliability of the scale was reported as Cronbach's alpha = .840. The instrument uses a 5-point Likert scale, with mean scores ranging from 1 to 5.

2.4. Statistical Analysis

During the data collection process, the researcher distributed the measurement instruments to the students in printed form during class. Participants were informed that their participation in the study was voluntary and that their personal information would remain confidential. The collected data were analysed using the SPSS 25 statistical software package.

Descriptive statistics, including frequency and percentage distributions, as well as mean and standard deviation values, were calculated for the sociodemographic variables. The normality of the data distribution was examined using the Kolmogorov–Smirnov test. Skewness and kurtosis coefficients were also evaluated to determine whether the data met the normality assumption (Büyüköztürk, 2014).

As the data did not meet the assumption of normal distribution, non-parametric statistical methods were used instead. The Mann–Whitney U test was used to examine differences between two independent groups (e.g. gender and licensed athlete status), while the Kruskal–Wallis H test was used to determine differences among three or more groups (e.g. BMI categories, academic departments and class levels). When significant differences were identified in the Kruskal–Wallis test, additional pairwise comparisons were conducted to determine the source of these differences.

Furthermore, Spearman's rho correlation analysis was performed to determine the strength and direction of the relationship between perceived physical literacy and media literacy levels. Multiple regression analysis was also performed to examine whether sub-dimensions of perceived physical literacy significantly predicted media literacy levels. Although the variables did not meet the normality assumption according to the Kolmogorov–Smirnov test, regression analysis was still conducted because this assumption applies to the residuals rather than the raw variables. Residual diagnostics were therefore examined and revealed an acceptable distribution of residuals. Prior to the regression analysis, the assumptions of multicollinearity and homoscedasticity were checked. A statistical significance level of $p < .05$ was accepted for all analyses.

2.5. Ethics Committee Approval

Throughout all stages of this research, including the preparation of the conceptual framework, the application of data collection tools, the collection of data, and the analysis and interpretation of data, ethical rules have been followed. The ANKAD Editorial Board bears no responsibility for any ethical violations that may occur. All responsibility lies with the authors. I confirm that this work has not been submitted for evaluation to any other academic publication medium than ANKAD. This study complies

with all the rules set out in the 'Higher Education Institutions Scientific Research and Publication Ethics Guidelines'. None of the actions listed under the heading 'Actions Contrary to Scientific Research and Publication Ethics' in the second section of the guidelines have been carried out.

Ethical approval for the research was obtained from the Ardahan University Scientific Research and Publication Ethics Committee (approval no. E-67796128-819-2400018508, dated 6 June 2024).

3. FINDINGS

This section of the study presents the findings obtained in line with the data collected for the research. Descriptive statistics, frequency tables and concept maps were used to analyse students' perceived levels of body and media literacy in detail. Furthermore, the results obtained from non-parametric tests and correlation analyses, which were conducted to determine differences and relationships between variables, have been systematically interpreted. The research findings are explained below under subheadings and supported by tables and graphs.

Table 1. Demographic Characteristics of the Participants (n = 304)

Independent Variables	Group	n	%
Gender	Female	122	40,1
	Male	182	59,9
University Department	Phys. Ed	61	20,1
	Coaching Department	75	24,7
	Department of Management	168	55,3
Class	1	132	43,4
	2	76	25,0
	3	41	13,5
	4	55	18,1
Daily Mass Media Usage (hours)	1-3	87	28,6
	4-6	140	46,1
	7<	77	25,3
Which Mass Media Do You Use?	Textbook	40	13,2
	Internet	136	44,7
	Telephone	128	42,1
Licensed Athlete	Yes	149	49,0
	No	155	51,0
How Many Years (Licensed)	Those who never did	156	51,3
	1-5	47	15,5
	6-10	76	25,0
	11<	25	8,2
Body Mass Index (BMI) (Height ² /Weight)	Underweight	25	8,2
	Healthy	232	76,3
	Overweight	45	14,8
	Obese	2	0,7

Table 1 outlines the demographic characteristics of the students enrolled at the Faculty of Sport Sciences at Ardahan University who participated in the study. The table presents the frequency and percentage distributions of various variables, including gender, university department, year of study, duration of daily mass media usage, preferred type of mass media, licensed athlete status, duration of licensed athletic participation, and body mass index (BMI).

According to Table 1, a total of 304 students participated in the study, of whom 40.1% (n = 122) were female and 59.9% (n = 182) were male. In terms of academic department, 20.1% (n = 61) of participants

were studying Physical Education and Sports Teaching; 24.7% (n = 75) were studying Coaching Education; and 55.3% (n = 168) were studying Sports Management.

Based on year of study, 43.4% (n = 132) of students were in the first year, 25.0% (n = 76) in the second year, 13.5% (n = 41) in the third year, and 18.1% (n = 55) in the fourth year. Regarding daily mass media use, 28.6% (n = 87) of participants reported using mass media for one to three hours per day, 46.1% (n = 140) for four to six hours, and 25.3% (n = 77) for seven hours or more. Regarding preferred mass media (MM) tools, 13.2% (n = 40) stated a preference for textbooks, 44.7% (n = 136) for the internet and 42.1% (n = 128) for mobile phones. Additionally, 49.0% (n = 149) of participants reported being licensed athletes, while 51.0% (n = 155) reported not holding a sports licence.

