

Evaluating the Sports Culture of Students in the College of Physical Education and Sports Sciences at Al-Hamdaniya University

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Abstract

This study aims to investigate the level of sports culture among students of the College of Physical Education and Sports Sciences at the University of Al-Hamdaniya. Additionally, it seeks to identify differences in the level of sports culture. The study was conducted on a stratified random sample comprising 95 male and female students from the College of Physical Education and Sports Sciences. The researcher employed a descriptive survey methodology to align with the nature of the research. To assess the cultural level, the researcher used a Sports Culture Scale developed by Garmon (2015), consisting of 27 items. The study revealed that the majority of the research sample demonstrated an average cultural level, with 55 students (57.9%) falling into this category. Furthermore, 19 students (20%) were classified as having a high level, while 21 students (22.1%) were categorized as having a low level of sports culture. The researcher drew conclusions and provided recommendations

Conclusions

In light of the results obtained from the research sample, we can draw the following conclusions:

1. There is variation in the level of sports culture among students of the College of Physical Education and Sports Sciences at the University of Al-Hamdaniya, which is expected due to differences in students' experiences and the nature of sports activities they engage in.
2. A high percentage of students from the College of Physical Education and Sports Sciences at the University of Al-Hamdaniya recognize the positive role of watching sports channels in enhancing sports culture.

Recommendations:

1. The university and colleges should organize cultural seminars and conferences about sports activities for students and parents to highlight the positive impact of these activities and their importance in improving academic performance.
2. Increase the Youth Welfare Administration's focus on early advertising and promotion within and around the university regarding sports activities, providing students with the opportunity to be aware of the various student activities.
3. It is essential to have qualified and trained staff that caters to the number of students participating in various sports activities.
4. Providing facilities, equipment, and devices associated with various sports activities by university officials, allowing students the opportunity to engage in the activities they prefer.

1- Introducing the research.

1-1 Introduction and Importance:

Culture is defined as everything produced by the interaction of humans with the changing material and spiritual realities, forming their habits, values, beliefs, attitudes, interests, and knowledge agreed upon by the community. It is the framework that guides those who learn and embrace it, enabling them to respond positively to each other in a distinctive manner (Khalifa, 2003, p. 138).

Sport has become an integral part of culture, intertwined with cultural life and essential for intellectual, educational, artistic, and cultural preparation. Significant studies have used the term "physical culture" as a synonym or alternative to physical education, considering it an important factor in sports management. Organizational culture appears differently in sports institutions. Some sources indicate that sports culture is a vital part of this ongoing development since sports culture is a manifestation of an advanced society. It is a part of general culture, and the focus on sports culture is an indicator of elevated cultural and societal levels. Sports culture has a clear impact on the health, social, educational, and cultural aspects of individuals. Additionally, it directs and unifies citizens' emotions and feelings through international forums, fostering patriotism (Ahmed & Mahdi, 2012, p. 141).

From previous studies, Sherif (2014) conducted a study on the cultural identity of students majoring in physical education and sports in some Algerian institutes. The study aimed to understand the level of cultural identity among physical education students and identify differences in cultural identity based on academic level and place of residence. The researcher utilized a descriptive survey method, distributing questionnaires as a study tool to a stratified random sample of 145 students. The results indicated no statistically significant differences in the level of cultural identity based on academic level and place of residence. The researcher recommended the importance of focusing on curricula in sports education institutes for their role in enhancing cultural identity.

1-2 The problem of the research:

The significance of this research lies in understanding the level of sports culture among physical education and sports science students at the University of Al-Hamdaniya. It sheds light on positive aspects while addressing negative ones. The study is considered an important theoretical survey in the sports field from the researcher's perspective.

The technological advancement in this era has led to an increase in leisure time for individuals in society. Individuals can invest this time constructively by engaging in various sports activities provided by institutions, whether governmental or private. Through these activities, individuals acquire experiences, knowledge, physical, social, and health-related skills. The university, as an educational institution, plays a significant role in providing opportunities for students to learn various skills that can be practiced in leisure time.

The university's programs in sports cater to the needs and interests of students, contributing to their physical, social, educational, and health-related development. Sports culture is crucial for the development of social, educational, health, and knowledge aspects for individuals who either observe or participate in sports activities. This sports culture may vary from person to person based on cultural and social factors. Students in the Physical Education and Sports Science department at Al-Hamdaniya University come from diverse cultural backgrounds, and their cultural and traditional influences may affect their sports culture and identity.

