

THE EFFECT OF INCREASING AWARENESS ABOUT THE USE OF SOCIAL MEDIA ON
SPORT FANATICISM FOR SAUDI SOCCER FANS

By

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In the Name of Allah, the Beneficent, the Merciful

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ABSTRACT

Background: In Saudi Arabia, sport fanaticism has become one of problems for the occurrence of riots and violence in competitive sports, particularly in soccer. Moreover, one of the main causes for sport fanaticism is media in general and social media in particular. This study tried to explore the issue, find solutions to reduce this problem, and develop an awareness of the good values for sports and focused on the effect of increasing awareness for soccer fans who use media platforms in their daily lives.

Purpose: The purpose of this study was to determine the effect of increasing awareness about the use of social media on sports fanaticism of Saudi soccer fans.

Procedures: The participants were given three survey documents with coding numbers and without asking them their names: “Pretest, Posttest 1, and Posttest 2”. Participants complete the demographic information such as age, marital status, education level, and other types of identifiable information. These demographic information were optional for the participants which means that each participant has rights to not respond to these demographic questions. Moreover, the participants have completed the sport fanaticism survey which was presented to the participants as a single document written in Arabic, “Pretest”. This determined the initial sport fanaticism level. After that, the participants were given a lecture about the role of social media such as Facebook, Twitter, and YouTube videos in influencing sports fanaticism in Saudi Arabia. Immediately after hearing the lecture the participants were asked to complete the sport fanaticism survey a second time, “Posttest 1”. As the final measure, two weeks after the lecture, the participants were asked to complete the sport fanaticism survey once more, “Posttest 2”.

Methods: The subjects were categorized into three groups based on their scores on the pretest-lecture survey. These groups represented High, Medium, and Low levels of sports fanaticism.

Basic descriptive statistics used to describe the demographic information of the participants, independent variables and dependent variables. All of the research questions investigated used a series of repeated-measures analyses of variance, each used one of the independent variables (Fanaticism Level, Age, Education Level, or Marital Status) as a grouping variable. In each case the repeated variable was the three scores for sports fanaticism for each student. With post hoc tests, the repeated-measures ANOVAs can assess differences between groups, changes in sports fanaticism over time, the interaction between groups and time, and other necessary comparisons.

Results: The participants' mean level of fanaticism on Posttest 1 was significantly lower compared to the Pretest. Mean scores on Posttest 2 were higher than on Posttest 1, but lower than scores on the Pretest. The change from Pretest to Posttest 1 was significant, change from Posttest 1 to Posttest 2 was significant, and change from Pretest to Posttest 2 was significant.

Conclusion: According to the findings, social media can be negative if used in increasing sport fanaticism, at the same time it can be positive if used in increasing awareness in use of social media correctly. Additionally, the positive effects of the awareness lecture about the use of social media on sport fanaticism could reduce sport fanaticism.

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CHAPTER I: INTRODUCTION

Competitive sports take place all over the world. For each type of sport, there are interested fans who attend events at stadiums and sports clubs. Their interests often take the form of rallies, during which these fans show their support for their favorite teams or players. This leads to a kind of fanaticism, which may lead to riots and other types of violence. Sports fanaticism is antithetical to the wonderful values that sports themselves exemplify as recreational and competitive activities (Al-Ghamdi, 2004). Fanaticism may be the main reason for the occurrence of riots and violence in competitive sports. This is unfortunate and unacceptable behavior (Hajjaj, 2002). Sport fanaticism is characterized by emotionally charged behavior directed toward or against a player, team, or particular sports fan. The riots, mishaps, abuses, and unacceptable behavior undermine the security of individuals, groups, and communities (Abd-Moneim, 1999).

Ward (2002) stated that the most significant problem associated with fanatic fans is violence. This is especially the case when it comes to soccer; historically, violence in soccer games has occurred in Britain (Dunning, 2000), Italy (Roversi, 1991), Germany (Pilz, 1996), the Netherlands (Van der Brug, 1994), and Belgium (Walgrave, Colaers, & Van Limbergen, 1987). Other countries where fan violence has been scientifically studied include Argentina (Duke & Crolley, 1996), Austria (Horak, 1991), Croatia (Perasovic, 1995), and Yugoslavia (Petrovic, 1990).

Kerr (1994) studied a series of soccer-related British and Italian riots in 1985, during which fans were wounded and died. In Hessel Stadium in Brussels, rioting led to the injury of 600 individuals and the death of 39 during the European Cup Final between Liverpool and

Juventus. However, not all sports-related violence is large in scale. Allawi (2004) discussed Colombian fanatics who murdered a player on their team, Andrés Escobar, in 1994. Escobar's murder is largely believed to have been related to his having scored a goal against his own team, an error which caused his team to be eliminated from the World Cup.

Currently, the most popular sport in Saudi Arabia is soccer, and it is played daily in the streets, schools, and fields (Fatta, 2013). A special effort has been made to encourage sports and make them accessible to the public. Hundreds of facilities were established throughout Saudi Arabia to offer all Saudis the opportunity for regular exercise and to enjoy popular spectator sports. However, these games and competitions are prone to unwanted sport fanaticism and nonsporting behavior (Royal Embassy of Saudi Arabia, n.d.). In 2008, for example, the official body responsible for organizing competitions and sports activities in Saudi Arabia, the General Presidency of Youth Welfare, warned sports clubs and fans about rioting. Previous riots occurred in games between the clubs of Al-Nassr and Al-Ettifaq as well as between Al Hilal and Al-Watani, where fans entered the pitch and threw projectiles at players. In addition to firecrackers and fireworks and other hazardous substances were utilized. This caused a ban on substances being allowed into stadiums (*Jordanian AlGhad* newspaper, 2008).

Al-Sulami, (2014) and Shafey, Abd-Qadir and Alsherbini (2011) stated that one of the main causes for sport fanaticism is media in general and social media in particular. Sports fans' participation in social media platforms (e.g., Facebook, Twitter, and YouTube) can have significant and rapid effects on members of the community. It is important to continue to research the dimensions of these effects to reduce the occurrence of misconduct and behavior that is not desirable to the community. Social media plays a role in nurturing sports fanaticism, which may take the form of violence and riots in stadiums. It cannot be overstated that sports

media influences human behavior related to sports. Sports media has begun to increase the level of awareness among various societal groups by providing facts, information, event information, news, and journalistic investigations. This influences sections of society because it frames a sports-oriented value system that can act as a protective barrier. Different trends can encourage fans not to break the law (Al-Ebeed, 2005; Al-Kasas, 1998; Al-Quraini, 1995; Higham, 1999; Mattawa, 2007; Massoud, 2004; Mirza 2013). Some researchers have suggested that the role of sports media in riots, violence, and intolerance is too passive and even tends to promote violence and fanaticism in sports (Abd-Yameen, 2011; Al-Awneh, 1996).

Al-Ateeq (2013) indicated that sports have become a social problem, an important part of contemporary social life, the subject of a great deal of literature and audiovisual media and also, major problems in Saudi society. Saudi fans fanaticism in sports is evident and widespread, which necessitates a study of the dimensions of this problem. When the reasons for its spreading are better understood, solutions to limit sports-associated risks can be identified. It is not an exaggeration to say that fanaticism is a threat to sports and could endanger a sense of unity within the community as well as separate classes and individuals. Perhaps the most prominent media that have contributed to the formation of intolerance in the sports community in Saudi Arabia are social networks such as Twitter, Facebook, and YouTube. This may be because of the features offered by these networks, which allow users to follow events and see what happens during competition (Al-Sulami, 2014).

Studies, undertaken by Al-Weeb (2013), Al-Nadari (2012), Hussein (2010), Abu Ayed (2006), and Al-Mosalamy (2007) in Saudi Arabia and the Arab world, focused on the role of sports media and social media in reducing sports fanaticism. Additionally, a scientific symposium on the role of sports media in the reduction of sports fanaticism and violence was

held in February 2014 (Riyadh, 2014). Many researchers from the Arab world participated in this scientific symposium such as Mokel, Al-Sulmai, Thunayan, Kerfes, Nadhari, Abu-Tamaa, Abu-Dahhan, Mirza, Al- Antabli, and Arjan. These researchers recommended that further research be conducted to explore the issue, find solutions to reduce this problem, and develop an awareness of the good values for sports. This study focused on the effect of increasing awareness for soccer fans who use media platforms in their daily lives. The purpose of this study was to determine the effect of increasing awareness about the use of social media on sport fanaticism for Saudi soccer fans.

Importance of Study

There are many reasons this study is important and needs to be conducted:

- This was the first study with Saudi soccer fans that used pretests, intervention (a lecture) and posttests to measure the impact of increasing the awareness about the relationship between social media and sport fanaticism.
- Soccer fans outside of Saudi Arabia may use more social media than fans inside of Saudi Arabia to access sport news, games, players, and teams. This study focused on this group.
- Currently there are only limited researches in Saudi Arabia that have attempted to identify the relationship between sport fanaticism and variables such as age, education level, and marital status.
- Previous studies have not taken into account the effect of awareness about the use of social media for reducing sport fanaticism, particularly in Saudi Arabia.
- Educational institutions and media in Saudi Arabia may benefit from the study's results regarding the reduction of sport fanaticism.

Definition of Terms

- **Fans.** Abd-Moneim (1999) defined *sports fans* as "a group of individuals for whom a sports team or members of a sports team are the center of attention" (p. 7).
- **Sport Fanaticism.** Allawi (2004) defined *sports fanaticism* as "blind hatred of the members of competing sports teams combined with a blindness toward the faults of the individual's favored team. The individual's emotional identification with their favored team causes them to overlook obvious facts that their team may be less than perfect or that a competing team may have certain virtues" (p. 74).
- **Sport.** The United Nations Inter-Agency Task Force on Sport for Development and Peace defined *sport* (2003), as "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games" (p. 5).
- **Social Media.** Boyd and Ellison (2008) defined *social media* as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (p. 1).
- **Awareness.** Farthing (1991) defined *awareness* as the subjective state of being currently aware of something, either within oneself or outside of oneself. In this case, being aware or having awareness refers to cognizance or knowing" (p. 4).

CHAPTER II: LITERATURE REVIEW

Introduction

The literature review discussed soccer in Saudi Arabia, and then described sports fanaticism as well as some causes of sport fanaticism. The chapter discussed previous studies of sport fanaticism and several variables, including age, education level, and marital status. An overview of the literature regarding media and types of social media and their uses was presented. Next was a review of research regarding the role of the media in raising awareness, with a focus on the effect of lectures to increase awareness. The chapter concluded with a description of the theoretical framework for the study, the purpose of the study, and the research questions.

Soccer in Saudi Arabia

Soccer first emerged as a popular game, not as a modern sport. There have been games with similar rules to soccer in various civilizations, such as ancient Egypt, China, Japan, Greece, Rome, and others (Aquino, 2002). Because of their extreme violence, the medieval games that looked like soccer were often banned by kings and rulers, but still remained popular throughout the years. At present, soccer is played in more than 55 countries; in most it is a national sport (Aquino, 2002; Damo, 2002).

In Saudi Arabia, all levels of the boys' Saudi educational system—from kindergarten through university—emphasize the importance of sports, especially soccer. Other organized sports that have gained a following among Saudis include volleyball, gymnastics, swimming, and basketball. Saudi Arabia has a number of different types of sports facilities located in large population centers. Each complex has a stadium that can seat between 10,000 and 60,000 people,

an indoor stadium seating 5,000, Olympic-size swimming pools, indoor and outdoor courts, playgrounds, conference halls, and sports medicine clinics. Neighborhood sports facilities and playgrounds were built in large urban areas so that young Saudis can play sports like basketball and volleyball near their homes. These centers offer parks, open spaces, and facilities for indoor activities. Local sports clubs are located in most cities and towns (Royal Embassy of Saudi Arabia in Washington DC, n.d.).

As noted, soccer is the most popular sport in Saudi Arabia (Dorsey, 2014). It is governed by the Saudi Arabia Soccer Federation (SASF), which was founded in 1956 to administer both club competitions and the national soccer team of Saudi Arabia, one of the most successful soccer teams in Asia (FIFA.com, 2011). Saudi Arabia has won the Asian Championship three times and has qualified for the FIFA World Cup four times, first of which was in 1994.

In the 1970s, soccer was organized on a regional basis across Saudi Arabia (Rory, 2013). In 1976–77, with the improvement of transportation links as well as local soccer, the Saudi Professional League (Abdul Latif Jameel League) was launched on a national basis. Eight clubs participated in the first season. In 1981, the SASF increased the league to 18 clubs, eight of which take part in the first league and the other 10 competing in the second league. In the 1985–86 season, the number of clubs in the first league was increased to twelve clubs.

In 1990, a new league championship was introduced, known as The King Cup. It was a two-stage competition with round-robin and knockout phases. The top four teams (known as the Golden Square) from the round robin moved to the knock-out phase to compete for the final championship. In the 2007–08 season, The King Cup Championship was introduced for the more elite teams to compete. Eight teams play in that competition: the top six teams of the first League plus the winners of the King Cup and the Cup of Prince Faisal. There are five major

championships for soccer in Saudi Arabia: Abdul Latif Jameel League or (Saudi Professional League) (14 Clubs), the King Cup (Eight Clubs), The Crown Prince Cup (32 Clubs), Prince Faisal Bin Fahad Cup (14 Clubs, but under 23 years), and The Saudi Super Cup are contested by the winners of Saudi Professional League and King Cup of Champions (Saudi Arabian Football Federation Official Site, n.d.). The King Cup is the highest level of competition in the country.

All these sport competitions in Saudi soccer has attracted and increased a lot of interest and spectators. Sport fanaticism has become a widespread problem in Saudi society, as it now threatens sports centers. So much so, that sport fanaticism now threatens the very fabric of Saudi society and disrupts the unity of the community as it contributes to the creation of a kind of disharmony and hatred between individuals of society (Al-Sulmia, 2014).