Regarding licensed athletic participation duration, 15.5% (n = 47) had one to five years' experience, 25.0% (n = 76) had six to ten years' experience, and 8.2% (n = 25) had eleven years' experience or more. In terms of BMI distribution, 8.2% (n = 25) of participants were underweight (BMI <18.5 kg/m²), 76.3% (n = 232) were a healthy weight (BMI 18.5–24.9 kg/m²), 14.8% (n = 45) were overweight (BMI 25–29.9 kg/m²) and 0.7% (n = 2) were categorised as obese (BMI ≥30 kg/m²).

Table 2. Results of the One-Sample Kolmogorov-Smirnov Test for Assessing the Normality of Scores Obtained from the PPLI and MLLDS

Sub-Dimensions	n	M	sd	Kolmogorov–Smirnov p	Kurtosis	Skewness
(PPLI) Knowledge and Comprehension	304	11,6776	2,31825	,000	-,048	-,490
(PPLI) Communicating with Others	304	12,1118	2,00511	,000	,235	-,587
(PPLI) Self-Perception and Self-Confidence	304	13,4309	1,94864	,000	3,922	-1,706
(PPLI) Grand Average Total	304	37,2204	5,09586	,000	,953	-,801
(MLLDS) Being Aware/ Knowledgeable	304	27,7434	4,63876	,000	-,299	-,527
(MLLDS) Ability to Analyze/React	304	22,1316	4,19914	,001	-,307	-,298
(MLLDS) The ability to Judge/See Implicit Messages.	304	15,1546	3,36637	,000	-,344	-,468
(MLLDS) Grand Average Total	304	65,0296	10,38480	,028	-,523	-,267

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

The normality of the total scores and sub-dimensions of the PPLI and MLLDS was evaluated using the Kolmogorov–Smirnov test (see Table 2). The results of the analysis showed that the data for both scales, including their total and subscale scores, did not follow a normal distribution ($p < .05$).

Table 3. Mann-Whitney U Test Results for PPLI and MLLDS Scores by Gender

Sub-Dimensions	Group	n	Mean Rank	Sum of Ranks	U	Z	P
(PPLI) Knowledge and Comprehension	Female	122	147,64	18011,5	10508,5	-,799	,424
	Male	182	155,76	28348,5			
(PPLI) Communicating with Others	Female	122	152,81	18642,5	11064,5	-,051	,960
	Male	182	152,29	27717,5			
(PPLI) Self-Perception and Self-Confidence	Female	122	146,98	17931,0	10428,0	-,940	,347
	Male	182	156,20	28429,0			
(PPLI) Grand Average Total	Female	122	147,57	18004,0	10501,0	-,802	,423
	Male	182	155,80	28356,0			
(MLLDS) Being Aware/Knowledgeable	Female	122	148,41	18106,0	10603,0	-,666	,506
	Male	182	155,24	28254,0			
(MLLDS) Ability to Analyze/React	Female	122	158,66	19356,5	10350,5	-1,003	,316
	Male	182	148,37	27003,5			
(MLLDS) The ability to Judge/See Implicit Messages.	Female	122	158,87	19382,0	10325,0	-1,039	,299
	Male	182	148,23	26978,0			
(MLLDS) Grand Average Total	Female	122	155,65	18989,5	10717,5	-,512	,609
	Male	182	150,39	27370,5			

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

As shown in Table 3, the results of the Mann-Whitney U test indicate that there are no statistically significant differences in the total scores or sub-dimensions of the PPLI and MLLDS based on gender ($p > .05$). This suggests that both scales exhibit similar tendencies regardless of gender.

Table 4. Mann-Whitney U Test Results for PPLI and MLLDS Scores Based on Licensed Athlete Status

Sub-Dimensions	Group	n	Mean Rank	Sum of Ranks	U	Z	P
(PPLI) Knowledge and Comprehension	Yes	149	161,98	24135,50	10134,500	-1,865	,062
	No	155	143,38	22224,50			
(PPLI) Communicating with Others	Yes	149	159,38	23747,00	10523,000	-1,356	,175
	No	155	145,89	22613,00			
(PPLI) Self-Perception and Self-Confidence	Yes	149	159,78	23807,50	10462,500	-1,484	,138
	No	155	145,50	22552,50			
(PPLI) Grand Average Total	Yes	149	162,78	24254,00	10016,000	-2,004	,045*
	No	155	142,62	22106,00			
(MLLDS) Being Aware/Knowledgeable	Yes	149	156,84	23369,00	10901,000	-,846	,398
	No	155	148,33	22991,00			
(MLLDS) Ability to Analyze/React	Yes	149	155,16	23119,50	11150,500	-,520	,603
	No	155	149,94	23240,50			
(MLLDS) The ability to Judge/See Implicit Messages.	Yes	149	155,95	23236,50	11033,500	-,674	,500
	No	155	149,18	23123,50			
(MLLDS) Grand Average Total	Yes	149	156,44	23309,00	10961,000	-,766	,444
	No	155	148,72	23051,00			

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Mann-Whitney U-test results presented in Table 4, a statistically significant difference in the overall PPLI score was only found based on licensed athlete status ($U = 10,016.000$, $Z = -2.004$, $p = .045$). Specifically, participants with a sports licence had significantly higher levels of perceived physical literacy (mean rank = 162.78) than those without a licence (mean rank = 142.62). However, no statistically significant differences were observed in the PPLI or MLLDS sub-dimension scores with respect to licensed athlete status ($p > 0.05$).