The study aims to address the importance of sports culture in developing social, educational, and health aspects, especially among students in the Physical Education and Sports Science department at Al-Hamdaniya University. The research also explores the cultural diversity among students and its impact on their sports culture and identity.

1-2 Research Objectives:

The research aims to:

1. Explore the level of sports culture among students in the College of Physical Education and Sports Science at Al-Hamdaniya University.
2. Identify the differences in the level of sports culture among students in the College of Physical Education and Sports Science at Al-Hamdaniya University.

1-3 Research Hypotheses:

1. Students in the College of Physical Education and Sports Science have a good level of sports culture.

1-4 Research Areas:

1. Target Population: Students in the College of Physical Education and Sports Science at the University of Al-Hamdaniya.
2. Timeframe: The study was conducted in the first semester of the academic year 2021-2022.
3. Location: Iraq - Nineveh Governorate - University of Al-Hamdaniya - College of Physical Education and Sports Science.

1-6 Research Terminology

The concept of sports culture:

Defining culture with precision and uniformity is challenging, as the term has long occupied human thought. Culture intertwines with social existence, expressing habits, traditions, prevailing norms, and the accumulated heritage that shapes its subsequent development. Despite various definitions, they generally agree on the significance of social culture and its substantial role in the cultural advancement of societies. Sports culture is a collection of social, educational, and health values associated with sports concepts, aiming to create better behavioral, intellectual, and cultural practices that individuals rely on in various fields or within diverse communities (Alawi, Mohammed Hassan, 1998, p. 120). Al-Nuaimi defines it as the enriched addition to human experience through sporting activities, leading to a better understanding and appreciation of the environment in which individuals find themselves part of (Al-Nuaimi and Abdullah, 2018, p. 402).

Sports culture is considered a prestigious and enriching cultural and civilizational facet, worthy of engaging contemporary individuals who are in dire need of health, fitness, and sports culture (Al-Khawli and Adnan, 1999, p. 11). It is essential to monitor and record the role of sports culture, noting its positive aspects in fostering belonging, sportsmanship, tolerance, cooperation, understanding, integration, and collective action. Revealing successful experiences in promoting sports culture within various institutions, clubs, federations, and the Olympic Committee is crucial (Wilson, 1998, p. 221).

2- Research Procedures:

2-1 Research Methodology

The descriptive method using a survey approach was employed due to its suitability for the research nature.

2-2 Research Population and Sample:

The research community comprises students from the College of Physical Education and Sports Sciences in the first, second, third, and fourth academic years, totaling (130) male and female students. The research sample, randomly selected from each academic year, consists of (95) students, representing (73%) of the original research population.

The table below provides details about the research community and its sample.

Table (1) Illustrates the details of the research community and its sample.

Academic Years:	First	Second	Third	Fourth
	25	24	24	22

2-3 Data Collection Methods:

(Content Analysis, Questionnaire)

2-4 Research Tool

For the purpose of achieving the research objectives and measuring the variables included in the study, the researcher relied on the Sports Culture Scale developed by (Gelmon, 2015). This scale, consisting of (27) items, offers three response alternatives (Agree - Agree Sometimes - Disagree) for each item, as shown in Appendix (1). The scale is characterized by the positivity of all its items, providing an advantage in terms of ease of correction and calculating the total score. The minimum score a respondent can obtain is (27), while the maximum score is (81).

To ensure the reliability and validity of the scale, the researcher calculated the correlation coefficients between the items and the total score of the scale after applying it to a sample of (30) male and female students from the College of Physical Education and Sports Sciences at the University of Mosul. The correlation coefficients ranged from (0.35 to 0.85) at a significance level of ($\alpha=0.05$), indicating that the scale measures what it is intended to measure. Regarding the reliability of the tool, the Cronbach's alpha coefficient reached (0.85) by applying the Cronbach's alpha equation to the study sample, which is considered a good value for achieving the study's purposes. Reliability is a crucial condition for a good tool, and it signifies consistency in results (Marshall, 1979, 104).

2-4 Research Tools and Equipment:

2-5 Survey Experiment:

The researcher conducted a preliminary survey on December 12, 2021, one week prior to the main experiment. The survey involved a sample of 30 students from the College of Physical Education and Sports Sciences at the University of Mosul. The exploratory survey played a significant role in the success of the main experiment, helping the researcher identify obstacles and challenges encountered during the research process.