Sport Fanaticism

Castelo (2007) defined *fanaticism* as an “extreme negative or positive feelings regarding the members of a particular group or social category” (p. 243). Bonazzo and Wong (2007) describe *fanaticism* as extreme admiration for a principle or a person. Brueh (1996) stated that fanaticism consists of negative attitudes against a particular group or to any person who realizes that he belongs to this group. According to Sears and Pepau (1991) “negative trends against foreign groups, and that assessments of the group or to an individual, in this evaluation often have a negative and based on individual membership of his group basis” (p. 39). Wolman (1989) stated that fanaticism causes an individual to make prejudgments, either negative or positive, regarding others without reference to a logical or objective basis.

Sport fanaticism is a serious social problem. It causes social imbalance and interferes with performance of basic social, educational, and cultural functions. It can motivate unacceptable behavior contrary to social rules and moral values, and it contributes to the

development of patterns of antisocial behaviors and negative relationships among normal individuals. Sports fanaticism is a problem that requires scientific study to develop understanding of its origins, contributing factors, and effective methods of reducing levels of inappropriate behavior that cast a shadow on the community (Al-Attiyah, 2013).

Redden and Steiner (2000) indicated that there are common properties that characterize sports fanatics: emotional fanaticism, closed-mindedness, and aggression. Furthermore, Dimmock and Grove (2005) studied the impact of sport fanaticism among the fans of professional sport teams in Australia with their responses about aggressive behavior. The results indicated to that those fanatical fans for a particular team had less control of their aggressive behavior in games than non-fanatical fans.

According to Al-Attiyah (2013), there are three aspects of sports fanaticism: cognitive, emotional, and behavioral. Cognitive aspects in sport fanaticism include a belief by fans that their club or team is better than all other clubs and always deserve to win. Losses are blamed on luck rather than credited to the skill of competitors. Fans further believe that it is appropriate to have feelings of mutual hatred between themselves and the fans of different teams and players.

The emotional aspects of sports fanaticism cause fans to feel a sense of belonging and happiness when their team wins, and to feel sad and upset at defeats. Sports fanatics cannot hide their emotions while watching matches. Additionally, they feel hatred towards prominent members of other clubs.

Behavioral aspects of sports of fanaticism, are burning flags of opposing teams, arguing with or attacking fans of the opposing team, and/or marches and demonstrations denouncing the opposing team (Al-Attiyah, 2013). Finally, sports fanatics may sabotage and damage shops, offices, and public property (Motaz, 1997).

Sport Fanaticism Causes

Al-Sulmia (2014) stated that the causes for sports fanaticism include fanatic fans, media, and social media. Galeano (1998) reported that fanatic fans will be absent from their jobs to attend team matches. They believe that the team that they support is always the best one. Galeano (1998) describes a fanatic fan as the person who is usually alone, angry, and cannot control his/her feeling during the games. Al-Sulmia (2014) added that fans often perceive that there is only one “correct” viewpoint of their sport, a stance that encourages fans to strongly favor one team and disapprove of all others.

Most literature on fanaticism focused on the fans and their behavior in the stadiums. However, the fans are not the only causes for sports fanaticism. Al-Sulmia (2014) indicated that another cause for sport fanaticism is that the media place a higher priority on attracting viewers or readers than on accurate, truthful reporting. Also, media adoption toward sensationalism more than truth. Some media institutions have found that fans are attracted by content that features shouting, accusations, name-calling, and impassioned arguments, and that fans prefer such content over more factual reporting. Sutter (2001) pointed to bias on the parts of the owners of media outlets and the opinions expressed by journalists employed by the media outlet. The journalists themselves are also a significant source of bias.

The third cause in increasing fanaticism is the participants in social media and social communication sites (Al-Sulmia, 2014). Also, with the explosion in the use social media individuals can contribute to the sensational and fanaticism. While some fans are attracted to information sources that feature truth, fairness, and professionalism, the personal accounts on sites of social communication— especially Twitter — that have the largest followings are those

that feature biased opinions. Sites that favor specific teams often provide debatable information and opinions that are nearer to hopes than reality and truth (Al-Sulmia, 2014).

Recent research by the unit of public opinion polls in the King Abdul-Aziz Center for National Dialogue (2014) looked at the problem of sport fanaticism in Saudi society. This study found that the different media, journalists, and sport fans all have major roles in raising levels of sport fanaticism among Saudi fans sports teams. The participants in this study were 1,044 males and females representing all regions of the Kingdom and all age groups, between 16 to 50 years. The sample indicated that they believed journalists raise the level of animosity toward rival sports teams, and about 90% agreed there was a need to stop this practice by the media. The findings of the study in general indicate a desire among the Saudi community to reduce the incidence of sports fanaticism by controlling sports programs and social media that excite the fans clubs and raise the level of sports fanaticism (*Saudi Al Riyadh* newspaper, 2015)

Sport Fanaticism and Age

Many research studies have investigated the relationship between sports fanaticism and age. Several researchers, including Abd-Moneim (1999), Al-Dous (2011), Al-Shehri (2009), and Hassanein, Obadah, and Sayar (1993), used different age stages to identify the effects of sport fanaticism on participants. For example, Hassanein et al. (1993) studied coaches and fans in the state of Bahrain. Using a sports fanaticism scale they found that the fanaticism level goes down as the age increases. In another study of 515 members of Cairo clubs' fans in Egypt, Abd-Moneim (1999) found that the incidence of sport fanaticism declined with greater age. They concluded that emotional stability increases with increasing age because individuals have increasing life responsibilities that lead to increasing expertise in life; therefore, a person can control his or her emotions better in later life (Abd-Moneim, 1999).

Hassanein et al. (1993) indicated that young people have several characteristics that distinguish them from other age groups: “anxiety and tendency to violence, instability and impaired ability to balance their emotions in relationships with others. Sport fanaticism decreases with the greater age because of an increase in the responsibilities of the individual, which must be carried out, as well as increased experience in life, increased ability to control in emotions toward others, and increased awareness” (p. 24).

Al-Shehri (2009) conducted research to identify sport fanaticism levels of Saudi Arabian fans. The study aimed to determine the relationship between the sport fanaticism levels of Saudi Arabian sport fans and variables such as age, education level, and social status. The researcher used a sample of 855 Saudi male sport fans divided into three age groups: 20 years and less, 21–25 years, and older than 25. The results showed that the level of sport fanaticism decreases as fans age. Also, Alshehri found that the youngest individuals have the greatest knowledge about sports, which might contribute to their fanaticism.

Al-Dous (2011) also found that the level of sport fanaticism varied according to age, with the highest level being the younger fans. A study of Greek fans by Kleomenis (2005) included 498 individuals (481 men and 17 women) divided into three age groups: 270 fans 16–24 years old, 137 fans aged 25–34 years, and 91 fans older than 35. The study found that those aged 16–24 years were more likely to follow the matches in stadiums than the other age groups. These studies confirm that the age variable was a critical factor in sport fanaticism.

Sport Fanaticism and Education Level

Several studies have used education level to determine the relationship between it and sport fanaticism (Abd Moneim, 1999; Al-Dous, 2011; Hassanein et al., 1993). For example, Al-Shehri (2009) found that sport fanaticism tended to have an inverse relationship with education.

Individuals with master's or doctoral degrees showed less sport fanaticism than undergraduate students. Likewise, undergraduate students had less sport fanaticism than high school students. Hassanein et al. (1993) indicated that educational and cultural experiences contribute to the construction of the individual's personality and increased consciousness, which in turn lowers tension, agitation, and anxiety and leads to a reduced level of sport fanaticism.

A study by Abd-Baki (1992) also described fanaticism in Saudis and the extent to which it is influenced by the level of education. The results showed that education plays a critical role in reducing the level of fanaticism among individuals and that the degree of fanaticism for those with higher education was lower than those with less education. Abd-Moneim (1999) reported that sport fanaticism among middle and high school students was high compared to other ages groups, which may be due to the emotional immaturity and a tendency for aggressive behavior that often characterize students in these two phases of age.

Moreover, cultural and educational experiences contribute to helping the individual participate in comfortable relationships with others, thus helping to reduce tension, emotional overload, and anxiety, thereby leading to a reduction of sport fanaticism (Al-Shehri, 2009). Education also interacts with other factors such as age. Al-Shehri (2009) and Abd-Moneim (1999) found that those with a lower level of education are more likely to follow and pay attention to sporting events than those with a higher level of education. This fact may be because people who have a low education level are usually younger and have more leisure time to devote greater attention to their teams.

Sport Fanaticism and Marital Status

Many studies have been conducted to determine the effect of individuals' marital status on sport fanaticism, such as those by Abd-Moneim (1999), Al-Dous (2011), Al-Shehri (2009),

and Hassanein et al. (1993). Al-Shehri indicated that married individuals have many more responsibilities than those who are unmarried. Hassanein et al. found that the level of sport fanaticism was higher for unmarried individuals than married individuals.

Moreover, sport fanaticism among single individuals may have been high because of the lack of emotionally fulfilling relationships in the lives of unmarried individuals. Single individuals may have fewer responsibilities, more emotional problems, less self-control, greater anxiety, and poorer ability to make decisions, all of which contribute to the higher level of sport fanaticism for those who are unmarried. The lower level of sport fanaticism for married individuals may be because marriage usually contributes to emotional satisfaction and psychological stability of the individual (Abd-Moneim, 1999; Al-Shehri, 2009; Hassanein et al., 1993).

Al-Dous (2011) stated that the level of sport fanaticism was higher for unmarried individuals than married individuals. Moreover, Al-Shehri (2009) indicated that unmarried individuals are usually younger, are more often characterized by immaturity and emotional problems, as well as an inability to make decisions for themselves. These factors make them more dependent on the socialization systems in many aspects of their lives, compared to married individuals. Lastly, Abdel Moneim (1999) confirmed that married individuals exhibit less sport fanaticism than not married individuals. These studies identified that the marital status variable is critical factor in sport fanaticism.

Media

In the 21st century, media usage among individuals of all ages and both genders has grown exponentially throughout the world and affects the socialization of individuals (Treem & Leonardi, 2012). Media help individuals communicate, get news, learn about events, and be

entertained (Grudin, 2006; McAfee, 2006). The current generation uses all media types generally and social media in particular as a means of communication (Hanson, Drumheller, Mallard, McKee, & Schlegel, 2011). The media include print media such as newspapers, magazines, and books, and electronic media like movies, television, film, and the Internet to gather information about events, interpretations, and entertainment for intense long-distance exchanges among large numbers of people (Coakley, 2001).

Social media plays an active role in relationships and business among individuals (Wigley & Zhang, 2011). Social media has experienced major expansion worldwide, with the proportion of users in the United States at 38.6% of the population in 2010, surpassing usage in other countries (European Travel Commission, 2012). Social media also has sports aspects, whether in competitive or recreational practice, and has made important contributions to the development of sports (Nadhari 2012; Hussein, 2010; Abu Ayed, 2006). Social media also permit continuous communication with sports organizations and sources of sports decision making, as well as sports clubs and youth centers (Kuiper & Robyn, 2013).

Social Media

Ellison, Steinfield, and Lampe (2007) defined social media as a means to help individuals to communicate with others by searching a list of connections, while Karlin (2007) found that social media is used for social interaction, learning, and exchange of educational materials. Sheedy (2011) stated that social media consists of a group of programs on the Internet used to exchange information and discussions, while Ahmed (2011) described social media as a global means of helping individuals to communicate with each other in ways that are more comfortable and speedy. Boyd and Ellison (2008) defined “social media” as online communication tools that allow users to interact with people in their networks via a public or private profile. Another

definition is that social media is a collection of internet websites, services, and practices that help collaboration, community building, participation, and sharing information (Junco, Heiberger, & Loken, 2010). Additionally, social media allows users to connect, communicate, and share information with friends, acquaintances, and even strangers (Moon, 2011).

Social media provides a place where people across the world can stay in touch and feel closer and more connected regardless of the distance that separates them. The Internet allows individuals to connect with a diversity of people, places, ideas, and cultures. New social media provided ways for people to communicate and interact with others across the world, without being restricted by the limitations of time and distance (Sawyer, 2011). Social media promotes the interconnectedness and interdependence of our culturally diverse world. Media for social interaction allow people to communicate, engage, and gather with information that is quickly accessible on the Internet. In today's society, with an increasing number of Internet users, social media has become more popular in daily patterns and routines (Sawyer, 2011). The communication that occurs in these online contexts promotes interactive dialogues that build understanding of different points of view: "New social media means that everyone is a publisher and everyone is a critic" (Georgetown University, 2010, p: 5). With social media, people can express their opinions to the public and participate in conversations and dialogue through a common virtual medium (Sawyer, 2011).

Types of Social Media

There are numerous popular types of social media and networking sites such as Facebook, YouTube, and Twitter.

Facebook. Facebook was created in 2004 by Mark Zuckerberg, whose mission was to bring together people with different backgrounds and encourage interaction (Facebook, 2010).

Facebook has more than 500 million users among a world population of 6.8 billion, which means that about 1 out of 14 people has a Facebook account. In 2010, of 845 million Facebook users worldwide, approximately 200 million were in the United States (Eldon, 2012).

One impact of social media on intercultural dialogue is to provide a common medium for exchanging messages; thus, people around the globe can use the Internet to communicate and collaborate. More than 70 translations are available on the site, and about 70% of users are outside the United States (Facebook, 2010). According to Mark Zuckerberg, if Facebook were a country, it would be the sixth most populated country in the world. This social networking among numerous countries enriches lives by removing the obstacle of physical distance. Social media brings people together with different backgrounds and encourages interaction (Sawyer, 2011).

YouTube. YouTube is a video-sharing website that began in 2005. It allows individuals to interact with the global community by viewing and sharing user-generated video content (Georgetown University, 2010). Because so many videos are shared by people around the world, traditional stereotypes of groups of people have begun to decline. Since people have the opportunity to comment on videos and participate in discussions and conferences, YouTube has become a driving force for change around the world (Ostrow, 2010). YouTube has more than 78 million users, and more than 150,000 videos are uploaded daily (Lake, 2009). Many companies use videos to market their services or products to potential customers worldwide. Also, people upload videos to the Internet for the purpose of entertainment, information, or persuasion (Sawyer, 2011).