Table 5. Mann-Whitney U Test Results for PPLI and MLLDS Scores by Type of Sport Discipline

Sub-Dimensions	Group	n	Mean Rank	Sum of Ranks	U	Z	P
(PPLI) Knowledge and Comprehension	Individual Sports	65	72,08	4685,00	2540,0	-,738	,461
	Team Sports	84	77,26	6490,00			
(PPLI) Communicating with Others	Individual Sports	65	79,14	5144,00	2461,0	-1,044	,296
	Team Sports	84	71,80	6031,00			
(PPLI) Self-Perception and Self-Confidence	Individual Sports	65	69,37	4509,00	2364,0	-1,481	,138
	Team Sports	84	79,36	6666,00			
(PPLI) Grand Average Total	Individual Sports	65	72,47	4710,50	2565,5	-,631	,528
	Team Sports	84	76,96	6464,50			
(MLLDS) Being Aware/Knowledgeable	Individual Sports	65	73,60	4784,00	2639,0	-,349	,727
	Team Sports	84	76,08	6391,00			
(MLLDS) Ability to Analyze/React	Individual Sports	65	77,08	5010,00	2595,0	-,518	,604
	Team Sports	84	73,39	6165,00			
(MLLDS) The ability to Judge/See Implicit Messages.	Individual Sports	65	77,24	5020,50	2584,5	-,560	,576
	Team Sports	84	73,27	6154,50			
(MLLDS) Grand Average Total	Individual Sports	65	76,48	4971,00	2634,0	-,368	,713
	Team Sports	84	73,86	6204,00			

$p \geq 0.05$; PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Mann–Whitney U test results presented in Table 5, there were no statistically significant differences in the total or sub-dimension scores of the PPLI and MLLDS based on participants' sport discipline (individual vs. team) ($p > 0.05$). As all p-values were above the .05 significance level, it can be concluded that the type of sport does not significantly affect PPLI or MLLDS scores.

Table 6. Kruskal-Wallis Test Results for PPLI and MLLDS Scores by Body Mass Index (BMI)

Sub-Dimensions	Group	n	Mean Ranks	Kruskal-Wallis H-value	df	P
(PPLI) Knowledge and Comprehension	Underweight	25	132,34	1,488	2	,475
	Healthy	232	154,66			
	Overweight	47	152,59			
(PPLI) Communicating with Others	Underweight	25	120,66	5,525	2	,063
	Healthy	232	158,53			
	Overweight	47	139,66			
(PPLI) Self-Perception and Self-Confidence	Underweight	25	142,28	,479	2	,787
	Healthy	232	152,80			
	Overweight	47	156,46			
(PPLI) Grand Average Total	Underweight	25	124,14	3,198	2	,202
	Healthy	232	156,44			
	Overweight	47	148,15			
(MLLDS) Being Aware/ Knowledgeable	Underweight	25	144,16	,477	2	,788
	Healthy	232	152,11			
	Overweight	47	158,85			
(MLLDS) Ability to Analyze/React	Underweight	25	135,26	1,111	2	,574
	Healthy	232	154,61			
	Overweight	47	151,24			
(MLLDS) The ability to Judge/See Implicit Messages.	Underweight	25	163,68	,563	2	,755
	Healthy	232	152,31			
	Overweight	47	147,50			
(MLLDS) Grand Average Total	Underweight	25	147,06	,116	2	,944
	Healthy	232	152,74			
	Overweight	47	154,22			

$p \geq 0,5$; PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Kruskal–Wallis test results presented in Table 6, there were no statistically significant differences in the total or sub-dimension scores of the PPLI or MLLDS between participants in different BMI groups ($p > 0.05$). Participants were categorised into three BMI groups: 'underweight' (BMI <18.5), 'healthy' (BMI: 18.5–24.9) and 'overweight' (BMI: 25–29.9). The fact that all p-values for the sub-dimensions were above the 0.05 significance level indicates that BMI has no significant effect on individuals' perceptions of physical and media literacy.

Table 7. Kruskal-Wallis Test Results of PPLI and MLLDS Scores by Academic Department

Sub-Dimensions	Group	n	Mean Ranks	Kruskal-Wallis H-value	df	P	Gruplar arası Fark
(PPLI) Knowledge and Comprehension	Phys. Ed	61	151,51	2,280	2	,320	
	Coaching Department	75	165,32				
	Department of Management	168	147,14				
(PPLI) Communicating with Others	Phys. Ed	61	143,89	1,221	2	,543	
	Coaching Department	75	160,35				
	Department of Management	168	152,12				
(PPLI) Self-Perception and Self-Confidence	Phys. Ed	61	144,20	7,168	2	,028*	2-3
	Coaching Department	75	174,99				
	Department of Management	168	145,47				
(PPLI) Grand Average Total	Phys. Ed	61	148,15	2,721	2	,256	
	Coaching Department	75	166,99				
	Department of Management	168	147,61				
(MLLDS) Being Aware/ Knowledgeable	Phys. Ed	61	143,57	,945	2	,624	
	Coaching Department	75	151,45				
	Department of Management	168	156,21				
(MLLDS) Ability to Analyze/React	Phys. Ed	61	147,90	,236	2	,889	
	Coaching Department	75	152,31				
	Department of Management	168	154,26				
(MLLDS) The ability to Judge/See Implicit Messages.	Phys. Ed	61	143,17	,928	2	,629	
	Coaching Department	75	152,77				
	Department of Management	168	155,76				
(MLLDS) Grand Average Total	Phys. Ed	61	145,52	,638	2	,727	
	Coaching Department	75	150,93				
	Department of Management	168	155,74				