2-6 The main experiment

After ensuring the questionnaire's readiness, finalizing its form, and confirming the scientific, technical, and administrative conditions were met for its application, the researcher implemented the survey form, as outlined in Appendix 1, from December 19, 2021, to December 23, 2021, on the research sample in its final structure to achieve the study's objectives.

2-7 The statistical analyses

The data were processed using the SPSS software, employing the following statistical measures: mean, standard deviation, percentage, correlation coefficient, Cronbach's alpha coefficient, and sample skewness.

3-Presentation, analysis, and discussion of the results.

3-1 Presentation and analysis of results.

For the purpose of assessing the level of sports culture among students of the College of Physical Education and Sports Sciences, data obtained from distributing a questionnaire to measure sports culture within the research sample were entered. The data were analyzed using the statistical software SPSS. The responses to the questionnaire items were processed based on the total score achieved by each individual. The calculated mean for the overall sports culture of the sample was (59.231) with a standard deviation of (2.542), as illustrated in Table 2.

Measures	Mean	Standard Deviation
Sports Culture	59.231	2.542

Table (2) illustrates the mean and standard deviation for the sample.

To determine the level of sports culture within the research sample, three levels were identified based on the mean and standard deviation.

Table (3) Illustrates The Mean, Standard Deviation, Percentage, T-Test, Sample Direction, And Question Rank.

The Question	Agree	Agree sometimes	Disagree	Mean	Standard deviation	Percentage	T TEST	Sampling bias	Question rank
10	73	21	1	2.7579	37.1663	91.93	0.20	Agree	1
22	72	18	5	2.7053	35.5293	90.18	0.19	Agree	2
1	70	15	10	2.6316	33.2916	87.72	0.18	Agree	3
21	64	25	6	2.6105	29.5691	87.02	0.20	Agree	4

7	62	17	16	2.4842	26.2742	82.81	0.18	Agree	5
2	49	39	7	2.4421	21.9393	81.40	0.20	Agree	6
17	51	32	12	2.4105	19.5021	80.35	0.21	Agree	7
9	56	21	18	2.4000	21.1266	80.00	0.18	Agree	8
27	55	23	17	2.4000	20.4287	80.00	0.19	Agree	9
3	52	28	15	2.3895	18.7705	79.65	0.20	Agree	10
14	53	24	18	2.3684	18.7172	78.95	0.19	Agree	11
11	53	24	18	2.3684	18.7172	78.95	0.19	Agree	12
26	51	27	17	2.3579	17.4738	78.60	0.20	Agree	13
5	54	20	21	2.3474	19.3477	78.25	0.17	Agree	14
13	43	37	15	2.2947	14.7422	76.49	0.19	Agree sometimes	15
18	44	31	20	2.2526	12.0139	75.09	0.20	Agree sometimes	16
20	39	38	18	2.2211	11.8462	74.04	0.18	Agree sometimes	17
25	38	34	23	2.1579	7.7675	71.93	0.20	Agree sometimes	18
15	36	33	26	2.1053	5.1316	70.18	0.20	Agree sometimes	19
23	36	33	26	2.1053	5.1316	70.18	0.20	Agree sometimes	20
24	44	13	38	2.0632	16.4418	68.77	0.04	Agree sometimes	21
6	28	42	25	2.0316	9.0738	67.72	0.03	Agree sometimes	22
16	31	35	29	2.0211	3.0551	67.37	0.07	Agree sometimes	23
19	21	55	19	2.0211	20.2320	67.37	0.01	Agree sometimes	24
8	33	27	35	1.9789	4.1633	65.96	-0.05	Agree sometimes	25
4	19	39	37	1.8105	11.0151	60.35	-0.17	Agree sometimes	26
12	0	10	85	1.1053	46.4579	36.84	-0.19	Disagree	27