Twitter. Twitter is a form of social media that allows people to communicate through microblogging, where they can talk about their daily activities and seek or share information

(Java, Song, Finin, & Tseng, 2007). Twitter is a social networking site created in 2006 to relay real-time information to users. The platform was inspired by creator Tim Dorsey's introduction of an SMS-based concept that allowed members of his then-company, Odeo, to keep tabs on one another. Twitter is used to describe a short burst of inconsequential information (Georgetown University, 2010). Many people follow friends, celebrities, and musicians on this site, where they feel connected to others. This has influenced intercultural dialogue because many people worldwide are focused on the lives of others and seek have the desire for connection and knowledge of events (Sawyer, 2011).

Social Media Usage

Among reasons why people use social media are ease of use; allowing rapid updating, analyzing, and sharing continuously exchange information; reflecting on daily life; establishing and maintaining spontaneous social contacts and relationships; supporting informal learning practices with interaction and communication; and facilitating delivery of education (Mazman & Usluel, 2011). These reasons explain the rapid growth of social network sites, which had first emerged with the purpose of sharing photos, personal information, videos, profiles, and related content (Ajjan & Hartshorne, 2008; Mejias, 2005).

Sawyer (2011) stated that people use social media to serve their need for connection and interaction with other people, as supported by Maslow's hierarchy of needs theory that people desire to feel a sense of belonging through support from relationships with others. After fulfilling physiological and safety needs, people strive to achieve Maslow's third, level to satisfy a need of belonging. New social media provides this opportunity to communicate with others, gain knowledge, and learn about varying perspectives of issues, topics, and events. Most importantly,

new social media is used for socializing, allowing people to participate in conversations and online dialogue without being face-to-face with others.

Social Media in Saudi Arabia

Social media in the Arab world has had an exponential growth in the number of users, and a marked shift away from the typical social and entertainment uses of social media toward use by those who are more political and civic (The Arab Social Media Report, 2011). The number of social media users in the Arab world continues to grow rapidly. Influenced by the sense of empowerment and an ability to create change within their countries, people have gone on to encompass efforts to address societal issues and influence social change and cultural attitudes at the societal and community level among Arab societies (The Arab Social Media Report, 2012).

Zouman (2012) stated that Twitter, Facebook, and YouTube are the most popular types of social media and social networks in Saudi Arabia for the following reasons:

1. These networks have the most publicity and are widespread in Saudi society.
2. These networks represent different fields: Twitter for micro-blogging, Facebook for social networking, and YouTube for the video field.
3. YouTube and Facebook allow for use the native language in Saudi Arabia.
4. These applications are also used on mobile phones, which contributed to their spread among young people.

For example, Twitter is one of the most popular social networking sites because of its “networking” feature and because it allows users to send “tweets” or an SMS text message (Mokel, 2014). Furthermore, Twitter represents the first network in Saudi Arabia in terms of interaction. A study by Global Web Indices reported that the Saudis registered the highest global

growth rate in terms of the number of Twitter users on the online network. According to Arabic BBC (2013), the number of Twitter users in Saudi Arabia exceeds three million, or about 12% of the total population. They published more than a 1.5 million messages per day.

The Tawasol E-newspaper Website showed that Twitter has a heavy presence of Saudis with diverse cultural, political, sports interests, and that Twitter plays a role in sport fanaticism. Moreover, a study by Al-Moohia (2013) revealed that there are 9,000 fictitious Saudi accounts on Twitter trying to influence public opinion using hashtags from a variety of accounts revolving around a certain idea or news and circulating that information for a number of days and weeks.

The Role of Media Usage in Increasing Awareness

Al-Slimani, Baar, Albahuth and Bukhari (1999) indicated that media of various kinds are a double-edged sword in the field of sports that these media both contribute to the reduction of aggressive behavior and can be the cause of increasing such behavior. Media are very influential and have a duty to instill ethical principles of sports and educational values for individuals.

When the media are used correctly, they will become an effective tool to instill the rules, customs, and positive values in the community. If misused, however, they lead to the acquisition of negative habits. The most important function of media is to publish a variety of information in all areas, including progress through various news media. They must satisfy the needs of the public for information and news, as well as providing entertainment, but they also should model appropriate behavior and social values (Adnan & Bassam, 2005).

Furthermore, media has an important role in the process of socialization of sports. Media provide awareness and knowledge about sports. That is one of the most important ways to further the role of education and counseling, through which they influence various segments of society in order to ensure access to the largest number of members of the community (Mohammed,

1993). Thus sports media can be an effective instrument for changing and modifying sports trends and development. The media spreads sports awareness among members of the public, and can inform them about the ethical aspects of sport through broadcasts and other diverse media (Khattab, 2004).

In addition, Nouredine and Fathi (2007) suggested that media plays a big role in encouraging fanaticism. The language used by media and their explanations of the reasons for wins or losses of the different teams, as well as their exaggerations in describing wins and justifying the losses of favored teams can contribute to increase fanaticism for sports fans.

The Effect of Lecture in Increasing Awareness

There are different methods that can be used to increase sport awareness, but in this study, lecture was used to try increasing awareness among the study participants. Davis (2009) described the lecture as “a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content (p.148).” In addition, a lecture certainly may include questions-and-answers, if not discussion, along with various audio-visual media options.

Other studies have shown the effectiveness of using these methods in raising awareness. For example, Levin, Jeffert, and Zadik (2010) used a structured questionnaire to evaluate the effect of a short dental trauma lecture on knowledge of first-aid management of dental problems among high-risk population. The control group answered the questionnaire, while the intervention group received a 60-minute lecture with slides. The results revealed excellent results following the lecture. Raising the public awareness on the subject of dealing with dental trauma is important for maintaining the health of the teeth; this lecture was effective in improving knowledge to high-risk populations.

McKeachie and Svinicki (2006) note that “the lecture is probably the oldest method and still the method most widely used throughout the world” (p. 57). Hinotsu et al. (2013) studied the awareness of lifestyle for Elementary School Students in Japan, where medical students provided a 45-minute lecture for improving lifestyles and inspiring interest in health in students and their parent. The intervention was designed based on guidelines prepared by experts in diabetes. Additionally, subjects answered a questionnaire to reveal the presence of changes in awareness regarding lifestyle and the degree of obesity in these students. The results indicated that the lecture increased the percentages of students who knew the information about their height and weight three months after lectures. Thus, the findings of this study will become valuable basic data when designing the lecture for health awareness or establishing the goal of understanding for the upper (4th–6th) grade students in elementary schools in Japan.

Lecturing is especially useful for conveying knowledge (Anderson and Krathwohl, 2001). In addition, lectures can communicate the intrinsic interest of the subject matter, if the speaker shows enthusiasm for the topic (Cashin, 2010). Dehkordi and Heydarnejad (2008) investigated how education of parents by means of lecture and/or booklets may lead to reduction of thalassemia, a serious blood disorder in Iran. The study used three groups of parents (two treatment groups and one control group) of children with thalassemia and two educational methods (booklet and lecture). The effect of education on parents’ awareness about the disorder was assessed, and the results showed that the educational programs had a significant positive effect on increase in knowledge of parents about the disease.

Theoretical Framework

This study examined the effect of increasing awareness about use of social media on reduce sport fanaticism for Saudi soccer fans by (awareness lecture). Social learning theory was

the guide for this study and provided the theoretical framework. It is an integrated behavioral and cognitive theory of learning that provides a comprehensive model to account for a wide range of learning experiences that occur in the real world (Bandura, 1963). This theory was developed by Bandura and Walters in 1963 and then further developed by Bandura in 1977. Social learning theory draws heavily on the concept of modeling, or learning by observing a behavior.

“Symbolic” is one of the types of modeling espoused by Bandura, where modeling occurs by means of the media, including movies, television, Internet, literature, radio and, more recently, social media (Bandura, 1972).

Sears et al. (1989) indicated that social learning theory predicted that various media have a significant impact of perpetuating social traditions of hostility toward other social groups or individuals. Principles of the social learning theory have been applied extensively to the study of media violence. Many research studies have discovered significant correlations between viewing violent media and aggression later in life, as well as playing violent video games and aggressive behaviors (Anderson & Bushman, 2001; Paik & Comstock, 1994). Also, the role of observational learning has been direct as an important factor in the rise of rating systems for television, movies, and video games (Paik & Comstock, 1994). The fans’ relationship with the content of the media message have been direct, spontaneous, and quick, whether the message was communicated by newspaper, radio, television, or social media. Because fans are affected directly the effect of these media will be strong (Shafey et al., 2011).

Sport fanaticism has been learned by the same mechanism whereby psychological and social values are handed down among the people as part of the culture. Fanaticism is considered a standard in the culture and is gained through of parents, teachers, and peers, as well as the media, including social media. Members of the culture become intolerant as they acquire many

of these customs and traditions (Cohen, 1968). As noted above, social media can be a positive (i.e., increasing awareness) or a negative (i.e., increasing sport fanaticism) through what sport journalists and heads of sport clubs and stars provide and write about different issues that affect sports fans.

The Purpose of Study

The increasing competition between sports clubs has been accompanied by a competition between groups of fans when demonstrating enthusiasm regarding their favorite clubs and players. Moreover, the media has a primary role in the impact on fans, especially through social media, which includes comments and tweets, discussions, and photos and videos exchanged between different audiences through Facebook, Twitter, and YouTube. The increasing strength of media as a means for enhancing competition among fans has intensified some social problems such as sport fanaticism, violence, and rioting in stadiums and sport competitions in Saudi society. These problems require research regarding the various dimensions and causes in order to discover methods of preventing and reducing fanaticism and violence through the dissemination of proper awareness among the fans. Thus, the purpose of this study was to determine the effect of increasing awareness in use of social media to reduce sports fanaticism for Saudi soccer fans.

Research Questions

The result of previous research has shown the role of social media in increasing sport fanaticism for Saudi soccer fans. Now there is a need for further determining if social media has role in increasing awareness and reducing sport fanaticism for Saudi soccer fans. The main question which guided this study was whether a lecture educating students about the role of social media in sports fanaticism can be effective at changing the students' levels of sports

fanaticism. Also of interest is whether students' initial level of sports fanaticism, age, level of education, and marital status might moderate the effect of the lecture on changes in the students' level of sports fanaticism. Therefore the research questions guiding this study are as follows.

RQ 1: Overall will students' level of sports fanaticism change following the lecture?

RQ 2: Will the duration of the effect on sports fanaticism be different depending on students' original level of sports fanaticism?

RQ 3: Is the effectiveness of the lecture immediately after the lecture related to students' original level of sports fanaticism?

RQ 4: Will the effectiveness of the lecture two weeks after the lecture be related to students' original level of sports fanaticism?

RQ 5: Will the effectiveness of the lecture immediately after the lecture be related to students' age?

RQ 6: Will the effectiveness of the lecture two weeks after the lecture be related to students' age?

RQ 7: Will the duration of the effect on sports fanaticism be related to students' level of education?

RQ 8: Will the effectiveness of the lecture immediately after the lecture be related to students' level of education?

RQ 9: Will the effectiveness of the lecture two weeks after the lecture be related to students' level of education?

RQ 10: Will the duration of the effect on sports fanaticism be related to students' marital status?

RQ 11: Will the effectiveness of the lecture immediately after the lecture be related to students' marital status?

RQ 12: Will the effectiveness of the lecture two weeks after the lecture be related to students' marital status?

RQ 13: Will the duration of the effect on sports fanaticism be related to whether students watched a game by their favorite team in the two weeks before the pretest?

RQ 14: Will the effectiveness of the lecture immediately after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

RQ 15: Will the effectiveness of the lecture two weeks after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

CHAPTER III: METHODS

Introduction

After reviewing the literature, the study attempted to determine the role of social media in reducing fanaticism for Saudi soccer fans by increasing their awareness. In this chapter, the author discussed the participants, the instrumentation, the validity and reliability of the scale, and the procedures. The description of the intervention used in this study and data analyses included the experimental procedures, power analysis, and methodology of the statistical analysis.

Participants

The participants for this study were selected from three groups of Saudi students at Middle Tennessee State University among English as a Second Language (ELS), undergraduate and graduate. All were required to be older than 18 years of age. The prerequisite for participants in this study to be users of at least one of the following three types of social media: Facebook, YouTube, and Twitter. This sample was intended to be representative of the Saudi fan population as a whole. Participants were guaranteed full confidentiality and there was no risk from the survey format. No identifiable information was collected. Participants were identified by a code number; names were not included on the survey. Participation was voluntary. The research results will be used for purposes of scientific research only and kept confidential. The Middle Tennessee State University Institutional Review Board approved the protocol and specifics of this study (see appendix A).

Instrumentation

Participants completed a written survey containing questions about sport fanaticism derived from a survey by Nageh (2010). Before completing the survey, there were demographics

information about their marital status, educational level, age, which social networking site(s) they used, how they accessed those sites, and watching of favorite team during the last weeks before pre-test.

The original survey by Nageh (2010) measured two areas: religious fanaticism and sports fanaticism. In the current study, only the sport fanaticism questions were used. The sport fanaticism questions consisted of thirty six phrases describing the participants' beliefs and attitudes. A Likert scale was used to answers the questions with a range from 1-5: (5) strongly agree, (4) agree, (3) I do not know, (2) do not agree, (1) strongly disagree. The Arabic survey was translated to English and the translation accuracy was confirmed by two professors who have skills in both the Arabic and English languages: Assistant Professor, Dr. Ahmad Abu-Halimah (Vanderbilt University) and Professor, Dr. Saleh Sbenaty (The College of Basic and Applied Sciences (CBAS), Engineering Technology Department). The complete surveys (two languages: English and Arabic) and the associated forms are shown in Appendices (see appendixes E and F).

Validity and Reliability

The instrumentation for this research was used from previous research by Nageh (2010). To determine the validity and reliability of the scale, Nageh (2010) conducted a pilot study on a sample (n = 60) of undergraduate students between 18-23 years old.

To make sure of the validity of the scale, the same researcher investigated the internal consistency of the items by computing the correlation between each item and the total score of the scale. All items had acceptable correlations with the total score, ranging from .235 to .625. The pattern of correlations indicated that the scale items were homogeneous, i.e., all were

measuring the same construct. This result is evidence of construct validity (Cohen & Swerdlik, 2010).