P < 0.05; PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Kruskal–Wallis test results presented in Table 7, only one sub-dimension of the PPLI showed a statistically significant difference based on participants' academic departments: “Sense of Self and Confidence” (KW-H = 7.168, $p = .028$, $p < .05$). Examining the mean ranks reveals that students in the Coaching Education department perceived 'Sense of Self and Confidence' more highly (mean rank = 174.99) than students in the Sports Management department did (mean rank = 145.47).

Table 8. Kruskal-Wallis Test Results for PPLI and MLLDS Scores by Year of Study

Sub-Dimensions	Grup	n	Mean Ranks	Kruskal-Wallis H-value	df	p
(PPLI) Knowledge and Comprehension	1	132	153,30	1,358	3	,715
	2	76	148,86			
	3	41	143,16			
	4	55	162,57			
(PPLI) Communicating with Others	1	132	158,21	1,941	3	,585
	2	76	151,88			
	3	41	136,73			
	4	55	151,41			
(PPLI) Self-Perception and Self-Confidence	1	132	161,03	3,328	3	,344
	2	76	139,15			
	3	41	152,76			
	4	55	150,29			
(PPLI) Grand Average Total	1	132	157,15	1,368	3	,713
	2	76	145,67			
	3	41	144,01			
	4	55	157,10			
(MLLDS) Being Aware/ Knowledgeable	1	132	163,49	4,574	3	,206
	2	76	136,92			
	3	41	150,54			
	4	55	149,12			
(MLLDS) Ability to Analyze/React	1	132	155,04	,366	3	,947
	2	76	152,93			
	3	41	145,93			
	4	55	150,71			
(MLLDS) The ability to Judge/See Implicit Messages.	1	132	164,61	5,421	3	,143
	2	76	147,33			
	3	41	131,63			
	4	55	146,13			
(MLLDS) Grand Average Total	1	132	162,48	3,320	3	,345
	2	76	141,89			
	3	41	143,06			
	4	55	150,25			

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Kruskal–Wallis test results presented in Table 8, there were no statistically significant differences in the PPLI and MLLDS scores based on the students' year of study ($p \geq 0.05$). This suggests that a student's year level does not notably impact their physical and media literacy skills.

Table 9. Kruskal-Wallis Test Results of PPLI and MLLDS Scores by Daily Mass Media Usage Duration

Sub-Dimensions	Group	n	Mean Ranks	Kruskal-Wallis H-value	df	p
(PPLI) Knowledge and Comprehension	1-3	87	149,76	,428	2	,807
	4-6	140	156,02			
	7<	77	149,19			
(PPLI) Communicating with Others	1-3	87	146,61	2,011	2	,366
	4-6	140	160,11			
	7<	77	145,31			
(PPLI) Self-Perception and Self-Confidence	1-3	87	147,18	2,079	2	,354
	4-6	140	159,95			
	7<	77	144,95			
(PPLI) Grand Average Total	1-3	87	147,53	1,829	2	,401
	4-6	140	159,79			
	7<	77	144,87			
(MLLDS) Being Aware/ Knowledgeable	1-3	87	147,00	3,565	2	,168
	4-6	140	162,46			

	7<	77	140,60			
(MLLDS) Ability to Analyze/React	1-3	87	150,77	,073	2	,964
	4-6	140	153,90			
	7<	77	151,92			
(MLLDS) The ability to Judge/See Implicit Messages.	1-3	87	145,89	,700	2	,705
	4-6	140	154,91			
	7<	77	155,58			
(MLLDS) Grand Average Total	1-3	87	147,89	1,398	2	,497
	4-6	140	158,91			
	7<	77	146,06			

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Kruskal–Wallis test results presented in Table 9, there were no statistically significant differences in the PPLI and MLLDS scores based on the duration of students' daily mass media usage ($p \geq .05$). This suggests that the amount of time spent using mass media does not significantly impact students' physical and media literacy skills.

Table 10. Kruskal-Wallis Test Results for PPLI and MLLDS Scores by Preferred Mass Media Type

Sub-Dimensions	Group	n	Mean Ranks	Kruskal-Wallis H-value	df	p
(PPLI) Knowledge and Comprehension	Textbook	40	147,24	,199	2	,905
	İnternet	136	152,40			
	Telephone	128	154,25			
(PPLI) Communicating with Others	Textbook	40	152,60	,373	2	,830
	İnternet	136	149,32			
	Telephone	128	155,84			
(PPLI) Self-Perception and Self-Confidence	Textbook	40	156,21	1,959	2	,375
	İnternet	136	158,78			
	Telephone	128	144,66			
(PPLI) Grand Average Total	Textbook	40	149,90	,093	2	,955
	İnternet	136	154,09			
	Telephone	128	151,63			
(MLLDS) Being Aware/ Knowledgeable	Textbook	40	167,69	1,383	2	,501
	İnternet	136	149,99			
	Telephone	128	150,43			
(MLLDS) Ability to Analyze/React	Textbook	40	148,63	,360	2	,835
	İnternet	136	155,81			
	Telephone	128	150,20			
(MLLDS) The ability to Judge/See Implicit Messages.	Textbook	40	160,28	,676	2	,713
	İnternet	136	154,24			
	Telephone	128	148,22			
(MLLDS) Grand Average Total	Textbook	40	159,45	,569	2	,752
	İnternet	136	154,23			
	Telephone	128	148,49			

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

According to the Kruskal–Wallis test results presented in Table 10, there were no statistically significant differences in the PPLI and MLLDS scores based on the type of mass media preferred by students ($p \geq 0.05$). This suggests that students' choice of mass media does not significantly impact their physical and media literacy skills.

Table 11. Results of Spearman's Rank-Order Correlation Analysis between PPLI and MLLDS Dimensions

	1	2	3	4	5	6	7	8
1(PPLI) Knowledge and Comprehension	1							
2(PPLI)Communicating with Others	,502**							
3(PPLI) Self-Perception and Self-Confidence	,452**	,432**	1					
4(PPLI) Grand Average Total	,834**	,794**	,742**	1				
5(MLLDS) Being Aware/ Knowledgeable	,287**	,341**	,399**	,421**	1			
6(MLLDS) Ability to Analyze/React	,315**	,433**	,283**	,429**	,583**	1		
7(MLLDS) The ability to Judge/See Implicit Messages.	,218**	,375**	,336**	,384**	,549**	,667**	1	
8(MLLDS) Grand Average Total	,320**	,442**	,395**	,480**	,840**	,876**	,837**	1

PPLI: Perceived Physical Literacy Instrument; MLLDS: Media Literacy Level Determination Scale

Spearman's Rank Correlation analysis revealed significant, positive relationships between the PPLI and MLLDS dimensions. These relationships are generally moderate, indicating that the two types of literacy are complementary. The strongest relationship was found between 'Overall Average' in PPLI and MLLDS ($r = 0.480$), indicating that students' literacy skills in both areas develop in tandem.

Table 12. Multiple Regression Analysis Results

Predictor	b	SE	95% CI LB	95% CI UB	t	p
Constant	26.892	4.033	18.957	34.828	6.669	.000*
(PPLI) Knowledge and Comprehension	.323	.279	-.225	.872	1.161	.247
(PPLI)Communicating with Others	1.577	.319	.949	2.205	4.940	.000*
(PPLI) Self-Perception and Self-Confidence	1.136	.317	.512	1.761	3.581	.000*

$p < 0,05$ ** $p < 0,001$; PPLI: Perceived Physical Literacy Instrument

Table 13. Model statistics

Model	R	R ²	F	p
Regression Model	.491	.241	31.78	.000

* $p < .05$, * $p < .001$; PPLI: Perceived Physical Literacy Instrument

The regression model was statistically significant ($F = 31.78$, $p < .001$) and accounted for 24.1% of the variation in media literacy levels ($R^2 = .241$). The 'Communication with Others' and 'Self-Perception and Self-Confidence' sub-dimensions of the PPLI were significant predictors of university students' media literacy levels ($p < .001$). In contrast, the 'Knowledge and Comprehension' sub-dimension was not found to be a significant predictor of media literacy ($p > 0.05$). These findings emphasise the important role of interpersonal communication skills and perceptions of self-efficacy in developing media literacy.

4. DISCUSSION AND CONCLUSION

This study examined the relationship between the physical and media literacy levels of university students. The findings revealed that both types of literacy are influenced by personal, environmental, and educational factors (Kurz et al., 2022; Leung et al., 2025). This discussion therefore evaluates the role of these factors in developing physical and media literacy.

The study found no significant gender-based differences in physical or media literacy levels. This is consistent with existing literature, which suggests that gender differences are minimal and that literacy

levels are more closely related to individual characteristics, environmental factors, and media usage patterns (Koç & Baran, 2020). A study by Üztemur and Avcı (2020) also found that teacher candidates' media literacy levels and their perceived ability to teach media literacy did not differ significantly according to gender. The researchers emphasise that this situation can be explained by young people today having similar access to media tools and using media environments at an equal level. Conversely, Kurz et al. (2022) stated that media literacy education has a positive effect on body image, albeit a limited one. For example, Harputlu and Güray (2024) found that males performed better in digital skills, while females performed better in social media use. Similarly, Campos and Scherer (2024) and Theophilou (2024) indicated that digital competencies and media usage habits may differ by gender.

The findings also showed that having a sports licence significantly impacted overall physical literacy scores, though not the sub-dimensions. This indicates that regular participation in sports may enhance bodily awareness, but physical literacy involves more than just physical activity; emotional and cognitive factors also contribute (Cairney et al., 2019; Whitehead, 2010; Asan, 2023; Yılmaz et al., 2023). Similarly, Gerger (2022) found that physical literacy increases with higher levels of physical activity among secondary school students.

No significant differences in media literacy were observed based on licensed athlete status. This suggests that media literacy is more closely associated with critical thinking and cognitive abilities, honed through engagement with the media rather than an athletic background (Buckingham, 2003; Livingstone, 2004; Jeong et al., 2012; Beynon et al., 2018). Ünlü (2017) found a positive relationship between media literacy and critical literacy in a study involving physical education teachers. In a study by Biricik (2019), male students scored higher than females in some sub-dimensions of media literacy (e.g. judgement and recognising implicit messages). These findings suggest that elective courses in media literacy could benefit sports science students.

Furthermore, no significant effects of sport type (individual vs. team sports) on physical or media literacy were identified. This implies that individual motivation and educational environments are more decisive than sport type in developing literacy skills. According to Self-Determination Theory (Ryan & Deci, 2000), intrinsic motivation and perceived competence are key to developing such competencies. In this context, an individual's attitude towards, and approach to, participating in sport may be more influential than the sport type itself (Ryan & Deci, 2000). Studies by Çetinkalp and Türksoy (2011) and Erdoğan and Koca (2019) also found no significant effect of sport type on self-efficacy or academic motivation. However, Güllü and Güçlü (2018) reported that the academic self-efficacy of high school athletes is more influenced by individual motivation and the school environment.

The absence of significant differences in physical and media literacy across BMI groups suggests that these literacies are related not only to physical appearance, but also to bodily and cognitive-emotional awareness of media content (Tylka, 2011). Wood-Barcalow et al. (2010) emphasised that body literacy is linked to positive attitudes towards bodily functions rather than appearance. Similarly, media literacy is more closely associated with a critical understanding than with physical structure (Karaboğa, 2017). However, some studies indicate that overweight individuals may be more susceptible to media-driven body norms, which could negatively impact body image (Grabe et al., 2008; Perloff, 2014). The absence of BMI-related differences in this study may be explained by the fact that the sample consisted of sports science students, whose bodily awareness and health knowledge may already have been relatively high.

Comparisons between departments revealed that students on the coaching education programme had higher levels of self-perception and confidence. This suggests that practical education enhances bodily awareness and self-efficacy, whereas theory-based programmes may hinder this kind of development (Çamlıyer & Saracaloğlu, 2011). Turkish studies support these findings, indicating that practical sports education positively influences body image and confidence. Students who actively participate in sports tend to have a more positive body image and report greater confidence (Erdem & Yıldız, 2014; Akın & Sarı, 2015; Eken & Akarsu, 2015; Çetin & Yıldırım, 2016; Özdemir & Akın, 2017; Yılmaz & Çolak, 2019).

Whitehead (2010) emphasised that participating in physical activity enhances self-perception and physical competence, thereby boosting confidence. Cairney et al. (2019) also observed that confidence is a fundamental aspect of physical literacy and is closely associated with psychological well-being.

International research supports these conclusions. It is well known that practical education enhances self-esteem and self-perception (Guthrie & Anderson, 2013; Moran & McNaughton, 2014) and that physical education should support the holistic development of emotions, society and cognition (Bunker & Thorpe, 2011). However, Kara and Şimşek (2018) found that sports management students had lower body image scores, likely due to a curriculum focused mainly on theoretical content. Similarly, Robinson et al. (2018) argued that physical literacy should be developed through physical skills as well as the affective domain, including confidence, self-perception and motivation.

The study found no significant differences in physical or media literacy based on students' year group, how long they spent using media, or their preferred type of media. This suggests that literacy skills are shaped not only by the duration or type of media usage, but also by how individuals evaluate and interact with content (Valkenburg & Peter, 2013; Hobbs, 2017). Similarly, physical literacy relates to how individuals perceive and interpret body images presented in the media. Absorbing idealised body representations uncritically can result in a negative body image (Dummer, 2008; Tiggemann & Slater, 2014).

In this context, educational factors appear decisive in developing both physical and media literacy. Curriculum content, instructional methods, and the quality of education all play a significant role in developing these competencies (Schwarz, 2005; Özdemir, 2018). Lee and Chae (2016) and Kara and Şimşek (2018), for example, emphasised that students' interactions with the media and the content of educational programmes have a greater influence than their year of study.

One of the most notable findings of this study is the strong positive correlation between perceived physical and media literacy. The strong relationship between the sub-dimensions of 'Communication with Others' and 'Ability to Analyse' suggests that these literacies develop together and reinforce each other. Taking a critical approach to media content can contribute to a healthier body image (Levine & Murnen, 2009).

The literature emphasises that media literacy involves understanding content and developing critical thinking skills, as well as encouraging conscious media consumption (Valkenburg & Peter, 2013; Erdem, 2020). Leu et al. (2011) define it as analysing content, developing awareness of media messages, and interacting with them consciously. Tiggemann and Slater (2014) highlight the importance of critically evaluating the body images propagated by the media.

This study found a significant positive correlation between students' media literacy and their perceived physical literacy levels. This suggests that critically evaluating media content has a positive influence on bodily awareness and attitudes (Leu et al., 2011; Hobbs, 2017). Media-driven body images can significantly impact how young people perceive their bodies (Tiggemann & Slater, 2014). However, advanced media literacy skills have the potential to mitigate these negative effects by encouraging more critical evaluation (Murnen & Smolak, 2009; Levine & Murnen, 2009). Hobbs (2017) emphasises that media literacy involves message analysis and contributes to healthier body image.

Therefore, the findings suggest that physical and media literacy are mutually reinforcing constructs, and integrating both into educational policy could improve students' critical attitudes towards the media and their body image (Bakırcı, 2015; Hobbs, 2017).

The study also revealed that the two sub-dimensions of physical literacy that were the most significant predictors of media literacy were 'Communication with Others' and 'Sense of Self and Confidence'. This suggests that media literacy is linked not only to cognitive competence, but also to emotional factors such as social interaction skills and self-perception. As individuals' communication skills develop, so does their ability to understand, interpret and critique media content (Levine, 2009; Hobbs, 2010).

Self-confidence and self-perception are critical factors in effectively evaluating media messages. Among young people in particular, media content can influence identity development. Tyner (2003) and Hobbs (2010) observed that those who are more self-confident are more likely to adopt a critical stance towards media messages. This suggests that media literacy is shaped by cognitive, emotional and social processes. Conversely, the 'Knowledge and Comprehension' sub-dimension was not a significant predictor of media literacy. This emphasises that media literacy is a holistic concept encompassing

critical thinking, self-awareness, and social skills, rather than merely a knowledge-based competence (Kirk, 2009; Bakırcı, 2015).

In conclusion, this study examined the relationship between physical and media literacy levels among university students from a multidimensional perspective. The findings revealed a significant positive correlation between the two variables. Individuals with higher critical evaluation skills in relation to media content were found to demonstrate greater body awareness and self-efficacy.

No significant differences in either form of literacy were observed based on gender or body mass index; however, licensed athletes demonstrated significantly higher levels of physical literacy than their non-licensed peers. However, this difference was not observed in media literacy scores. No significant differences were found based on the type of sport (individual or team).

Students enrolled in coaching education programmes exhibited higher levels of self-confidence and self-perception, potentially due to the impact of practice-based instruction. Variables such as year of study, duration of media use, and preferred type of media tool did not lead to significant differences.

In conclusion, media literacy should be viewed as a multidimensional competency closely linked to social and emotional skills, rather than being purely cognitive. Accordingly, educational programmes should address physical literacy and media literacy within an integrated, holistic framework.

Recommendations

Educational programmes should adopt a holistic approach to promote the simultaneous development of media literacy and body awareness.

Activities that foster self-awareness and self-efficacy should be given greater emphasis to enhance students' media and physical literacy competencies.

The indirect effects of sports on media literacy should be explored in greater depth to inform the development of new instructional strategies in this area.

Media literacy education should be expanded, with courses offered to help students critically evaluate media content.

Future research should employ qualitative methods to examine how individuals experience and internalise media and physical literacy.

Practice-based training programmes could be designed to improve these skills.

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Araştırma Makalesi / Research Article

Examining the Relationship Between Media Literacy and Perceived Physical Literacy in Faculty of Sports Sciences Students

Spor Bilimleri Fakültesi Öğrencilerinde Medya Okuryazarlığı ile Algılanan Beden Okuryazarlığı Arasındaki İlişkinin İncelenmesi

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GENİŞLETİLMİŞ ÖZET

Giriş

Bu çalışma, Ardahan Üniversitesi Spor Bilimleri Fakültesi öğrencilerinin medya ve algıladıkları bedensel okuryazarlığı düzeyleri arasındaki ilişkiyi incelemektedir. Günümüz dünyasında medya okuryazarlığı, medya içeriğine erişme, onu anlama, analiz etme, değerlendirme ve eleştirel bir bakış açısıyla yaratma becerisini ifade eder. Benzer şekilde, bedensel okuryazarlık, bireylerin fiziksel aktivitelerdeki bilgi, beceri, motivasyon, özgüven ve yeterliliklerini kapsayan çok yönlü bir kavram olarak kabul edilmektedir. Her iki kavram da bireylerin bilişsel, sosyal ve fiziksel gelişimini önemli ölçüde etkiler. Bu nedenle, üniversite öğrencileri, özellikle spor bilimlerinin farklı bölümlerinde (Beden eğitimi öğretmenliği, Antrenörlük ve Spor yöneticiliği) okuyan öğrenciler arasında bu iki okuryazarlık türünü birlikte incelemek, hem akademik hem de pedagojik açıdan önemlidir.

Yöntem

Araştırma, nicel bir araştırma yöntemi olan kesitsel ilişkisel anket kullanılarak gerçekleştirilmiştir. Araştırma örneklemini, 2024-25 akademik yılında Üniversite'de öğrenim gören 304 öğrenci oluşturmuştur. Katılımcıların %40,1'i kadın (n=122), %59,9'u erkek (n = 182) öğrenciler oluşturmaktadır. Veriler, Karaman ve Karataş (2009) tarafından geliştirilen "Medya Okuryazarlık Düzeyi Belirleme Ölçeği" ve Yılmaz ve Kabak (2021) tarafından Türkçeye uyarlanan "Ergenler için Algılanan Fiziksel Okuryazarlık Ölçeği" olmak üzere iki ölçüm aracı kullanılarak toplanmıştır. Bu ölçekler, kendini tanıma ve güven, başkalarıyla iletişim ve kendini ifade etme ve bilgi ve anlama gibi bedensel okuryazarlığın birçok alt boyutunun yanı sıra medya okuryazarlığının bilişsel ve eleştirel boyutlarının değerlendirilmesini sağlamıştır.

Veri analizi için, tanımlayıcı istatistikler, normallik için Kolmogorov-Smirnov testi, bağımsız örneklem t-testi, ANOVA, Kruskal-Wallis testi, korelasyon analizleri ve çoklu regresyon içermektedir. Bu kapsamlı analitik yaklaşım, grup farklılıklarının ve değişkenler arasındaki ilişkilerin derinlemesine incelenmesini sağlamıştır.

Bulgular

Araştırma bulgularına göre, cinsiyete göre bedensel veya medya okuryazarlığı puanlarında önemli bir fark olmadığını göstermiştir. Bu, spor bilimi öğrencilerinde iki okuryazarlık türünün cinsiyetten bağımsız olarak geliştiğini göstermektedir. Benzer şekilde, vücut kitle indeksin (BMI) de iki okuryazarlık türünün genel puanlarında önemli bir fark yaratmamıştır. Ancak, 'Başkalarıyla İletişim' alt

boyutunda, sağlıklı BMI'ye sahip bireyler, zayıf kategorideki bireylere göre önemli ölçüde daha yüksek puan almışlardır. Bu, sağlıklı bir vücut kompozisyonunun bedensel okuryazarlığın sosyal etkileşim, duruş, özgüven ve iletişim yönlerini olumlu yönde etkileyebileceğini göstermektedir.

Çalışmanın en dikkat çekici bulgularından biri, lisanslı sporcuların lisanssız sporculara göre bedensel okuryazarlık düzeylerinin önemli ölçüde daha yüksek olarak algılanmasıdır. Bu bulgu, düzenli spor yapmanın fiziksel yetkinlik, hareket özgüveni, motivasyon ve vücut farkındalığı üzerinde olumlu bir etkisi olduğunu gösteren mevcut literatürle tutarlıdır. Ancak, lisanslı bir sporcu olmak, medya okuryazarlığı düzeylerinde önemli farklılıklara yol açmamıştır. Bu sonuç, bedensel okuryazarlığın spor deneyiminden doğrudan etkilendiğini, ancak medya okuryazarlığının fiziksel katılımdan çok bilişsel ve eleştirel becerilerle daha yakından ilişkili olduğunu ve bu nedenle spor katılımının medya okuryazarlığı üzerinde tek başına belirleyici bir faktör olmayabileceğini göstermektedir.

Antrenörlük eğitimi programında okuyan öğrenciler, diğer akademik bölümlerdeki öğrencilere kıyasla “Öz Algı ve Güven” alt boyutunda önemli ölçüde daha yüksek puanlar almışlardır. Antrenörlük eğitiminin yoğun uygulamalı ve pratik yapısı, liderlik becerilerini, öz yeterliliği ve güveni güçlendirmeye yardımcı olabilir. Buna karşılık, sınıf seviyesi, günlük medya kullanım süresi ve tercih edilen medya araçları gibi değişkenler, her iki okuryazarlık türünde de önemli farklılıklara yol açmamıştır.

Bu çalışmanın en önemli bulgularından biride, algılanan bedensel okuryazarlık ile medya okuryazarlığı arasında pozitif ve orta derecede güçlü bir korelasyon olmasıdır. Bu sonuçlar, bireylerin beden farkındalığı, hareket yetkinliği ve özgüvenleri arttıkça, medya içeriğini eleştirel bir şekilde analiz etme, değerlendirme ve yorumlama becerilerinin de arttığını göstermektedir. Ayrıca, çoklu regresyon analizi, fiziksel okuryazarlığın medya okuryazarlığı düzeylerindeki varyansın %24,1'ini açıkladığını ortaya koymuştur. Bu, iki kavram arasında önemli bir bilişsel-sosyal bağlantı olduğunu göstermektedir.

Modern medya günümüzde fiziksel aktivite, sağlık, zindelik ve beden imajı gibi temaları çok sık gündeme getirmektedir. Bedensel okuryazarlık düzeyi yüksek olan bireyler, bu tür içerikleri daha eleştirel bir gözle değerlendirebilir; gerçekçi olmayan ya da olumsuz beden ideallerine karşı daha dirençli olabilir ve kendi fiziksel aktivite davranışlarına ilişkin daha bilinçli kararlar verebilirler. Benzer şekilde, medya okuryazarlığı becerileri gelişmiş öğrenciler, sağlık bilgilerini, zindelik trendlerini ve beden algısını şekillendiren dijital içerikleri daha doğru yorumlayabilir ve bu bilgiler ışığında yaşam tarzı seçimlerini daha sağlıklı bir şekilde yönlendirebilirler.

Sonuç

Bu çalışma, spor bilimi öğrencileri arasında bedensel ve medya okuryazarlığının nasıl dağıldığını ve birbirleriyle nasıl etkileştiğini ortaya koymaktadır. Bulgular, bu iki okuryazarlık türünün sadece bilişsel becerileri geliştirmekle kalmayıp, aynı zamanda sosyal ve duygusal gelişimi ve eleştirel düşünmeyi de desteklediğini göstermektedir. Bedensel ve medya okuryazarlığı arasındaki olumlu ilişki, spor bilimi eğitiminde disiplinler arası ve bütüncül yaklaşımların önemini vurgulamaktadır. Bu nedenle, her iki okuryazarlık türünü yükseköğretim programlarına dahil etmek, öğrencilerin hem akademik hem de kişisel gelişimlerini güçlendirecek önemli bir adım olacaktır.