Qualitative analys

Question number (1): Individuals in the study sample responded with an agreement rate of (80.00%) that they sufficiently watch local, national, and international sports tournaments and events. This is supported by an average of (2.4000) with a standard deviation of (19.4251), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (2): Individuals in the study sample responded with an agreement rate of (81.40%) that they have knowledge of the rules of sports games. This is supported by an average of (2.4421) with a standard deviation of (21.9393), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (3): Individuals in the study sample responded with an agreement rate of (67.72%) that they are not interested in knowing sports skills. This is supported by an average of (2.0316) with a standard deviation of (3.5119), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (4): Individuals in the study sample responded with an agreement rate of (65.26%) that they have knowledge of the history of sports. This is supported by an average of (1.9579) with a standard deviation of (6.6583), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (5): Individuals in the study sample responded with an agreement rate of (79.65%) that they engage in sports because it helps maintain their health. This is supported by an average of (2.3895) with a standard deviation of (18.7705), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (6): Individuals in the study sample responded with an agreement rate of (67.72%) regarding the importance of practicing sports and how it contributes to awakening social awareness and shaping human civilization and ethics. This is supported by an average of (2.0316) with a standard deviation of (9.0738), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (7): Individuals in the study sample responded with an agreement rate of (79.30%) that they follow schedules and locations of prominent sports events worldwide. This is supported by an average of (2.3789) with a standard deviation of (22.0303), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (8): Individuals in the study sample responded with an agreement rate of (65.96%) regarding the impact of excitement in presenting the artistic aspects of sports through sports television channels. This is supported by an average of (1.9789) with a standard deviation of (4.1633), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (9): Individuals in the study sample responded with an agreement rate of (70.53%) that they have knowledge of the opinions of experts and sports specialists on various sports issues. This is supported by an average of (2.1158) with a standard deviation of (5.6862), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (10): Individuals in the study sample responded with an agreement rate of (78.25%) that they are familiar with most prominent sports figures worldwide. This is supported by an average of (2.3474) with a standard deviation of (17.7858), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (11): Individuals in the study sample responded with an agreement rate of (68.07%) that sports fosters a sense of belonging to the community and the nation. This is supported by an average of (2.0421) with a standard deviation of (3.0551), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (12): Individuals in the study sample responded with an agreement rate of (74.04%) that they do not enjoy violence and riots in sports tournaments and competitions. This is supported by an average of (2.2211) with a standard deviation of (11.8462), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (13): Individuals in the study sample responded with an agreement rate of (78.95%) that sports programs encourage viewers to join youth sports institutions and clubs. This is supported by an average of (2.3684) with a standard deviation of (18.7172), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (14): Individuals in the study sample responded with an agreement rate of (70.18%) that they agree that sports helps direct an individual's life towards beneficial and meaningful goals. This is supported by an average of (2.1053) with a standard deviation of (5.1316), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (15): Individuals in the study sample responded with an agreement rate of (74.04%) that they agree that adhering to coaches' instructions does not limit some deviations among players. This is supported by an average of (2.2211) with a standard deviation of (11.8462), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (16): Individuals in the study sample responded with an agreement rate of (67.37%) that they are not interested in watching sports landmarks. This is supported by an average of (2.0211) with a standard deviation of (3.0551), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (17): Individuals in the study sample responded with an agreement rate of (80.35%) that they avoid bad habits during physical activity. This is supported by an average of (2.4105) with a standard deviation of (19.5021), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (18): Individuals in the study sample responded with an agreement rate of (70.88%) that the connection between sports and other sciences is weak. This is supported by an average of (2.1263) with a standard deviation of (8.7178), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (19): Individuals in the study sample responded with an agreement rate of (66.67%) that educational research and studies deepen the relationship between sports and the audience. This is supported by an average of (2.0000) with a standard deviation of (9.8150), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (20): Individuals in the study sample responded with an agreement rate of (72.98%) that correct sports behavior is the one that keeps the player away from bias. This is supported by an average of (2.1895) with a standard deviation of (9.0738), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (21): Individuals in the study sample responded with an agreement rate of (76.49%) that they are interested in sports for people with special needs. This is supported by an average of (2.2947) with a standard deviation of (14.5717), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (22): Individuals in the study sample responded with an agreement rate of (78.25%) that they are aware of the importance of practicing sports in increasing the efficiency of body organs and functions. This is supported by an average of (2.3474) with a standard deviation of (16.8028), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (23): Individuals in the study sample responded with an agreement rate of (71.93%) that they are fully aware of the dangers of doping. This is supported by an average of (2.1579) with a standard deviation of (7.7675), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (24): Individuals in the study sample responded with an agreement rate of (70.18%) that the monopolization of some channels for broadcasting sports events deprives some viewers of their right to watch. This is supported by an average of (2.1053) with a standard deviation of (5.1316), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (25): Individuals in the study sample responded with an agreement rate of (76.49%) that they have knowledge of how to prevent and treat injuries. This is supported by an average of (2.2947) with a standard deviation of (14.7422), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (26): Individuals in the study sample responded with an agreement rate of (80.00%) on the importance of women participating in sports to gain fitness and physical beauty. This is supported by an average of (2.4000) with a standard deviation of (20.4287), confirmed by a t-test indicating statistical significance in the sample's responses.