Nageh (2010) found Cronbach's coefficient alpha for the scale to be 0.87, indicating that the scale exhibited a high degree of reliability (Cohen & Swerdlik, 2010).

Intervention

There are many methods that are used to increase awareness such as booklets, books and lectures (Dehkordi & Heydarnejad, 2008). This study used an awareness lecture about the use of social media about its role in reducing sport fanaticism. The lecture employed comments by the researcher and a PowerPoint presentation including pictures and videos. The lecture duration was 45 minutes, following the example of Hinotsu et al. (2013) who found that 45 minutes were effective. This lecture contained several topics including:

- Definition of sport fanaticism.
- Definition of social media.
- The role of social media in increasing sport fanaticism.
- Sport fanaticism in Saudi Arabia with some examples on fanaticism and riot which occurred in soccer games.
- Examples of fanatic journalists and players who have accounts on Facebook or Twitter.
- Examples of scenes from YouTube that may contribute to sport fanaticism.
- How social media may be used to reduce sport fanaticism.

The purpose of this lecture was to get their consideration, educate them about sport fanaticism issues that arise from different social media, and ultimately increase their awareness.

Procedures

Permission was obtained from the Institutional Review Board from Middle Tennessee State University. The researcher then collected data from Saudi soccer fans during the spring term of the 2015 academic year. One hundred and forty four Saudi students, ELS, undergraduate and graduate were recruited to participate. The survey was done during the meeting of the organization of Saudi students in Murfreesboro city, with permission from the organization.

The researcher explained to the subjects before they began this study some things about their participation and the purpose of the research and what they would be doing (see appendix B). The participants answered the 36-question survey about sport fanaticism that was described above. This first survey is the Pretest measure in the research design. After completing the Pretest survey, the participants were given the lecture described above about the role of social media such as Facebook, Twitter, and YouTube videos in influencing sports fanaticism in Saudi Arabia.

Immediately after hearing the lecture, the participants were asked to answer the sport fanaticism survey a second time and give coded descriptor. This second survey is Posttest 1 in the research design. Two weeks after the lecture the participants returned again and completed the sport fanaticism survey once more. This third survey is labeled Posttest 2 in the research design. Thus at completion of the data collection each participant had completed the survey three times: before the lecture (Pretest), immediately after the lecture (Posttest 1), and two weeks after the lecture (Posttest 2).

For purposes of analysis, the subjects were categorized into three groups based on their scores on the pre-lecture survey. These groups represent High, Medium, and Low levels of sports fanaticism.

To create the three equal-sized groups, a frequency distribution table was used to divide the sample into three equal-sized groups (see the results chapter).

Analysis Procedure

Basic descriptive statistics were applied to be demographic information of the participants, independent variables and dependent variables. All of the research questions except RQ 5 and 6 were investigated using a series of repeated-measures analyses of variance, each using one of the independent variables (Fanaticism Level, Education Level, or Marital Status) as a grouping variable. In each case the repeated measure was the three scores for sports fanaticism for each student. With post hoc tests, the repeated-measures ANOVAs can assess differences between groups, changes in sports fanaticism over time, the interaction between groups and the repeated measure, and the other necessary comparisons. In general, group differences in how scores changed over time were indicated by the presence or absence of an interaction between the grouping variable and the repeated measures of sport fanaticism.

The independent variable for RQ 5 and 6, Age, was a continuous variable and thus not usable as the independent variable in an ANOVA. To test whether changes in sport fanaticism measures were related to age, the following two steps were followed:

- (1) For each participant, the changes in sport fanaticism score from Pretest to Posttest 1, and from Pretest 1 to Posttest 2 were computed.
- (2) Each change score was correlated with Age.

Power Analysis

The power of a statistical test is the likelihood of rejecting the null hypothesis if indeed the null hypothesis is false. Typically a power of 0.80 is considered desirable (Aron & Aron, 2003). For the proposed research, the desired sample size was estimated using G*Power 3.1.2

(Faul, 2009). For this analysis it was assumed that there would be a medium effect size ($f=0.25$), an alpha error rate of .05, and a desired power of 0.80. Other parameters entered were the number of levels of the independent variable ($=3$), number of repetitions of the measurements ($=3$), and expected correlations among the repeated measures ($=0.7$). Using the settings stated the minimum total sample size for the repeated measures F-test was 18, for the between-subjects (Fanaticism Level, Education Level, or Marital Status) F-test was 129, and for the within-between interaction was 24.

CHAPTER IV:

RESULTS

The study examined the effect of increasing awareness about use of social media on sport fanaticism for Saudi soccer fans. This chapter shows the results in five sections as follows:

Sample Characteristics, Descriptive Statistics, Reliability of Sports Fanaticism Timeframes, The Process of Dividing a Sample and Research Questions.

Sample Characteristics

The total was 144 participants in this study. Of those, 137 (96%) provided usable questionnaires for all three timeframes. Ages of the participants ranged from 19 to 40, with a median age of 26, a mean age of 26.9 and a standard deviation of 5.4. The percentage of responses for participants (48.9%) reported their marital status as single, while the percentage of responses for participants (51.1%) reported that they were married. The participants were drawn from four educational levels as follows: ELS (17.5%), undergraduate (57.7%), graduate: master (20.4%), and doctoral (4.4%). The participants who used different types of social media were their percentage of responses as follows: Facebook (24.8%), Twitter (41.6%), YouTube (14.6%), and others (19.0%). Moreover, they were can access to them by Computer or laptop (8.0%), Phone (38.7%), or both (53.3%). Lastly, the percentage of responses for participants who watched their team favorite in the last two weeks (70.8%), while were (29.2%) for who did not watched their team favorite in the last two weeks (See tables 1 through 5).

Table 1

The Distribution of Responses to the Questions Regarding Marital Status

Response	Percentage of Responses
Married	48.9
Single	51.1

Note. N=137

Table 2

The Distribution of Responses to the Questions Regarding Educational Level

Response	Percentage of Responses
(ELS) Student	17.5
Bachelors	57.7
Masters	20.4
Doctoral	4.4

Note. N=137

Table 3

The Distribution of Responses to the Questions Regarding Social Media Site Used Most Often

Response	Percentage of Responses
Facebook	24.8
Twitter	41.6
YouTube	14.6
Other	19.0

Note. N=137

Table 4

The Distribution of Responses to the Questions Regarding Method of Accessing Social Media Sites

Response	Percentage of Responses
Computer	8.0
Mobile Device	38.7
Both computer and mobile device	53.3

Note. N=137

Table 5

The Distribution of Responses to the Questions Regarding Watched a Game for Favorite Team in Last Two Weeks

Response	Percentage of Responses
Yes	70.8
No	29.2

Note. N=137

Descriptive Statistics

The scores for the Pretest, Posttest 1, and Posttest 2 timeframes were computed as the mean response to the items on each measure; thus the minimum possible score on each timeframe was 1.00 and the maximum possible was 5.00. Table 6 below shows the descriptive statistics for the scores on the three timeframes.

Table 6

Mean Sports Fanaticism Scores for Pretest, Posttest 1, and Posttest 2

Sports Fanaticism Time Frames ^a	Mean	Median	Standard Deviation	Minimum	Maximum
Pretest	3.47	3.53	0.54	2.06	4.42
Posttest 1	2.79	2.69	0.60	1.61	4.83
Posttest 2	3.07	3.00	0.47	1.58	4.28

^aN = 137 for all time frames

Reliability of Sports Fanaticism Measures

The internal consistency reliability (Cronbach's alpha) was computed for each measure. The reliabilities for the Pretest, Posttest 1, and Posttest 2 were .901, .928, and .851, respectively.

The Process of Dividing a Sample

The process of dividing a sample into three equal size groups is very common. The best way to describe it in statistical terms is to mention percentiles. Here is a good description:

- 1) Made a frequency distribution of all scores on sport fanaticism.
- 2) Divided the participants into three groups based on their level of sport fanaticism.

The group sizes were made equal as possible. All participants from the lowest score through the 33rd percentile were placed in the Low group. Participants in the 34th percentile

through the 67th percentile were placed in the Medium group. Participants above the 67th percentile were placed in the High group.

* The Low group included 45 participants, with scores from 2.06-3.28.

* The Medium group included 48 participants, with scores from 3.33-3.75.

* The High group included 44 participants, with scores from 3.78-4.42.

Results Regarding Research Questions

RQ 1: Overall will students' level of sports fanaticism change following the lecture?

A repeated- timeframes analysis of variance (ANOVA) was employed to investigate changes in students' sports fanaticism over time. The overall effect of the multiple measures was significant ($F(2, 272) = 58.18, p = .000$), confirming that there were significant changes across the three time frames. Pair wise comparisons between means found that the mean score for each measure was significantly different from the means for the other two measures (in SPSS the significance value was shown as $p = .000$ in each case). The mean values for the three timeframes are shown in Table 6 above.

In summary, the analysis found that the students' level of sports fanaticism did change following the lecture.

RQ 2: Will the duration of the effect on sports fanaticism be different depending on students' original level of sports fanaticism?

Figure 1 below shows the mean scores on the Sport Fanaticism questionnaire on the three timeframes for each of the three original levels of sports fanaticism.

Mean Scores on Three Fanaticism Measures by Original Level of Fanaticism

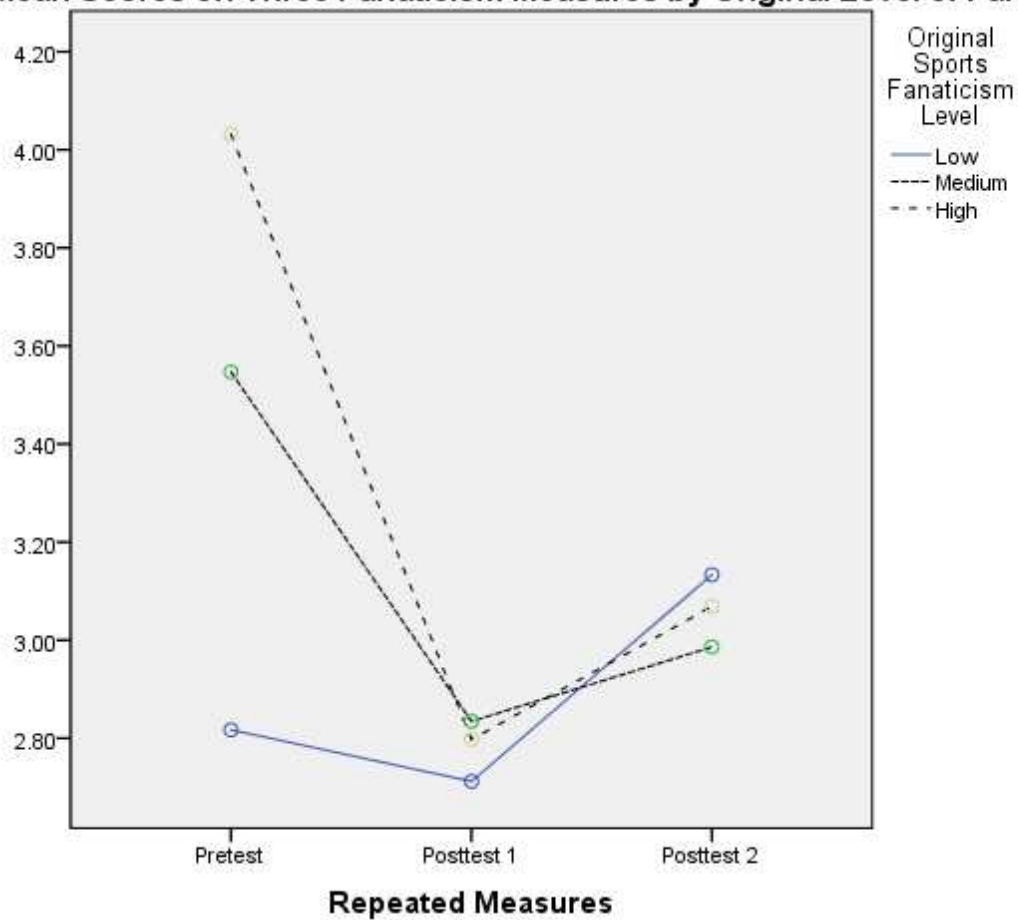


Figure 1. Mean Scores on Pretest, Posttest 1, and Posttest 2 for Three Original Levels of Sports Fanaticism.

Table 7 below gives the values of mean scores for the Pretest and Posttest 1 for the groups representing the three levels of original sports fanaticism.

Table 7

Mean Sports Fanaticism Scores for Pretest, Posttest 1, and Posttest 2 for the Groups Low, Medium, and High on Original Level of Sports Fanaticism

Sports Fanaticism Measure ^a	Original Level of Sports Fanaticism		
	Low ^a	Medium ^b	High ^c
Pretest	2.83 (0.33)	3.55 (0.12)	4.03 (0.19)
Posttest 1	2.72 (0.54)	2.83 (0.59)	2.80 (0.66)
Posttest 2	3.15 (0.49)	2.99 (0.43)	3.07 (0.48)

Note. Standard deviations shown in parentheses.

^an=45. ^bn=48. ^cn=44.

To investigate RQ 2, a repeated-measures ANOVA was conducted with Pretest, Posttest 1, and Posttest 2 as the repeated factor and Original Level of Fanaticism as a between-subjects factor. There was a significant interaction between the repeated factor and original fanaticism scores ($F(4, 268) = 29.47, p = .000$), thus confirming that the effectiveness of the lecture was related to students' original level of fanaticism.

RQ 3: Is the effectiveness of the lecture immediately after the lecture related to students' original level of sports fanaticism?

To investigate RQ 3, repeated-measures ANOVA was conducted comparing Pretest scores with Posttest 1 scores, using original level of fanaticism as a between-subjects factor. There was a significant interaction between the repeated measures and original fanaticism scores ($F(2, 134) = 38.07, p = .000$), thus confirming that the effectiveness of the lecture was related to students' original level of fanaticism.

As shown in Figure 1 and Table 7 above, all three groups decreased in sports fanaticism after the lecture. Post hoc tests showed that each group's change was significantly different from

the other two groups' amount of change. The High group had the greatest decrease in fanaticism and the Low group had the least decrease.

Figure 1 above shows that the significant interaction is caused by the different amounts of change for the three groups from the Pretest to Posttest 1.

RQ 4: Will the effectiveness of the lecture two weeks after the lecture be related to students' original level of sports fanaticism?

A repeated-measures ANOVA was conducted comparing Pretest scores with Posttest 2 scores, using Original Level of Fanaticism as a between-subjects factor, found that the interaction between Pretest to Posttest 2 changes and original fanaticism scores was significant ($F(2,134) = 74.84, p = .000$), thus indicating that the effectiveness of the lecture after two weeks was significantly related to students' original level of fanaticism.

All three groups decreased in sports fanaticism from Pretest to Posttest 2. Post hoc tests showed that each group's change was significantly different from the other two groups' amount of change. The High and Medium groups decreased in fanaticism, while the Low group increased in fanaticism in the two weeks after the lecture.

RQ 5: Will the effectiveness of the lecture immediately after the lecture be related to students' age?

For each student the change in sports fanaticism from Pretest to Posttest 1 was computed, and a Pearson correlation coefficient was calculated between students' change in fanaticism and their age. The result was not significant ($r(135) = -.020, p = .819$). Consequently, the results indicate that the effectiveness of the lecture immediately after the lecture was not related to students' age.

RQ 6: Will the effectiveness of the lecture two weeks after the lecture be related to students' age?

For each student the change in sports fanaticism from Pretest to Posttest 2 was computed, and a Pearson Correlation Coefficient was calculated between students' change in fanaticism and their age. The result was not significant ($r(135) = -.057, p = .506$), indicating that the effectiveness of the lecture two weeks after the lecture was not related to students' age.

RQ 7: Will the duration of the effect on sports fanaticism be related to students' level of education? Figure 2 below shows the mean scores for students of different educational levels on the three timeframes of sports fanaticism.

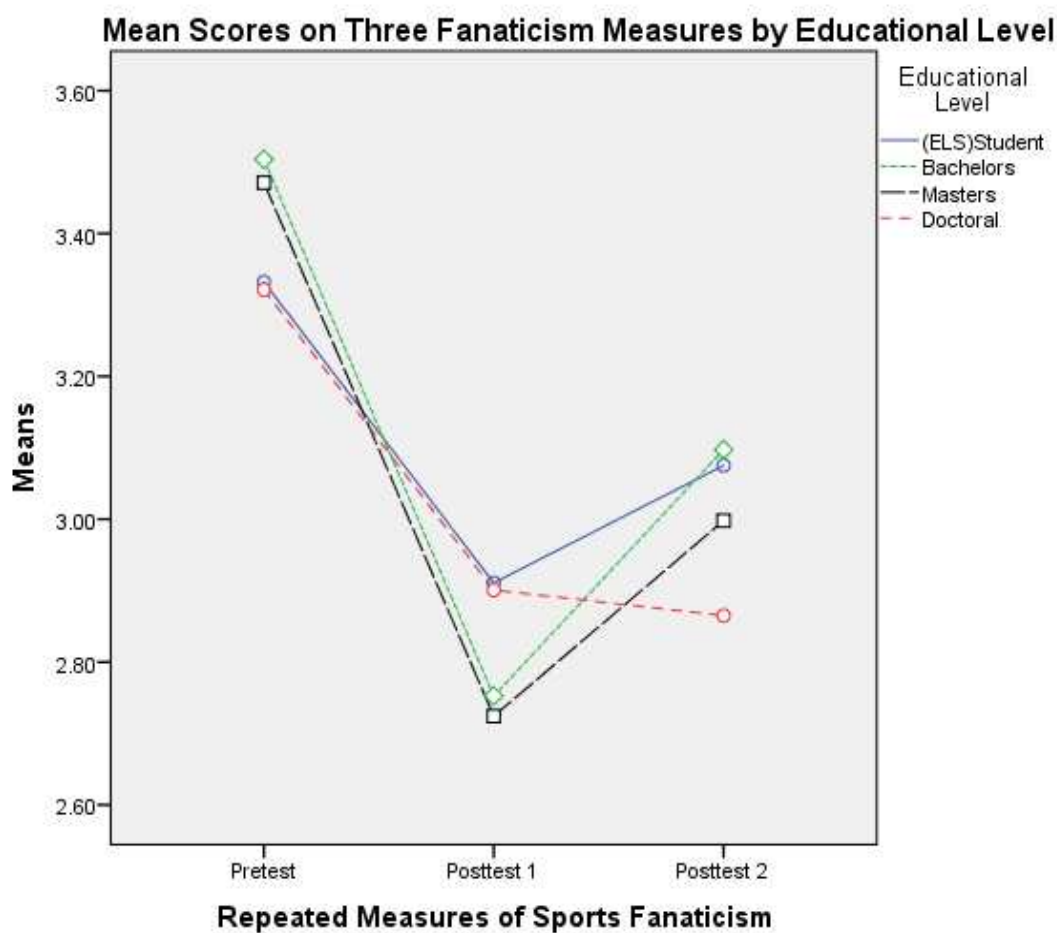


Figure 2. Mean Scores on Pretest, Posttest 1, and Posttest 2 for Students of Four Different Educational Levels.

Table 8 below contains the mean scores for the three timeframes of Sports Fanaticism for students of the four different educational levels.

Table 8
Mean Sports Fanaticism Scores for Pretest, Posttest 1, and Posttest 2 for Students of Four Levels of Education

Sports Fanaticism Time Frames	Educational Level			
	(ELS) Student ^a	Bachelors ^b	Masters ^c	Doctoral ^d
Pretest	3.33 (0.57)	3.50 (0.51)	3.47 (0.60)	3.49 (0.59)
Posttest 1	2.91 (0.68)	2.75 (0.59)	2.72 (0.52)	3.02 (0.81)
Posttest 2	3.08 (0.42)	3.10 (0.50)	3.00 (0.45)	2.93 (0.32)

Note. Standard deviations shown in parentheses.

^an=24. ^bn=79. ^cn=28. ^dn=6.

To investigate RQ 7, a repeated measures ANOVA was conducted with the Pretest, Posttest 1, and Posttest 2 as the repeated factor and Educational Level as the between-subjects factor. The interaction between the repeated measure and Educational Level was not significant ($F(6, 266) = 0.939, p = .468$), indicating that the overall duration of the effectiveness of the lecture was not related to students' level of education.

RQ 8: Will the effectiveness of the lecture immediately after the lecture be related to students' level of education?

To investigate RQ 8, a repeated measures ANOVA was conducted with the Pretest and Posttest 1 as the repeated factor and Educational Level as the between-subjects factor. The interaction between the repeated measure and Educational Level was not significant ($F(3, 133) = 1.394, p = .247$), indicating that the effectiveness of the lecture immediately after the lecture was not related to students' level of education.

RQ 9: Will the effectiveness of the lecture two weeks after the lecture be related to students' level of education?

To investigate RQ 9, a repeated measures ANOVA was conducted with the Pretest and Post Test 2 as the repeated factor and Educational Level as the between-subjects factor. The interaction between the repeated measure and Educational Level was not significant ($F(3, 133) = 0.491, p = .689$), indicating that the effectiveness of the lecture two weeks after the lecture was not related to students' level of education.

RQ 10: Will the duration of the effect on sports fanaticism be related to students' marital status?

Figure 3 below shows the mean scores for married and single students on the three timeframes of sports fanaticism.

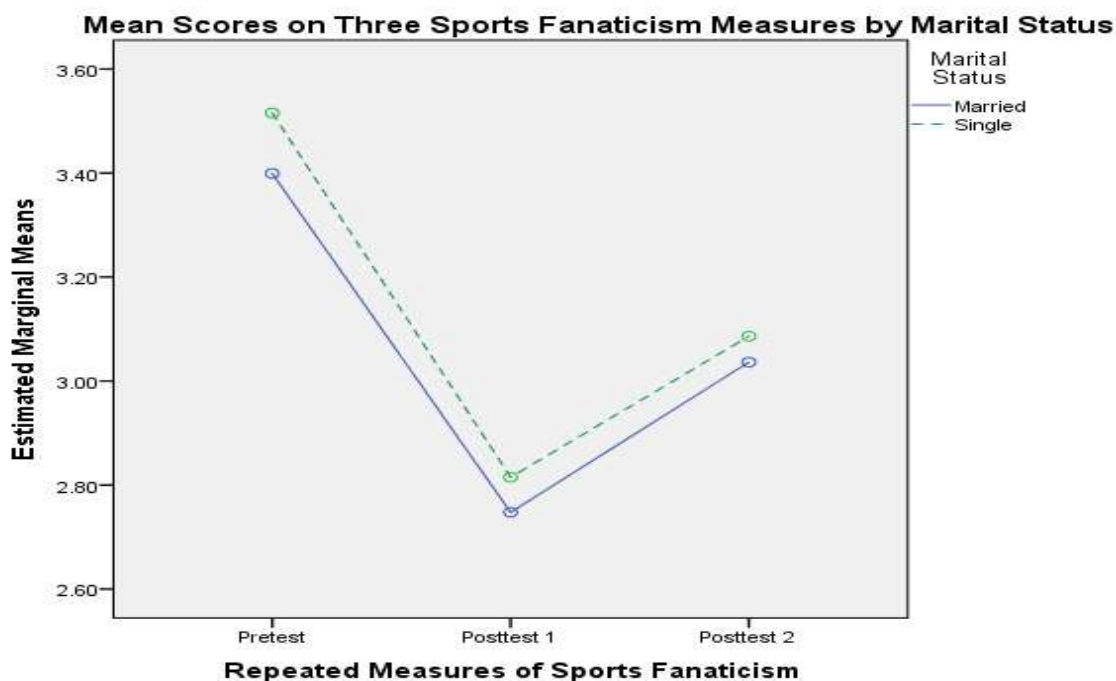


Figure 3. Mean Scores on Pretest, Posttest 1, and Posttest 2 for Students of Different Marital Statuses.

Table 9 below contains the mean scores for the three timeframes of Sports Fanaticism for married and single students.

Table 9

Mean Sports Fanaticism Scores for Pretest, Posttest 1, and Posttest 2 for Married and Single Students

Sports Fanaticism Measure	Marital Status	
	Married ^a	Single ^b
Pretest	3.42 (0.54)	3.52 (0.53)
Posttest 1	2.76 (0.55)	2.82 (0.64)
Posttest 2	3.04 (0.47)	3.09 (0.47)

Note. Standard deviations shown in parentheses.

^an=67. ^bn=70.

To investigate RQ 10, a repeated measures ANOVA was conducted with the Pretest, Posttest 1, and Posttest 2 as the repeated factor and Marital Status as the between-subjects factor. The interaction between the repeated measure and Marital Status was not significant ($F(2, 270) = 0.112, p = .894$), indicating that the overall duration of the effectiveness of the lecture was not related to students' marital status.

RQ 11: Will the effectiveness of the lecture immediately after the lecture be related to students' marital status?

To investigate RQ 11, a repeated measures ANOVA was conducted with the Pretest and Posttest 1 as the repeated factor and Marital Status as the between-subjects factor. The interaction between the repeated measure and Marital Status was not significant ($F(1, 135) = 0.098, p = .755$), indicating that the effectiveness of the lecture immediately after the lecture was not related to students' marital status.

RQ 12: Will the effectiveness of the lecture two weeks after the lecture be related to students' marital status?

To investigate RQ 12, a repeated measures ANOVA was conducted with the Pretest and Posttest 2 as the repeated factor and Marital Status as the between-subjects factor. The interaction between the repeated measure and Marital Status was not significant ($F(1, 135) = 0.219, p = .641$), indicating that the effectiveness of the lecture two weeks after the lecture was not related to students' marital status.

RQ 13: Will the duration of the effect on sports fanaticism be related to whether students watched a game by their favorite team in the two weeks before the pretest?

Figure 4 below shows the mean scores for students who did or did not watch a game featuring their favorite team in the two weeks before the Pretest.

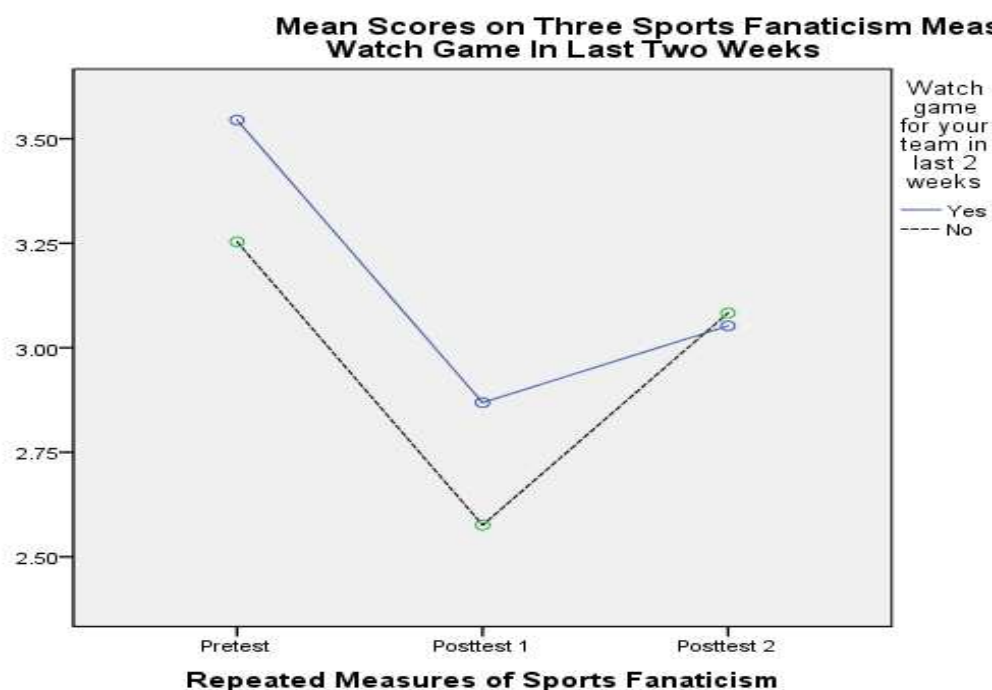


Figure 4. Mean Scores on Pretest, Posttest 1, and Posttest 2 for Students who did or did not Watch a Game Featuring their Favorite Team in the Two Weeks before the Pretest.

Table 10 below contains the mean scores for the three timeframes of Sports Fanaticism for students who did or did not watch a game featuring their favorite team in the two weeks before the Pretest.

Table 10

Mean Sports Fanaticism Scores for Pretest, Posttest 1, and Posttest 2 for Students Who Did or Did Not Watch a Game with Their Favorite Team in the Two Weeks before the Pretest

Sports Fanaticism Measure	Watch Game In Previous Two Weeks	
	Yes ^a	No ^b
Pretest	3.54 (0.51)	3.28 (0.56)
Posttest 1	2.87 (0.60)	2.59 (0.56)
Posttest 2	3.05 (0.44)	3.10 (0.53)

Note. Standard deviations shown in parentheses.

^an=97. ^bn=40.

To investigate RQ 13, a repeated measures ANOVA was conducted with the Pretest, Posttest 1, and Posttest 2 as the repeated factor and Watch Game as the between-subjects factor. The interaction between the repeated measure and Watch Game was significant ($F(2, 270) = 3.622, p = .028$), indicating that the overall duration of the effectiveness of the lecture was related to whether the student had watched a game featuring his favorite team in the two weeks prior to the Pretest. Visual inspection of Figure 4 above suggests that the significance of the interaction is a result of the different slopes of the two lines between Posttest 1 and Posttest 2.

RQ 14: Will the effectiveness of the lecture immediately after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

To investigate RQ 14, a repeated measures ANOVA was conducted with the Pretest and Post Test 1 as the repeated factor and Watch Game as the between-subjects factor. The interaction between the repeated measure and Watch Game was not significant ($F(1, 135) = 0.012, p = .912$), indicating that the effectiveness of the lecture immediately after the lecture was not related to whether the student had watched a game featuring his favorite team in the two weeks prior to the Pretest.

RQ 15: Will the effectiveness of the lecture two weeks after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

To investigate RQ 15, a repeated measures ANOVA was conducted with the Pretest and Posttest 2 as the repeated factor and Watch Game as the between-subjects factor. The interaction between the repeated measure and Watch Game was significant ($F(1, 135) = 5.366, p = .022$), indicating that the effectiveness of the lecture two weeks after the lecture was related to whether the student had watched a game featuring his favorite team in the two weeks prior to the Pretest.

Summary of Results

A summary of the answers for the research questions is presented in Table 11 below.

Table 11

Summary of Research Questions and Answers

Research Question	Answer
RQ 1: Overall will students' level of sports fanaticism change following the lecture?	Yes, students' level of sports fanaticism did change following the lecture. Their fanaticism level was reduced immediately following the lecture. Two weeks after the lecture the mean fanaticism level was less than before the lecture, but greater than immediately after the lecture.
RQ 2: Will the duration of the effect on sports fanaticism be different depending on students' original level of sports fanaticism?	Yes, changes over time in students' level of sports fanaticism were different depending on students' original level of sports fanaticism. Students with higher initial levels of sports fanaticism had a greater reduction in fanaticism immediately after the lecture.
RQ 3: Is the effectiveness of the lecture immediately after the lecture related to students' original level of sports fanaticism?	Yes, students with higher initial levels of sports fanaticism had a greater reduction in fanaticism immediately after the lecture.
RQ 4: Will the effectiveness of the lecture two weeks after the lecture be related to students' original level of sports fanaticism?	Yes, students with higher initial levels of sports fanaticism had a greater reduction in fanaticism two weeks after the lecture.
RQ 5: Will the effectiveness of the lecture immediately after the lecture be related to students' age?	No, there was no relationship between students' age and the change in their scores between the Pretest and the first Posttest.
RQ 6: Will the effectiveness of the lecture two weeks after the lecture be related to students' age?	No, there was no relationship between students' age and the change in their scores between the Pretest and the second Posttest.
RQ 7: Will the duration of the effect on sports fanaticism be related to students' level of education?	No, there was no relationship between changes over time in students' level of sports fanaticism and the students' level of education.
RQ 8: Will the effectiveness of the lecture immediately after the lecture be related to students' level of education?	No, there was no relationship between students' level of education and their changes in sports fanaticism between the Pretest and Posttest 1.
RQ 9: Will the effectiveness of the lecture two weeks after the lecture be related to students' level of education?	No, there was no relationship between students' level of education and their changes in sports fanaticism between the Pretest and Posttest 2.

Table 11 (cont.)

Research Question	Answer
RQ 10: Will the duration of the effect on sports fanaticism be related to students' marital status?	No, there was no relationship between changes over time in students' level of sports fanaticism and the students' marital status.
RQ 11: Will the effectiveness of the lecture immediately after the lecture be related to students' marital status?	No, there was no relationship between students' marital status and their changes in sports fanaticism between the Pretest and Posttest 1.
RQ 12: Will the effectiveness of the lecture two weeks after the lecture be related to students' marital status?	No, there was no relationship between students' marital status and their changes in sports fanaticism between the Pretest and Posttest 2.
RQ 13: Will the duration of the effect on sports fanaticism be related to whether students watched a game by their favorite team in the two weeks before the pretest?	Yes, there was a significant relationship between changes over time in students' level of sports fanaticism and whether students had watched a game by their favorite team in the two weeks before the pretest.
RQ 14: Will the effectiveness of the lecture immediately after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?	No, there was no relationship between students' changes in sports fanaticism between the Pretest and Posttest 1 and whether they had watched a game by their favorite team in the two weeks before the pretest.
RQ 15: Will the effectiveness of the lecture two weeks after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?	Yes, there was a relationship between students' changes in sports fanaticism between the Pretest and Posttest 2 and whether they had watched a game by their favorite team in the two weeks before the pretest.

CHAPTER V: DISCUSSION

This chapter addressed the 15 research questions regarding the effectiveness of the lecture used in this study. The discussion section also covered the findings of these questions that addressed issues concerning in this problem by Saudi soccer fans. The second section presented the strengths and limitations of the study. The third section discusses the study's implications, and the fourth section provided recommendations for future research.

Lecture Effectiveness and Sport Fanaticism

RQ 1, 2, 3 and 4 all addressed the effectiveness of the lecture used in this study and level sport fanaticism.

RQ 1: Overall will students' level of sports fanaticism change following the lecture?

The results showed that students' level of sports fanaticism did change following the lecture. Their fanaticism level was reduced immediately following the lecture. Two weeks after the lecture the mean fanaticism level was less than before the lecture, but greater than immediately after the lecture. This result was consistent with Levin, Jeffet, and Zadik (2010) who used lecture to raise public awareness and improve knowledge to high-risk populations. Hinotsu et al. (2013) found that a lecture increased the percentages of students who knew information about their height and weight three months after the lecture. Thus, the findings of this study may become valuable basic data and contribute to designing a lecture to increase awareness or improve understanding.

The fact that the level of sport fanaticism at two weeks later was increased from immediately after lecture may be due to the passage of time causing students to forget some of the positive information that they had learned from the lecture about sport fanaticism and how to

use social media to reduce it, at the same time also two weeks later seeks was still significantly and lower than the before lecture.

RQ 2: Will the duration of the effect on sports fanaticism be different depending on students' original level of sports fanaticism?

The results showed that changes over time in students' level of sports fanaticism were different depending on students' original level of sports fanaticism. Students with higher initial levels of sports fanaticism had a greater reduction in fanaticism immediately after the lecture.

This result may be partially caused by a “floor” effect resulting from the Low sport fanaticism group being at a very low level of sport fanaticism even before the lecture. The before lecture mean score of 2.8 indicates that their typical response to the questionnaire was below the middle “neutral” point of the 1 to 5 range of answers to the phrases. These students may have already been familiar with the information and shared the attitudes expressed in the lecture. By contrast, the mean the before lecture scores of the Low and Medium sport fanaticism students (3.5 and 4.0, respectively) suggests they had a greater potential for learning new information and undergoing a greater change in attitudes.

At two weeks later the mean scores of all three groups increased somewhat from the levels on immediately following the lecture, but all three groups had mean scores in the range of 3.0 to 3.1, which was much lower than the before lecture scores of the groups who were medium and high on the before lecture. Future research may reveal whether all three groups maintain this lower level of sport fanaticism.

RQ 3: Is the effectiveness of the lecture immediately after the lecture related to students' original level of sports fanaticism?

The three groups differed on their change in fanaticism from before lecture to two weeks after the lecture. All three groups decreased in sports fanaticism and that each group's change was significantly different from the other two groups' amount of change. The High group had the greatest decrease in fanaticism and the Low group had the least decrease.

This result was consistent with many studies indicated to that the lecture was effectiveness in raising awareness of individuals immediately after the lecture such as Levin, Jeffet, and Zadik (2010), Hinotsu et al. (2013) and by Dehkordi and Heydarnejad (2008), which demonstrated that a high level of sport fanaticism could be reduced to the middle level and the middle level could be reduced to the low level. In addition, it shows that the contents of the lecture were very effective.

To summarize, the results regarding Research Question 3 found that the reduction in students' sport fanaticism immediately after the lecture was inversely related to their initial level of sport fanaticism. Thus the effectiveness of the lecture immediately after the lecture was related to the students' original level of sport fanaticism.

RQ 4: Will the effectiveness of the lecture two weeks after the lecture be related to students' original level of sports fanaticism?

The results showed that the low, medium, and high groups differed significantly in their change from before lecture to two weeks later. The low group increased in sport fanaticism from the before lecture to immediately after the lecture, and had a significantly higher level of fanaticism on immediately after the lecture than either the Medium or High groups. The medium and high groups decreased in sport fanaticism from before lecture to two weeks later. Post hoc tests showed that each group's change was significantly different from the other two groups' changes. Therefore, even though there were increases in sport fanaticism from immediately after

the lecture to two weeks later, the students at two weeks later were significantly lower in sport fanaticism compared to before the lecture.

In summary, two weeks after the lecture the students' level of sport fanaticism was significantly related to their initial level of sport fanaticism, thus indicating that the effectiveness of the lecture after two weeks had a relationship to the participants' original degree of fanaticism.

Lecture Effectiveness and Age

RQ 5, and 6 addressed lecture effectiveness and age have been discussed in this section.

RQ 5: Will the effectiveness of the lecture immediately after the lecture be related to students' age?

This study found that the correlation between students' age and their change in fanaticism from before lecture to immediately after the lecture was not significant. This result was different from many studies which confirmed that the age variable is critical factor in sport fanaticism, including Abd-Moneim (1999), Al-Dous (2011), Al-Shehri (2009), and Hassanein, Obadah, and Sayar (1993).

These studies also found that there was a relationship between the level of fanaticism and age where a higher sport fanaticism level was associated with individuals who are younger.

One factor that may have influenced the results is the fairly limited range of ages among the participants. Although ages ranged from 19 to 40, among the 137 subjects, 71 (51%) were between the ages of 23 and 30. Restricting the range of values included in a correlation can cause a restriction in the resulting correlation value (Aron & Aron, 2003).

This result of the current study may mean that the circumstances of the current study, which focused on the influence of social media and employed a lecture presented to college

students, differ enough from the previous studies that the key factors in the previous studies do not apply in the current study.

RQ 6: Will the effectiveness of the lecture two weeks after the lecture be related to students' age?

The correlation between students' age and their change in sport fanaticism from before lecture to two weeks later was not significant. As was discussed with regard to RQ 5 above, the procedures and setting of the current study may differ enough from those of previous studies to cause a difference in outcome.

In summary, there was no evidence that the effectiveness of the lecture immediately after the lecture was related to students' age. However, the limited range of ages may contribute to this result. This outcome suggests that the lecture may be equally effective for participants of various ages within the age profile included in this study.

Lecture Effectiveness and Level of Education

RQ 7, 8, and 9 addressed lecture effectiveness and level of education have been discussed in this section.

RQ 7: Will the duration of the effect on sports fanaticism be related to students' level of education?

The findings showed that the interaction between educational level and repeated measures of sport fanaticism was not significant. This result is not consistent with the results of previous research including Abd Moneim (1999), Al-Dous (2011), Al-Shehri (2009), Hassanein et al (1993) and Abd-Baki (1992) studies, which found that the level of education has had a significant impact on the level of sport fanaticism. However, the current study focused on the

effectiveness of the lecture to reduce sport fanaticism, not on individuals' normal level of sport fanaticism.

In other words, the results demonstrate that the lecture was able to contribute to raise awareness for subscribers in different educational levels. This also shows that no matter what the individual has reached the level of education it is still influenced by the lectures and awareness programs, but this vulnerability varies from person to person. The different levels of education (ELS, Bachelor, Master and Ph.D degree) have been affected positively by the lecture and have increased the level of awareness they have towards the use of social media.

RQ 8: Will the effectiveness of the lecture immediately after the lecture be related to students' level of education?

The four educational levels did not differ on changes in sport fanaticism from before lecture to immediately after lecture. As was discussed with regard to RQ 7, this result can be taken to indicate that the effectiveness of the lecture was not limited to subjects of a certain educational level.

The results show that the lecture was equally effective for participants with all levels of education at reducing sport fanaticism measured immediately after the lecture.

RQ 9: Will the effectiveness of the lecture two weeks after the lecture be related to students' level of education?

The four educational levels did not differ on changes in sport fanaticism from before lecture to Posttest 2. As was discussed with regard to RQ 7, this result also can be taken to indicate that the effectiveness of the lecture was not limited to subjects of a certain educational level. Individuals' at all educational levels exhibited lower levels of sport fanaticism two weeks after the lecture compared to their initial level of sport fanaticism.

In summary, the results show that the lecture was equally effective at reducing sport fanaticism for participants with all levels of education. The results show that the lecture was equally effective at lowering the level of sport fanaticism over a two week period for subjects at all levels of education.

Lecture Effectiveness and Marital Status

RQ 10, 11, and 12 addressed the relationship between lecture effectiveness and marital status.

RQ 10: Will the duration of the effect on sports fanaticism be related to students' marital status?

The interaction between marital status and repeated measures of sport fanaticism was not significant, indicating that the duration of the effect on sports fanaticism was not related to students' marital status. Marital status was not important to a participant's retention of the information that was been gained from the lecture and the increased awareness that could contribute to change in sport fanaticism.

Previous studies such as Abd-Moneim (1999), Al-Dous (2011), Al-Shehri (2009), and Hassanein et al. (1993) have found that the level of sport fanaticism of married individuals tends to be less than that of unmarried individuals unmarried, presumably because members of married couples to have more responsibilities and give less attention to sporting events.

However, the current study compares married and unmarried subjects regarding their response to the lecture, not regarding their level of sport fanaticism. The results show that subjects' response to the lecture was not related to their marital status.

The results show that the lecture was equally effective at reducing sport fanaticism for married and unmarried subjects. This outcome indicates that the lectures intended to change attitudes about sports do not need to be modified for audiences of different marital statuses.

RQ 11: Will the effectiveness of the lecture immediately after the lecture be related to students' marital status?

The results found that married and single students did not differ on changes in sport fanaticism from before lecture to immediately after lecture. Therefore the immediate effect of the lecture was similar for married and unmarried participants. There is no evidence that the factors that cause differences in levels of sport fanaticism for married and unmarried individuals will also cause difference in reactions to an informative lecture.

The results show that the lecture was equally effective at reducing sport fanaticism for married and unmarried subjects immediately after the conclusion of the lecture.

RQ 12: Will the effectiveness of the lecture two weeks after the lecture be related to students' marital status?

The result found that married and single students did not differ on changes in sport fanaticism from before lecture to immediately after lecture. As was discussed with regard to RQ 10 and 11, the lecture appears to be equally effective for married and unmarried students after two weeks have elapsed.

In summary, all time frames indicate that the lecture employed in the current study was able to cause a reduction in sport fanaticism for both married and unmarried subjects that persisted for at least two weeks after the conclusion of the lecture.

Lecture Effectiveness and Watching of Favorite Team in the Last Two Weeks before Lecture

RQ 13, 14, and 15 all addressed the effectiveness of the lecture for students who had or had not watched their favorite team in the two weeks prior to the lecture.

RQ 13: Will the duration of the effect on sports fanaticism be related to whether students watched a game by their favorite team in the two weeks before the pretest?

The interaction between whether students watched a game by their favorite team in the two weeks before the pretest and repeated measures of fanaticism was significant. On the before lecture and on immediately the “Yes” group had higher sport fanaticism scores than the “No” group, but on Posttest 2 the scores of the “No” group were very similar to the scores of the “Yes” group (see Figure 4).

A follow-up analysis revealed a statistically significant relationship between students’ original level of sports fanaticism and whether they had watched a game of their favorite team within the previous two weeks (Spearman’s $\rho = -0.230, p = .007$). Students who had watched their team in the last two weeks tended to have a higher sport fanaticism level than students who had not watched their team. Among students who had watched their favorite team in the previous two weeks, only 24% were in the Low group regarding original sport fanaticism level; by contrast, 55% of students who had not watched their favorite team were in the Low group. Consequently it is not surprising that the patterns observed with original sport fanaticism and watching their favorite team were similar in many ways.

The duration of the effect of the lecture on sports fanaticism was related to whether or not students had watched a game by their favorite team in the two weeks before the pretest. Although the initial effect of the lecture was similar for both groups, after two weeks the “No”

group showed a much stronger rebound in their level of sport fanaticism compared to the “Yes” group.

RQ 14: Will the effectiveness of the lecture immediately after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

The result showed that there was no significant relationship between students’ changes in sports fanaticism between the before lecture and immediately and whether they had watched a game by their favorite team in the two weeks before lecture. These results suggest that the lecture was equally effective with students from both groups. A naive assumption might be that students more invested in following their team would be more resistant to new information or new attitudes towards sport fanaticism, but that outcome did not occur.

Convinced level change his behavior fanatic also may have been busy because of the study during the two weeks prior to the study, especially if we know the month of April is usually full of requirements that students must complete it.

The effectiveness of the lecture immediately after the lecture was not found to be related to whether students watched a game by their favorite team in the two weeks before lecture. Rather, the lecture reduced the level of sport fanaticism equally for both groups.

RQ 15: Will the effectiveness of the lecture two weeks after the lecture be related to whether students watched a game by their favorite team in the two weeks before the pretest?

The analysis found a significant relationship between students’ changes in sports fanaticism between the before lecture and two weeks later and whether they had watched a game by their favorite team in the two weeks before the pretest. On the before lecture, students who

watched a game by their favorite team in the two weeks before the pretest had a significantly higher score on sport fanaticism, compared to students who did not watch a game. Two weeks after the lecture, the two groups had nearly identical mean sport fanaticism scores. The lecture had been effective had creating a lasting reduction in sport fanaticism scores in both groups.

Explanation of this point may be back to that individuals viewers for their team during the two weeks prior to the study the most widely used social media and therefore are more follow-up of news, events and competitions and sports teams, as well as after hearing the awareness of the lecture, which was about the use of social media the right way to reduce the level of sport fanaticism have. Moreover, they were more positive awareness-preserved of the lecture from individuals of others tuned to their favorite teams during the previous two weeks to conduct this study who probably do not use this means a lot and it may be users, but for purposes other than sports-related.

In summary, the duration of the effect of the lecture on sports fanaticism was related to whether or not students had watched a game by their favorite team in the two weeks before the pretest. Although the initial effect of the lecture was similar for both groups, after two weeks the “No” group showed a much stronger rebound in their level of sport fanaticism compared to the “Yes” group. The effectiveness of the lecture immediately after the lecture was not found to be related to whether students watched a game by their favorite team in the two weeks before the pretest. Rather, the lecture reduced the level of sport fanaticism equally for both groups. The investigations of RQ 13 and 15 support the conclusion that, overall, the lecture method was more effective with participants who had watched a game of their favorite sports team in the last two weeks than with participants who had not done so. Immediately after the lecture the “Yes” group and the “No” group showed almost identical drops in their mean sport fanaticism scores,

resulting in the “Yes” group having a higher mean score than the “No” group. However, on the third measure the scores of the “No” group rebounded upward more than the scores of the “Yes” group, leaving the two groups at nearly identical levels of sport fanaticism after two weeks. Thus the overall affect of the lecture on the “Yes” group appeared to be stronger and more lasting than the effect on the “No” group.

Summary

The objective of this study was to determine the effect of increasing awareness about use of social media on sport fanaticism for Saudi soccer fans. The lecture was equally effective for students regardless of their age, marital status and educational level. After lecture, students who were initially high in sport fanaticism had a greater immediate decrease in sport fanaticism scores compared to students who were initially low in sport fanaticism. Two weeks after the lecture, sport fanaticism scores for students initially high in sport fanaticism were less than their initial scores, and similar to the scores of students who were initially lower in sport fanaticism. A similar pattern occurred comparing students who had or had not recently watched a game featuring their favorite team. A follow-up analysis revealed a significant relationship between initial sport fanaticism and having watched a recent game.

Strengths and Limitations

There were several strengths of this research study that should be repeated in future studies. The first strength, study adds to a growing body of knowledge about sport fanaticism and social media and the reduction of sport fanaticism with Saudi soccer fans, such as research by Mokol (2014) and Al-Sulmai (2014). Hopefully the current study can serve as a good reference and model to aid in future research on sport fanaticism and social media in Saudi.

The second strength, this was the first study with Saudi soccer fans that used pretests, an intervention (a lecture) and posttests to measure the impact of increasing the awareness about the relationship between social media and sport fanaticism. Therefore, this research provides unique information and suggests a type of intervention that might lead to positive social change for this demographic.

The third strength, this study was the first study with soccer fans outside of Saudi Arabia. Outside their native country Saudi soccer fans may use more social media than fans inside of Saudi Arabia to access sport news, games, players and teams. In some ways these fans represent a demographic that had not been studied previously.

Lastly, this research will add new information about sport fanaticism and variables such as age, education level, and marital status. Currently there is only limited research in Saudi Arabia that has investigated the relationship between sport fanaticism and variables such as those.

There were several features of this research study that should be noted by future investigators. First, the logistics of the study were challenging. It required voluntary participants to complete three questionnaires. In particular, it required the participants to return two weeks after the first session to complete the final questionnaire. Therefore there was risk of attrition over the course of the data collection. As noted above, six participants did not complete all phases of the study. Also, the initial session was somewhat lengthy because it required participants to complete two questionnaires as well as to attend a lecture. Finally, the logistics of planning the lecture session were challenging, such as finding the time, place and the right time for the application of the study, and creating a working group to assist in the distribution of questionnaires and direct the participants.

Another notable issue is that the results may be influenced by the time of year in which the data were collected. The data were collected in April, a time when all soccer championships in Saudi Arabia are nearing completion. Conducting the study during this time period may not accurately reflect the attendance and love of fans for soccer in Saudi Arabia. The results may have been different had data been collected during the period from October to March when the soccer season is at its peak.

Implications of the Study

The violence and sports fanaticism related to sports, and in particular soccer, in Saudi Arabia can be considered a problem of public health. Recently there have been an increasing number of calls for reducing the amount of fanaticism surrounding sports, and creating laws and sporting regulations to address this problem. There is a need for more public awareness and information about factors that contribute to negative behaviors related to sports. The current study may be a good start to the development of public policies, and providing information that can help motivate a societal shift toward better health behaviors.

The results from this study may fill gaps in the knowledge of Saudi soccer fans that contribute to riots and sport fanaticism in soccer games and stadiums in Saudi Arabia. Moreover, increasing awareness about the influence of social media has the potential of reducing the level of sport fanaticism. As Saudi soccer fans become more aware and more knowledgeable, their improved behavior will serve as a model for other fans, and according to social learning theory can lead to improved behavior by others. The result could lead to social media becoming a force for alleviating sport fanaticism instead of a force that makes it worse.

These findings can encourage future researchers to find new solutions for reducing sport fanaticism. Also, the results can inform educational institutions and media in Saudi Arabia as they attempt to reduce the national level of sport fanaticism.

This study addressed sport fanaticism, which is now an important problem in Saudi Arabia. A sport makes up an important part of contemporary social life in Saudi Arabia, and is widely featured in print, communication media, and online social media. Fanaticism, especially surrounding football, is a highly visible phenomenon in Saudi society. This study helps create a new method for raising awareness among athletes, the media, and the public of the need to reject fanaticism. Hopefully it will help sports remain a positive factor in society, where behavior is determined by sports ethics, respect for fans of other teams, and a positive sporting spirit.

Recommendations for Future Research

Future researchers could explore other aspects of the role of social media in increasing or decreasing the level of sport fanaticism among Saudi fans. For example, they could investigate how social media influence the development of sport fanaticism in elementary, middle, and secondary schools, and how interventions similar to the one used in this study might reduce negative influences. Researchers could replicate this study when public interest in soccer is at its peak. Finally, researchers could expand their focus to include other popular competitions and sports that have fans and followers in Saudi Arabia.

Conclusion

The objective of this study was to determine the effect of increasing awareness about the use of social media on sports fanaticism of Saudi soccer fans. This study found that the students' mean level of fanaticism was indeed reduced after hearing an informative lecture about the effect of social media on sport fanaticism. Students' level of sport fanaticism was reduced immediately

after hearing the lecture, and two weeks after the lecture it still had not returned to its pre-lecture level. When students were categorized into three groups according to their initial level of sport fanaticism, it was found that the group differences in sport fanaticism after the lecture were much smaller than at the beginning of the study. The strength of the effect of the lecture, and the duration of the effect, were not related to participants' age, marital status, or educational level. These results indicate that the lecture approach was effective across a wide spectrum of demographic groups.

The effectiveness of the lecture at reducing the level of sport fanaticism is unsurprising. The lecture used examples from social media describing the negative results of fanaticism. Also, the lecture touched on the reality experienced by sports fans in Saudi Arabia by presenting real examples that occurred in Saudi society. It also described how to curb intolerance that can lead to violence, and can harm and damage to community.

This study employed social learning theory by (awareness lecture) to explain how sport fanaticism, like other types of attitudes and behaviors, is learned from others. Students observe the behaviors and opinions of individuals who exhibit sport fanaticism, and those individuals serve as role models to influence the students' own behavior and opinions. Students view these role models through social media as well as through older types of public media. The spread of these extreme attitudes and behaviors eventually causes sport fanaticism to become part of the Saudi culture. This study showed that making students aware of the power of social media in their lives can help them reduce their level of sport fanaticism. Hopefully more-informed students will become positive role models to reduce the level of sport fanaticism in their peers.

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APPENDICES

APPENDIX A
IRB Approval Form



4/15/2015

Investigator(s): Abdullah Alshehri and Don Belcher

Department: Health and Human Performance

Investigator(s) Email: aga2u@mtmail.mtsu.edu and don.belcher@mtsu.edu

Protocol Title: "The effect of increasing awareness about use of social media on reducing of sports fanatic for Saudi soccer fans"

Protocol Number: 15-259

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above. The MTSU IRB or its representative has determined that the study poses minimal risk to participants and qualifies for an expedited review under 45 CFR 46.110 and 21 CFR

56.110, and you have satisfactorily addressed all of the points brought up during the review.

Approval is granted for one (1) year from the date of this letter for 150 (ONE HUNDRED AND FIFTY) participants.

Please note that any unanticipated harms to participants or adverse events must be reported to the

Office of Compliance at (615) 494-8918. Any change to the protocol must be submitted to the IRB before implementing this change.

You will need to submit an end-of-project form to the Office of Compliance upon completion of your research located on the IRB website. Complete research means that you have finished collecting and analyzing data. **Should you not finish your research within the one (1) year period, you must submit a Progress Report and request a continuation prior to the expiration date.** Please allow time for review and requested revisions. Failure to submit a Progress Report and request for continuation will automatically result in cancellation of your research study. Therefore, you will not be able to use any data and/or collect any data. Your study expires **4/16/2016**.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to complete the required training. **If you add researchers to an approved project, please forward an updated list of researchers to the Office of Compliance before they begin to work on the project.**

All research materials must be retained by the PI or faculty advisor (if the PI is a student) for at least three (3) years after study completion and then destroyed in a manner that maintains confidentiality and anonymity.

Sincerely,

Moses M. Prabu, PhD

Institutional Review Board

Middle Tennessee State University

APPENDIX B

Introduction to Subjects before Surveys and Intervention

Introduction to Subjects before Surveys and Intervention

To be read out loud prior to the study for all participants.

Dear Participant:

Hello. My name is Abdullah Alshehri. I am a graduate student under the direction of Dr. Don Belcher in the Department of Health and Human Performance at Middle Tennessee State University.

I am conducting a dissertation study to determine the effect of increasing awareness about use of social media on reducing of sports fanaticism for Saudi soccer fans.

I am recruiting participants to fill out the sport fanaticism survey which will be presented to the participants as a single document written in Arabic. Students will respond to the sport fanaticism to determine the sport fanaticism level. Then, they will respond to the sport fanaticism survey. After that, the participants will be given a lecture about the role of social media such as Facebook, Twitter, and YouTube videos in influencing sports fanaticism in Saudi Arabia. The purpose of this lecture is to get their consideration, educate them about sport fanaticism issues that arise from different social media, and ultimately increasing their awareness. Immediately after hearing the lecture the participants will be asked to answer the sport fanaticism survey a second time. As final measure, two weeks after the lecture the participants will be asked to complete the sport fanaticism survey once more. The questionnaire will be administered during the month of April. It will be conducted away from the period of exams since that could negatively influence the participants' emotional state and skew our findings. The survey will be done during the meeting of the Organization of Saudi students in Murfreesboro City, where will be coordinating with the organization management on a specific day and time specified to conduct of questionnaire. After approval on the necessary arrangements for data collection, the researcher will introduce himself to the participants and inform them about the purpose of the study and about guarantees of anonymity and confidentiality. The information will be collected by the researcher. The survey will require approximately 10 of your time.

Your participation is voluntary. If you choose to not participate or withdraw from participation at any time, you will not be penalized (i.e., it will not affect your grade. The results of this study may be published but your name will not be identified because data is collected anonymously.

Please contact either myself and/or Dr. Don Belcher if you have any questions at: (917) 293-4778 or aga2u@mtmail.mtsu.edu.

Sincerely,
Abdullah Alshehri.

APPENDIX C

Survey of Sport Fanaticism (English)

The Demographic Information

Please choose the correct responses for you:

1. Are you:

1- Married _____ 2- Single _____ 3- Divorced _____ 4- No response _____

2. What is your highest educational level, "Degree":

1- (ELS) Student _____ 2- Bachelors _____ 3- Masters _____ 4- Doctoral _____ 5- No response _____

3. What is your age? _____ No response _____

4. Which social media site do you use to read information about your team and/or discuss your team with others: (you can choose more than answer)

1- Facebook _____ 2- Twitter _____ 3- YouTube _____ 4- Other _____ what is it? _____ 5- No response _____

5. How do you access your social networking site:

1- Computer _____ 2- Mobile Device (cell phone, tablet, e-reader) _____ 3- Both _____

4- No response _____

6- Did you watch your favorite team during the last two weeks?

1- Yes _____ 2- No _____ 3- No response _____

phrase No.	phrase	Strongly Agree	Agree	I do not know	Disagree	Strongly Disagree
1	Many of the fans of my favorite team are very successful, high-ranking people.					
2	I feel sad when rival teams are victorious.					
3	Even when I should be working, I want to watch my team's games.					
4	If the contests were really fair my team would win every championship.					
5	I have a strong dislike for the stars of rival teams.					
6	I strongly criticize the referees if I see that they are biased against my team.					
7	I believe my team is the best team ever, even during times when they are not playing well.					
8	When players who were stars of rival teams decide to join my team, I begin to like them much more.					
9	I would not hesitate to defend fans of my team if they clashed with fans of another team.					
10	Most of the stars on my team have high morals.					
11	I become angry when someone attacks my team.					
12	I remain a fan of my team even if they are not playing well currently.					
13	The referees usually favor the other team so that the fans of the other team will like them.					
14	If my team is not playing well currently I feel bad.					
15	During exciting plays I often move my body involuntarily with my team's players.					
16	My team has good players but the other team has players who are incompetent.					
17	I like other people better if they are also fans of my team.					
18	In a game between a rival of my team and some other team, I always cheer against my team's rival.					
19	My team plays with good sportsmanship, but other teams do not.					
20	When my team wins I feel proud, as if I had been victorious myself.					
21	I refuse to sit in the stands on the side for the opposing team.					
22	When my team is defeated it is usually because of bad luck and biased referees.					
23	I always want my team to be the one that wins.					
24	When fans of another team begin to insult the fans of my team, friendly competition might become a serious quarrel.					
25	Other teams sometimes cheat to defeat my team's.					
26	I am always nervous before the start of my team's games.					
27	My team may be defeated because the referees do not call penalties against the other team.					
28	Usually the fans of other teams are people who have unimportant jobs.					

phrase No.	phrase	Strongly Agree	Agree	I do not know	Disagree	Strongly Disagree
29	I cannot hide my feelings when watching any of my team's games.					
30	I do not go to watch any games of rival teams, even if they are in an international tournament.					
31	Most of the important, successful, and intelligent people are supporters of my team, even if they do not say so.					
32	Players on rival teams envy my team's players, but must hide their feelings.					
33	When a star on my team breaks a rule, I want to defend him/her and cannot believe he/she did something wrong.					
34	Many players from other teams wish to play for my team because my team is very popular.					
35	Referees deserve it when fans of my team criticize them, because the fans know the referees are biased.					
36	I love to follow the news about my team every day.					

APPENDIX D

Survey of Sport Fanaticism (Arabic)

استبيان التعصب الرياضي

المعلومات الأولية

لو سمحت اختر الاجابة الصحيحة التي تمثل وجهة نظرك بكل صدق وأمانة:

1- هل انت: 1. متزوج _____ 2. أعزب _____ 3. مطلق _____ 4. لا إجابة _____

2 - ماهو مستواك التعليمي:

1 □ الب لغة _____ 2. بكالوريوس _____ 3. ماجستير _____ 4. دكتوراه _____ 5. لا إجابة _____

3 - ما عمرك؟ _____ (لا إجابة)

4- مانوع وسيلة التواصل الاجتماعي التي أنت تستخدم في معظم الأحيان للحصول على أخبار فريقك أو تتناقش مع الاخرين حول الفرق المختلفة:

1. فيسبوك _____ 2. تويتر _____ 3. يوتيوب _____ 4. أخرى _____ 5. لا إجابة _____

5- كيف يمكنك الوصول إلى وسيلة التواصل الاجتماعي الخاصة بك:

1. كمبيوتر أو لابتوب _____ 2. جهاز الجوال (الهاتف الخليوي، قرص، القارئ الإلكتروني) _____

3. كلاهما _____ 4. لا إجابة _____

6- هل شاهدت فريقك المفضل خلال الاسبوعين الماضيين:

1. نعم _____ 2. لا _____ 3. لا إجابة _____

رقم العبارة	العبارة	موافق بشدة (5)	موافق (4)	لا أدري (3)	غير موافق (2)	غير موافق بشدة (1)
1	غالباً مشجعين فريقي المفضل هم من ذوي المناصب العليا					
2	أشعر الحزن والضيق كلما أحرزت الفرق المنافسة انتصارات					
3	مهما كانت مشاغلي فإني أحرص على مشاهدة أي مباراة يكون فريقي طرفاً فيها					
4	لو أمكن توفير شروط المنافسة الشريفة لما خرجت البطولة مطلقاً من بين يدي فريقي					
5	أحس النفور والبغض من نجوم الفرق المنافسة					
6	قد أشارك في نقد الحكم عطف إذا رأيت أنه تحيز ضد فريقي					
7	مهما كان مستوى فريقي منخفضاً ، فهو أفضل الفرق على الإطلاق					
8	يزداد إعجابي بنجوم الفرق المنافسة الذين يتركونها وينضمون لفريقي					
9	لا أتردد في الدفاع عن أحد مشجعي فريقي إذا اشتبك مع خصومنا					
10	معظم نجوم فريقي من ذوي الأخلاق الرفيعة					
11	أغضب عندما يهاجم أحد فريقي لأن دوافعهم ليست شريفة					
12	أستمر في تشجيع فريقي حتى ولو ظهر مستوى منخفض					
13	كثير من الحكام يتحيزون ضد فريقي لكي يحققوا الشهرة					
14	أحياناً يكون مستوى فريقي سيئاً ويهزم ومع ذلك فإني أشعر بالحزن والأسف					
15	غالباً ما أحرك جسمي لا إرادياً مع تحرك لاعبي فريقي في اللعب خاصة في الهجمات الخطيرة					
16	يعتمد فريقي على أداء النادي أما الآخرين فيعتمدون على الأجانب المحترفين					
17	مما يزيد من انسجامي وسعادتي مع زملائي أن يكونوا مشجعين لفريقي					
18	في مباراة الفريق المنافس وفريق آخر أجدني مدفوعاً لتشجيع الفريق الآخر					
19	الفرق الأخرى لا تجيد اللعب إلا أمام فريقي لتحقيق شهرتها					
20	يسيطر على شعوري الزهو والفخر كلما حقق فريقي انتصاراً وكانني أنا محققه					
21	أرفض الجلوس في مدرجات الفريق المنافس لفريقي					
22	الهزائم التي مني بها فريقي يرجع معظمها لسوء الحظ وتحيز الحكام					
23	إذا حقق فريق انتصاراً في مجال ما فإني أتمنى أن يكون فريقي هو صاحبه					
24	قد تتحول المنافسة مع أنصار الفرق المنافسة إلى خصام إذا هاجموا فريقي					
25	الفرق المنافسة تلجأ إلى بعض الطرق الغير مشروعة للحصول على مكاسب على حساب فريقي					
26	أشعر بالتوتر الشديد قبل بداية أي مباراة يكون فريقي طرفاً فيها					
27	يجب منع الحكام المتحيزين من التحكيم لأنهم السبب وراء هزائم فريقي					
28	يتميز أنصار الفرق الأخرى بأنهم من ذوي الوظائف المتواضعة بالمجتمع					
29	لا أستطيع إخفاء مشاعري عند مشاهدة فريقي في مباراة يوديتها					
30	لا أذهب لمشاهدة مباراة للفريق المنافس حتى ولو كانت في بطولة دولية					
31	معظم كبار المسؤولين و المثقفين هم من أنصار فريقي وإن أخفوا ذلك					
32	لاعبي الفرق المنافسة يحقدون على لاعبي فريقي ، وإن تظاهروا بعكس ذلك					
33	عندما يخطئ نجم من فريقي ، أجدني مدفوعاً إلى الدفاع عنه مع اعتقادي أنه مخطئ					
34	كثير من لاعبي الفرق الأخرى يتمنون اللعب لفريقي لتحقيق شهرتهم					
35	عندما يهاجم جمهور فريقي الحكم فإنه في الغالب يستحق ذلك لتحيزه					
36	أحرص على متابعة أخبار فريقي المفضل صفة مستمرة					

APPENDIX E
The Survey Translation
(To Whom It May Concern)

VANDERBILT UNIVERSITY



MEDICAL CENTER

Vanderbilt Heart Murfreesboro

April 25, 2016

RE: Survey of Sport Fanaticism

Dear Sir/Madam:

It is a privilege to be asked by Dr. Abdullah Alshehri to evaluate the survey he wrote as part of his dissertation for his PH.D. in Human Performance at MTSU.

I had the opportunity to review both versions of the survey, both the Arabic and English versions. The translation is excellent, flawless, and the choice of wording is superior. There were no mistakes in translation in either language.

The construction of the questions is excellent and the questions were very clear to read and understand in both languages also.

I wish Dr. Alshehri all the best in his endeavors and I have no doubt he will transfer his knowledge and expertise to all of his students in the Kingdom Of Saudi Arabia and elsewhere.

Please let me know if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. J. Abu-Halimah', written over a horizontal line.

Ahmad J. Abu-Halimah, M.D, FACC, FACP, FSCAI.
Assistant Professor of Medicine.
Interventional Cardiology
Vanderbilt University
Nashville, TN

1370 Gateway Boulevard
Suite 200
Murfreesboro, TN 37129

tel 615.895.1301
fax 615.849.1543
www.vanderbiltheart.com

APPENDIX F

Translation of the Survey

(To Whom It May Concern)

Department of Engineering Technology
MTSU Box 19
1301 East Main Street
Murfreesboro, TN 37132
o: (615) 898-2776 • f: (615) 898-5697



May 17, 2016

To Whom It May Concern:

It is my great pleasure to provide this letter with regard to the translation of the survey prepared by Dr. Abdullah Alshehri in partial fulfillment of his dissertation requirements for the Ph.D. degree in Human Performance at Middle Tennessee State University.

Let me say first that I am fluent in both Arabic and English, written and spoken. I have also professionally reviewed and translated texts in both languages, which qualifies me to conduct the survey review and write this letter.

With regard to the survey prepared by Dr. Alshehri, I have reviewed both versions and can attest without hesitation that the translation is true, correct, and has preserved the intended meaning in both Arabic and English. The survey questions were clear, easy to understand, and well-constructed.

I wish Dr. Alshehri the best of luck with his future endeavor. If I can be of further help or if you have any questions regarding the translation of the survey prepared by Dr. Alshehri, please feel free to contact me at (615) 898-2966 or at sbenaty@mtsu.edu

Thank you very much for your consideration.

Sincerely,

A handwritten signature in black ink that reads "M. Saleh M. Sbenaty". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

*Dr. Saleh M. Sbenaty, Professor & Program Coordinator,
Computer Engineering Technology*

Construction Management, Engineering Technology, Environmental Science and Technology,
Graduate Program in Engineering Technology, Pre-Engineering and Pre-Architecture transfer programs.

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