Question number (27): Individuals in the study sample responded with an agreement rate of (75.09%) that physical rehabilitation, therapeutic health programs, and proper posture are not important to them. This is supported by an average of (2.2526) with a standard deviation of (12.0139), confirmed by a t-test indicating statistical significance in the sample's responses.

To assess the cultural levels of the research sample, scores were divided based on individual results. If an individual's score falls between 27-45, they are considered to have a low cultural level. Scores between 46-64 indicate an average cultural level, while scores between 65-81 suggest a high cultural level, as shown in Table (4).

Table (4)

The Domain	27-45	46-64	65-81
Level	Low	Average	High

The cultural levels of the research sample, as illustrated in Table (5).

Table (5)

Levels	Quantity	Percentage
High Level	19	20%
Good Level	55	57.9%
Low Level	21	22.1%

From Table (5), it is evident that the majority of the research sample exhibited a good cultural level, with the number of students being (55) and a percentage of (57.9%). Meanwhile, the number of students with a high level was (19) with a percentage of (20%), and the number of students with a low level was (21) with a percentage of (22.1%).

The table indicates that the research sample possesses a good level of sports culture. This highlights the role of schools and universities as educational and enlightening social institutions. It also demonstrates that the student community recognizes the importance of sports culture (Al-Sa'adat, 2009, p. 76).

4-Conclusions and Recommendations

Conclusions

In light of the results obtained from the research sample, we can draw the following conclusions:

1. There is variation in the level of sports culture among students of the College of Physical Education and Sports Sciences at the University of Al-Hamdaniya, which is expected due to differences in students' experiences and the nature of sports activities they engage in.
2. A high percentage of students from the College of Physical Education and Sports Sciences at the University of Al-Hamdaniya recognize the positive role of watching sports channels in enhancing sports culture.

Recommendations:

1. The university and colleges should organize cultural seminars and conferences about sports activities for students and parents to highlight the positive impact of these activities and their importance in improving academic performance.
2. Increase the Youth Welfare Administration's focus on early advertising and promotion within and around the university regarding sports activities, providing students with the opportunity to be aware of the various student activities.
3. It is essential to have qualified and trained staff that caters to the number of students participating in various sports activities.
4. Providing facilities, equipment, and devices associated with various sports activities by university officials, allowing students the opportunity to engage in the activities they prefer.

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t	Paragraphs	Agree	Agree Sometimes	Disagree
1	I watch local, national, and international sports tournaments and events sufficiently.			
2	I have knowledge of the rules of sports.			
3	Knowing sports skills is important to me.			
4	I have knowledge of the history of sports.			
5	I engage in sports to maintain my health.			
6	Practicing sports contributes to awakening collective consciousness and shaping human civilization and ethics.			
7	I follow the schedules and locations of prominent sports events worldwide.			
8	I enjoy the excitement in presenting the artistic aspects of sports through sports channels.			
9	I have knowledge of the opinions of experts and sports specialists on various sports issues.			
10	I know most of the prominent sports figures in the world			
11	Sports fosters a sense of belonging to the community and the nation.			
12	I do not enjoy violence and rioting in sports tournaments and competitions.			
13	Sports programs encourage viewers to affiliate with youth sports institutions and clubs.			
14	Sports helps direct an individual's life toward beneficial and meaningful goals.			
15	Commitment to coaches' instructions does not limit some deviations among players.			
16	I am interested in watching sports landmarks.			
17	I avoid wrong habits while engaging in physical activities.			
18	The connection between sports and other sciences is weak.			
19	Educational research deepens the relationship between sports and the audience.			
20	The correct sports behavior is the one that keeps the player away from bias.			
21	I am interested in sports for people with special needs.			
22	The importance of practicing sports stands out in enhancing the efficiency of body and functional systems.			
23	I have full awareness of the dangers of stimulants.			
24	The monopoly of some channels for broadcasting sports events deprives some viewers of their right to watch.			
25	I have knowledge of how to prevent and treat injuries.			
26	Women practicing sports gains them agility and physical beauty.			

27	Physical rehabilitation, health therapy programs, and proper posture are not important to me.			
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Appendices: