

DOI: <https://doi.org/10.54702/ms.v22i3.1199>


Sources of sports culture among students of the Faculty of Physical Education and Sports, Al-Aqsa University

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Received: 02/07/2023, Accepted: 29/08/2023, Published: 30/09/2023



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Abstract

The study aimed to identify the sources of sports culture among students of the Faculty of Physical Education and Sports at Al-Aqsa University. The results of the study indicate that 54% of the study sample believes that the father is the largest source of sports culture in the family of students of the Faculty of Physical Education and Sports at Al-Aqsa University. Additionally, the results indicate that 68.9% of the study sample believes that the lecturers from the Department of Physical Education are the largest sources of sports culture, and 39.3% of the study sample believes that social communication is the largest source of sports culture in the media. A percentage of 42.6% of the study sample believes that study friends are the largest sources of sports culture. At the level of significance 0.05, all sources of sports culture from friends of students are attributed to gender, except for some elements (university library, local sports magazines, foreign friends) in favor of males, while the differences in the sources. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords

Sports culture, students of the Faculty of Physical Education, Al-Aqsa University, lecturers, social networking sites, classmates

Introduction

Sports culture is considered one of the standards for the civilization of societies, as it is regarded as the civilized aspect for the development of physical and sports education. Moreover, sports culture is part of general culture. As the importance of physical activities increased, they became more educational from the perspective of educational integration and inclusion. (1)

Mubarak (14) confirms that culture, in general, encompasses all behavioral and human models, that are socially acquired and transmitted to members of society through symbols. It can be said that it encompasses everything that human groups can achieve. Culture includes language, religion, industry, art, science, and morals. They are the sources of human knowledge, and since developed societies heavily depend on these sources, particularly on science, it can conclude that as the cultural level rises the civilized level

of societies advances. From this, we can conclude that culture encompasses various aspects, including the physical or athletic aspect, which is sports culture (14).

Culture is considered an integral part of human life and awareness, in various fields of life, including the field of physical education, so the media and communication contributed to understanding the sports culture, and sports became part of the culture and sports activity became a necessity for intellectual, educational, artistic and cultural preparation. Important studies using the term "Sports Culture" appeared. (2)

Sports culture represents one of the critical pillars for the development of physical and sports education programmers. It also expresses a distinct cultural and civilized aspect. Before engaging in any activity, one must understand

the role of sports culture, which cannot be considered marginal, especially among young people, as it represents an essential requirement for them. As physical culture contributes to achieving the goal of sustainable education. It helps maintain the development of their abilities in a comprehensive and balanced way, and identifies the student's level of sports culture. This is due to its impact on improving life chances for persons through its role in facing many age-related problems, such as poor physical fitness, deviation of posture, and psychological pressures, which in turn affect the quality of educational, physical, and health outcomes for the student.

Problem statement:

The study problem was identified in answering the following main question:

What are the sources of sports culture among the students of the Faculty of Physical Education and Sports?

Sub-questions:

1. What are the primary sources of sports culture in the family?
2. What are the primary sources of sports culture in the university?
3. What are the primary sources of sports culture in the media?
4. What are the primary sources of sports culture among the friends of the students?

Objectives of the study:

The study aims to achieve the following objectives:

1. To find out the primary sources of sports culture among students.
2. To investigate the effect of gender differences on sports culture between male and female students.

Importance of the study:

- Determining the sources of sports and physical culture.
- Enhancing the experience and knowledge of male and female students regarding sports culture sources.

- Clarifying the importance of sports culture sources in understanding the needs of male and female students.

The limitations of the study:

1. The study is limited to the fourth-level university students.

Conducting the study:

1. Reviewing the literature related to the sources of sports culture.
2. Inventory of cultural resources (family, university, media, and friends) and their role in acquiring sports culture among male and female students and arranging them in the form of a questionnaire consisting of several themes.
3. Ensuring the validity and reliability of the questionnaire according to the accepted methods.
4. Distributing the questionnaire to a representative sample of the study (male and female students).
5. Analyzing the collected data, presenting, and interpreting the results.

Terminology of study:

Culture: It refers to the set of beliefs, knowledge, ideas, behaviors, customs, symbols, habits and practices that individuals possess within their family and social group. (3)

Sports culture: Farhat (11) defines sports culture as "the processes that store information, i.e., the faculty of remembering and processing it - the faculty of thought, as it extends from the simple recall of a part of the information to the creative operations that need to synthesize ideas and link them".

Procedural definition: It refers to what the individual acquires from sports experiences through various sources that increase their experience, knowledge, and orientations in all sports fields. (10)

Theoretical framework and previous studies:

The concept of culture is considered one of the modern knowledge developments that are full of

dense meanings and complex connotations, its content can only be understood by referring to anthropology, especially cultural anthropology, which is the science that compares cultures. It is necessary for modern knowledge, so we should pay the utmost attention to identifying concepts, localizing them, and disseminating them among all.

The term "sports culture" expresses the state of intellectual development. There is another term associated with it, which is "physical culture". It is an old term in the late nineteenth century that is in line with other expressions used at the time, including religious culture, social culture, and intellectual culture. The term "culture" was used as a synonym for physical training. It implies that the practice of various aspects of activity improves health. However, this term is currently more commonly used in some countries, especially the former socialist countries, and it is not used than in capitalist countries. The future of society and the nation relies on a system that maintain the physical growth of the individual, physical fitness, mobility, and general health. It constitutes an educational system that meets individual and social needs.

Characteristics of culture:

1. Culture originates in a society and is reflected in the practices and behaviors of the members of that society. (4)
2. Culture is transmitted between generations through the human language in particular, and the transmission of culture is not limited to the transmission of sciences and human knowledge, but rather includes the transmission of individuals' behaviors, their way of living, their food, drink, clothing, and the way they interact.
3. Culture is characterized by its ability to continue and survive with time, as it is immortal, and it does not end with the expiration of the term of its prominent and influential bearers.
4. Culture corresponds to the geographical environment of a society and to the surrounding

environment. It consists of the acquired thought and the behaviors of its members. (9)

5. It directs the behavior of individuals in all aspects of life, and its function is represented in regulating the interactive behavior among members of society.

The benefits of culture have many advantages, including:

1. Man is distinguished from other creatures.
2. Keeping up with the rapid changes in the era of globalization. (10)
3. Contribute to the renaissance and development of society. The more culture a society has, the more its progress, advancement and civilization will increase. (19)
4. Cultivating individual talents; through culture, thinking, research, and reading, a person can discover their various talents and work on developing them, leading to intellectual prosperity and scientific enrichment. (12)
5. Pushing society towards development and improvement through knowledge, reading, and adopting everything new and that can only be achieved through culture. (17)
6. Utilizing free time by engaging in reading and thinking.
7. Correcting the crookedness of some people and increasing their positive energy.
8. Achieving quicker problem-solving by leveraging the accumulation of knowledge and experience among individuals in particular and institutions in general. (15)
9. Elevating the human being to the highest levels of success in life, just as culture paves the way for the intellectual to reach their goals and dreams in a way that he possesses experiences and knowledge.
10. A person gains the love, respect and affection of others.
11. Increasing the ability of individuals, institutions, or organizations to make sound decisions by informing them of the experiences of their predecessors in matters of management, planning, and decision-making.

Literature Review:

The study conducted by Issa and others (13) examined the sources of sports culture among secondary school students. The participants were students from the final grade levels, and a questionnaire was used as the research tool to assess the level of sports culture and identify the most significant sources.

One of the most important results reached is that television and the internet are a source of sports culture, with a high percentage attributed to the internet, compensating for sports channels. Furthermore, the results showed that the physical education class is a source of sports culture for secondary school students.

And Boumeddas et al. (7) conducted a study on developing sports culture among university youth through the sports world. The study was conducted on a sample of university youth in Umm El-Bouaghi Al-Hadaf channel serving as a model. The study yielded the following results: The results of the field study showed that watching sports programs is sometimes done by university students, and this was confirmed by the percentage of 51 % indicating that university youth choose sports channels sometimes. Additionally, 25.41% of university youth indicated that they follow international sports content according to circumstances, while 62% engage in following such content. On the other hand, most students affirm that the weekend is one of their favorite days to watch sports programs as it is a day of rest for them, and that the night period is one of the periods in which they are most exposed to the means of the sports world, and this is confirmed, respectively, by the percentage of 25.41% and 24.32%. Furthermore, these young people spend less than an hour following these classes and sports programs in on sports media platforms, accounting for 31.25% of the participants.

Home is the favorite place for watching sports channels by these young people, and this was confirmed by the percentage 62.24%.

The study by Qadoumi and others (16) titled (the level of sports culture and its relationship to sports identity among students majoring in physical education at (Al-Najah National University) examined the level of sports culture and sports identity according to the variables of gender and school year. To achieve this, the study utilized a stratified random sample of (152) male and female students from the department. Physical education, represents (4.30%) of the study population. The researchers used a scale of identity (Brewer & Cornelius) (8) and a sports measure of culture as data collection tools, ensuring their validity and reliability coefficients. The study showed that the level of sports culture was very high among physical education students with a response rate of (66.84%). Furthermore, the level of their sports identity was very high, with a response percentage of 77%. In addition, the study identified a statistically significant positive relationship ($r = 48.0$) between the level of sports culture and sports identity. The results also indicated that there are differences.

Statistically significant differences were found in the level of sports identity based on the gender variable, favoring male students. However, there were no statistically significant differences in the level of sports culture based on the gender and school year variables. The researchers made several recommendations, the most important of being the need to focus on students' participation in school sports activities due to its importance in forming the level of identity sports.

And Aroui Abla Monia (6) titled: (The Role of the Television Sports Scientist for the Algerian Al-Wali Channel in Spreading Sports Culture and Directing Students Towards the Educational Sports Specialization. Mobility of the Child and Adolescent - A supplementary memorandum for obtaining a Master's degree in the field of science and technology of physical and sports activities. Specialization in Education - Kasdi Merbah University - Ouargla - prepared by the student Aroui Abla in the year 2013-2014. The

problem addressed by the researcher focused on the role of the visible sports world in modern society, which has become questionable - An excellent tool for spreading culture. It also plays a significant role in selecting cultural content and development events. It is believed that the world is an approach based on the goal of education and encompassing meaningful information that suits the minds and consciences of individuals, enabling them to rise to higher levels and motivating them to work for the advancement of society. Therefore, there must be a presence of the global medium in order to contribute to the dissemination of sports culture among students and contribute to educating them and raising their levels of knowledge in the field of sports.

Sherif (20) conducted a study on the cultural identity of students majoring in physical and sports education in some Algerian institutes, which aimed to identify the level of cultural identity among students majoring in physical education and identify the differences in cultural identity according to the variables of academic level and place of residence. On a stratified random sample consisting of (145) students, the researcher used the descriptive survey method by distributing the questionnaire as a study tool. The results showed a high level of cultural identity among students majoring in physical education. Additionally, there were no statistically significant differences in the level of cultural identity according to the variables of academic level and place of residence.

The study conducted by Al-Zyoud (5) aimed at knowing the role of watching sports satellite channels in spreading sports culture among Yarmouk University students. The study sample consisted of (327) male and female students from all faculties of Yarmouk University excluding those from the Faculty of Physical Education. The results indicated a positive role of sports satellite channels in providing viewers with sports culture, with the social and cognitive aspects being highly prominent. The results showed significant differences in the

dissemination of sports culture among Yarmouk University students according to the gender variable, favoring males, and the absence of statistically significant differences in other fields for scientific colleges.

Shamroukh and Krasné (18) conducted a study to identify the role of sports programs on Jordanian television in spreading sports culture among secondary school students in Irbid governorate. To achieve this goal, the researchers used a questionnaire consisting of (26) items, which included (4) main areas: competitive, cultural, health and social fields. The study included a sample of (1000) male and female secondary school students in Irbid Governorate. The results showed that the sports programs on Jordanian television play a moderate role in developing sports culture among the students because they predominantly focus on football, compared to other Olympic and non-Olympic games. The study recommended prioritizing the sports programs presented on Jordanian television, to familiarize students with the different sports laws and regulations.

Comment on previous studies:

Based on the review of previous studies, the researcher observes the following:

1. Previous studies varied in scope, size and nature.
2. Some studies focused on the role of media and its impact on sports culture, including the studies conducted by Shamroukh and Krasné (18), the study of Al-Zyoud (5), and Aroui Abla Monia (6)
3. Some studies also dealt with cultural identity, such as the study by Sherif (20).
4. Some studies also dealt with the development of sports culture among university youth, such as the study of Imad El-Din Boumerdes et al. (2016).
5. The current study benefited from previous studies in defining the axes of the study tool and

the appropriate statistical treatments in data analysis.

Method and materials:

The researcher used the analytical descriptive approach.

Study population:

The study population consisted of all fourth-grade students (graduates) of the College of Physical Education and Sports for the academic year 2022-2023.

Study sample:

The study sample consisted of (33) male and (28) female students from the College of Physical Education and Sports for the academic year 2022-2023 AD.

Study tool:

The researcher used a questionnaire that he designed and after reviewing the literature and previous studies related to the problem of the study. The sample consisted of male and female students of the Faculty of Physical Education and Sports through personal interviews. The researcher drew upon studies by Issa (13), Boumerdes (7), Qadoumi (16), and Al-Zyoud (2013) to reveal the sources of sports culture. The researcher built the questionnaire according to the following steps:

- Drafting the items of the scale.
- Showing the scale to the reviewers in the College of Physical Education and Sports to choose the extent of its suitability for data collection.
- Modifying the scale initially according to what the reviewers see.

After incorporating the recommended amendments by the reviewers, some items were deleted and modified. The number of items of the tool, after its final formulation, reached (27) items, distributed on four themes. And to accurately determine the sources of sports culture for both male and female students.

Validity of the tool:

The validity of the questionnaire was verified by presenting it to a group of (8) reviewers specialized in the educational field, in order to express their opinions about the extent to which each paragraph belongs to each field of the questionnaire, as well as the clarity of its linguistic formulation, in the light of these opinions. The areas of the questionnaire, as well as some of its paragraphs, underwent reformulation, modification, and deletion based on the feedback provided by the reviewers.

Reliability of the tool:

The reliability of the questionnaire was verified using the reliability coefficient equation.

The Holsti coefficient value for the questionnaire as a whole reached (0.98), indicating that the questionnaire has high reliability and is suitable for application.

The researcher calculated the reliability of the scale using the Holsti coefficient of reliability. This was done by applying the study tool to a group of (10) students from the Faculty of Physical Education, and then re-applying it to the same students two weeks after the first application. Table No. (1) Shows the Holsti coefficient.

**Table No. (1)
Holsti reliability coefficient**

Theme	Statement	Sum of the first measurement	Sum of the second measurement	Agreement	Holsti coefficient
family	father	18	17	17	0.97
	mother	21	18	18	0.92
	Big brother	31	32	31	0.98
	little brother	30	33	30	0.95
The overall mean of the theme					0.96
university	library	51	52	51	0.99

	Lecturer from sports education department	17	17	17	1.00
	Lecturers from other university departments	51	50	50	0.99
	classmates	27	24	24	0.94
	friends	39	40	39	0.99
	Leaflets and posters inside the university	48	51	48	0.97
	University websites	47	46	46	0.99
The overall mean of the theme					0.98
media	local TV channels	51	51	51	1.00
	Arabic TV channels	43	42	42	0.99
	Arabic websites	34	35	34	0.99
	local internet sites	45	44	44	0.99
	foreign websites	52	53	52	0.99
	Social Media	25	26	25	0.98
	local sports magazines	56	57	56	0.99
	Arab sports magazines	54	53	53	0.99
	Foreign sports magazines	52	51	51	0.99
The overall mean of the theme					0.99
friends	neighborhood	18	18	18	0.97
	the study	19	18	18	0.97
	Arabs	36	33	33	0.96
	foreigners	50	54	50	0.96
	local universities	37	38	37	0.99
	Arab universities	44	43	43	0.99
	foreign universities	58	57	57	0.99
The overall mean of the theme					0.99
The overall average					0.98

Table No. (1) shows that the reliability coefficient for the scale and all its themes were high, with an overall average of (0.99) for the themes and an overall average (0.98), which reassures the researcher of applying the study tool to the actual sample.

Study results and discussion:

1-The results of the first question, which states: What are the largest sources of sports culture in the family for students?

Table No. (2)

It shows frequencies and percentages sources of sports culture in the family among students

order	father		mother		Big brother		Little brother	
	count	percentage	count	percentage	count	percentage	count	Percentage
1	33	54%	13	21%	11	18%	4	7%
2	17	28%	11	18%	21	34%	11	18%
3	3	5%	18	30%	18	30%	21	34%
4	8	13%	19	31%	11	18%	25	41%
Total	61	100%	61	100%	61	100%	61	100%

Table No. (2) shows that the father is the largest source of sports culture, coming in first place

with a percentage of (54%). In the second place, the older brother is a source of sports culture, accounting for (34%). In the third and fourth

places, the younger brother accounts for (34%) and (41%), respectively.

Figure No. (1)
It shows the sources of sports culture in the family for students, arranged according to the largest source of each arrangement.

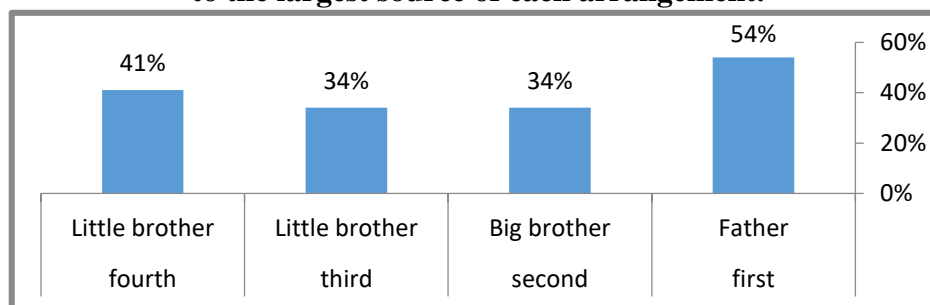


Figure No. (1) shows that the largest source of sports culture in the family among students, according to the largest source of each category, was the father, accounting for 54% of the study sample. The researcher attributes this result to the father's responsibility for expenses, as well as the father's interest in the field of sports. Additionally, many

parents encourage their children to practice sports activities.

2-The results of the second question, which states: What are the largest sources of sports culture in the university for students?

To answer this question, frequencies and percentages were calculated for each source, and Table No. (3) shows the results.

Table No. (3)

It shows the frequencies and percentages of sources of sports culture at the university among students

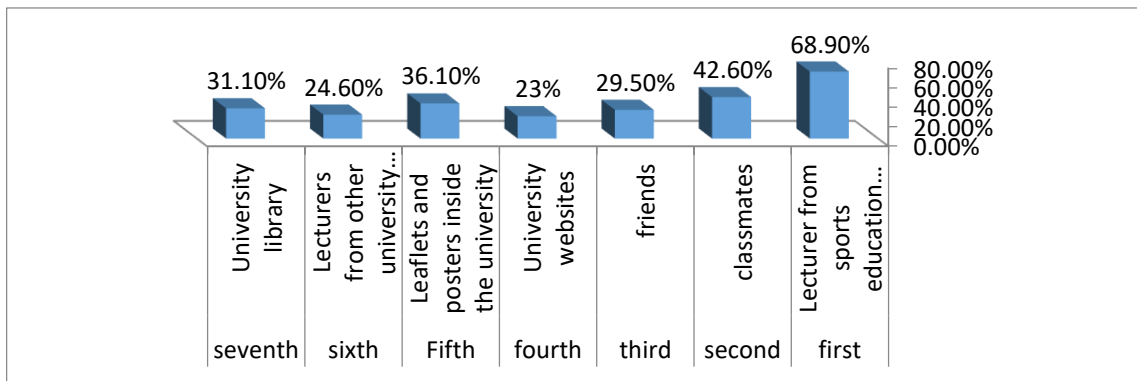
statement	order	1	2	3	4	5	6	7	Total
University library	count	2	9	4	10	8	9	19	61
	percentage	3.3	14.8	6.6	16.4	13.1	14.8	31.1	100%
Lecturer from sports education department	count	42	9	2	5	1	1	1	61
	percentage	68.9	14.8	3.3	8.2	1.6	1.6	1.6	100%
Lecturers from other university departments	count	4	6	5	7	9	15	15	61
	percentage	6.6	9.8	8.2	11.5	14.8	24.6	24.6	100%
classmates	count	6	26	15	5	5	3	1	61
	percentage	9.8	42.6	24.6	8.2	8.2	4.9	1.6	100%
friends	count	2	6	18	9	4	9	13	61
	percentage	3.3	9.8	29.5	14.8	6.6	14.8	21.3	100%
Leaflets and posters inside the university	count	1	1	8	11	22	15	3	61
	percentage	1.6	1.6	13.1	18.0	36.1	24.6	4.9	100%
University websites	count	3	4	10	14	12	8	10	61
	percentage	4.9	6.6	16.4	23.0	19.7	13.1	16.4	100%

Table No. (3) shows that (68.9%) of the study sample believes that the lecturers from the Department of Physical Education are the largest sources of sports culture in the university for students in the first place.

In the second place, friends from the specialization are the largest sources of sports culture in the university for students, with a rate of (42.6%). Finally, the university library ranks last, with a rate of (31.1%).

Figure No. (2)

It shows the sources of sports culture at the university among the students, arranged according to the largest source of each arrangement.



The largest source of sports culture in the university among students, according to the largest source of each arrangement, was the lecturers from the Department of Physical Education, comprising 68.9% of the study sample. They ranked this as their primary source of sports culture at the university, placing it ahead of all other sources. The researcher concluded that the lecturer is an academic person with extensive experience, entrusted with

imparting knowledge about culture, wealth, and sports to the students.

-3The results of the third question, which states: What are the biggest sources of sports culture in the media for students?

To answer this, frequencies and percentages were calculated for each source. Table No. (4) shows the results.

Table No. (4)

It shows the frequencies and percentages of sources of sports culture in the media among students

Statement	Order	1	2	3	4	5	6	7	8	9	Total
local TV channels	count	1	4	11	5	20	11	3	2	4	61
	percentage	1.6	6.6	18.0	8.2	32.8	18.0	4.9	3.3	6.6	100%
Arabic TV channels	count	6	7	5	17	7	10	6	3	0	61
	percentage	9.8	11.5	8.2	27.9	11.5	16.4	9.8	4.9	0.0	100%
Arabic websites	count	10	12	17	8	7	4	3	0	0	61
	percentage	16.4	19.7	27.9	13.1	11.5	6.6	4.9	0.0	0.0	100%
local internet sites	count	6	18	10	9	6	7	3	2	0	61
	percentage	9.8	29.5	16.4	14.8	9.8	11.5	4.9	3.3	0.0	100%
foreign websites	count	8	6	6	5	6	13	10	5	2	61
	percentage	13.1	9.8	9.8	8.2	9.8	21.3	16.4	8.2	3.3	100%
Social	count	24	6	3	5	6	10	7	0	0	61

Media	percentage	39.3	9.8	4.9	8.2	9.8	16.4	11.5	0.0	0.0	100%
local sports magazines	count	4	5	5	9	6	5	10	7	10	61
	percentage	6.6	8.2	8.2	14.8	9.8	8.2	16.4	11.5	16.4	100%
Arab sports magazines	count	1	2	3	1	4	1	12	25	12	61
	percentage	1.6	3.3	4.9	1.6	6.6	1.6	19.7	41.0	19.7	100%
Foreign sports magazines	count	2	2	3	2	1	5	16	30	0	61
	percentage	3.3	3.3	4.9	3.3	1.6	8.2	26.2	49.2	0.0	100%

Table No. (4) shows that (39.3%) of the study sample believes that social communication is the largest source of sports culture in the media for students, ranking it in the first place. In the second place, local websites are the largest sources, accounting for (29.5%) of the study

sample. In the last position, the Arab sports magazines are the largest sources of sports culture in the media, accounting for (19.7%). Figure No. (3) shows the sources of sports culture in the media among students according to the largest source of each arrangement.

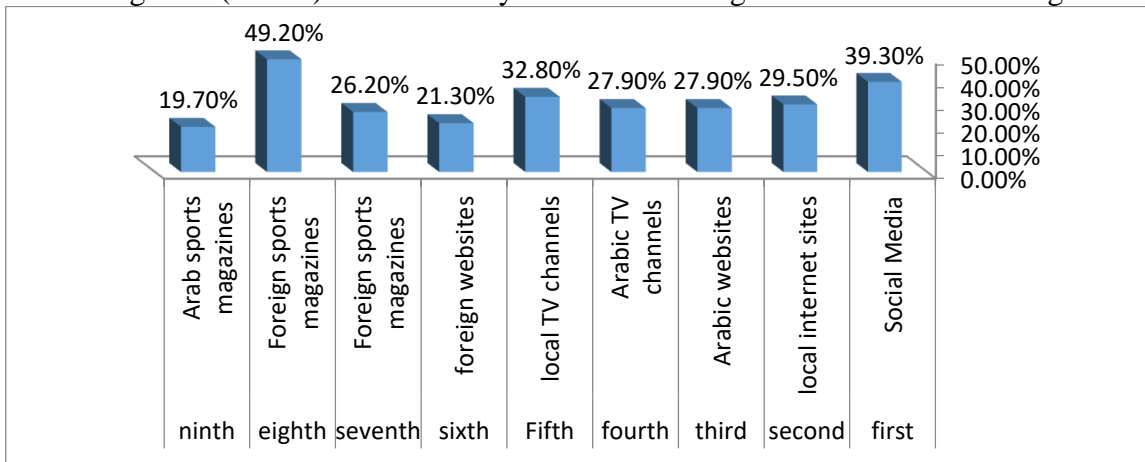


Figure No. (3)

It shows the sources of sports culture in the media among students, arranged according to the largest source of each arrangement.

Figure No. (3) shows that the largest source of sports culture in the media among students, according to the largest source of each arrangement, was the source of social communication, accounting for 39.30% of the study sample. They ranked that source as the first among the rest of the sources of the media axis.

It also turns out that the source of the local sports magazines did not receive any ranking among the sources, and the researcher attributes this

result to the fact that social communication in all its forms has become widely spread, available, cheap, easy, and taught quickly and available at any time.

4-The results of the fourth question, which states: What are the largest sources of sports culture among students from their friends? To answer this question, frequencies and percentages were calculated for each source, and Table No. (5) shows the results.

Table No. (5)

It shows the frequencies and percentages of sources of sports culture among students' friends

Statement	Order	1	2	3	4	5	6	7	Total
neighborhood	count	20	19	7	5	6	2	2	61
	percentage	32.8	31.1	11.5	8.2	9.8	3.3	3.3	100%
the study	count	26	17	9	6	1	1	1	61
	percentage	42.6	27.9	14.8	9.8	1.6	1.6	1.6	100%
Arabs	count	6	5	21	11	12	5	1	61
	percentage	9.8	8.2	34.4	18.0	19.7	8.2	1.6	100%
foreigners	count	4	8	1	7	9	16	16	61
	percentage	6.6	13.1	1.6	11.5	14.8	26.2	26.2	100%
local universities	count	6	5	11	17	12	8	2	61
	percentage	9.8	8.2	18.0	27.9	19.7	13.1	3.3	100%
Arab universities	count	1	5	9	13	13	7	13	61
	percentage	1.6	8.2	14.8	21.3	21.3	11.5	21.3	100%
foreign universities	count	1	2	3	3	7	20	25	61
	percentage	1.6	3.3	4.9	4.9	11.5	32.8	41.0	100%

Table No. (5) shows that 42.6% of the study sample believes that study friends are the largest sources of sports culture among students' friends, ranking first place. In the second place, friends of the residential neighborhood are regarded as the largest sources of sports culture, accounting for 31.1% of the study sample. In the final ranking, friends from foreign universities in the neighborhood are considered the largest

sources of sports culture, with a percentage of 41% of the study sample. Figure No. (4) shows the sources of sports culture among friends of students from the Faculty of Physical Education and Sports at Al-Aqsa University according to the largest source of each arrangement. And this was confirmed by the study of (Huda and Sahira) (21)

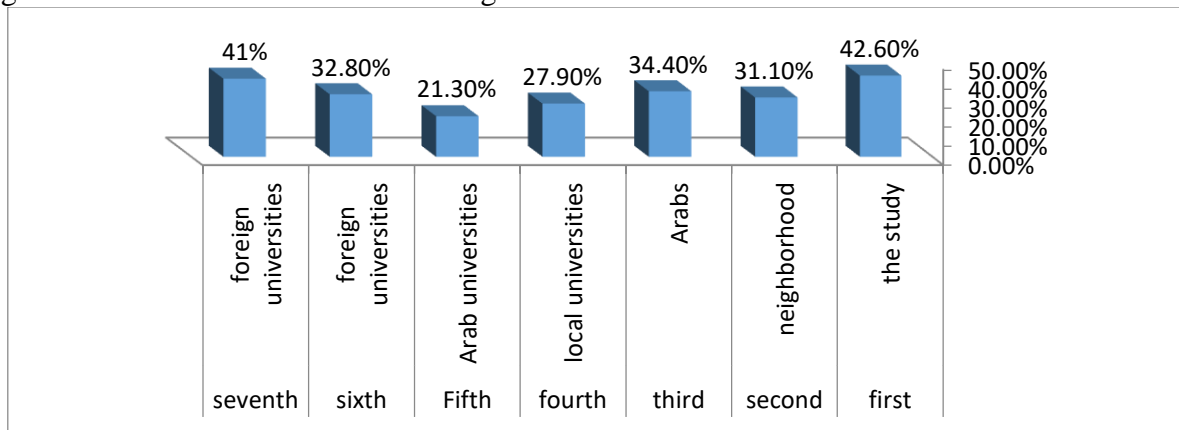


Figure number (4)

It shows the sources of sports culture in students' friends, arranged according to the largest source of each arrangement

Figure No. (4) shows that the largest sources of sports culture among the friends of the students at Faculty of Physical and Sports Education at Al-Aqsa University, according to the largest source of each arrangement, were their study

friends, accounting for 42.60% of the study sample. They ranked that source as the first among the rest of the axis sources. Friends, as it turns out, foreign friends did not receive any ranking among the sources, and the researcher

attributes this result to their continuous presence in the Faculty of Physical Education and Sports and the ease of transferring information via the Internet and other means. It is confirmed by (Saba and Sahira) that “There are statistically significant differences in the dimensions and the general total of the moral integrity scale for students of Physical Education, Sports Sciences and Fine Arts colleges according to the variable (specialization) and in favor of students of Physical Education and Sports Sciences college”. (22). Also (Jian and Sahira) see that “Jihan University students suffer from an increase in university violence and poor academic adjustment, and there is an inverse relationship between university violence and academic adjustment” (23).

(Gallardo and others) refers in their study to sum up, the results of all studies conducted by the authors make it possible to conclude that there are a number of crucial components to the effective impact of the physical and sports environment of university on the motor activity of the students and it has been proved to have a positive overall effect on successful health saving activities that a young person of today must demonstrate. (24). While (Ikhlas and Sahira) assured the existence of good level of distancing and the general sum of female university students, with the superiority of female students who practice sports over students who do not practice sports in the dimensions and the general sum of the measure of psychological prosperity. (25), which is also confirmed by the study of (Haider and others) (26)

The study of (Hiam Qassim) refers to the impact of the modeling method in reducing bullying behavior In the light of the research results, the researcher put a number of recommendations and suggestions on this conclusion. (27). The study of (Fatima and Aseel) mentioned that it is necessary to pay attention to developing the capabilities of physical education teachers and their knowledge of the guided imagination

strategy to be applied to students of different stages in a manner that depends on scientific planning according to the foundations and principles of motor learning. (28). Also (Nadia and Sondus) confirmed that there is a need to pay attention to the establishment of administrative courses for school principals to develop the style of servant leadership and to conduct similar studies dealing with principals of middle and middle schools. They also recommended conducting a study to find out the relationship of servant leadership to other variables such as administrative intelligence and decision-making. (29). And finally the study of (Jinan and Aseel) stressed the necessity of relying on teachers with clear and high administrative distinction to raise the level of work in the educational institution, and the deans and heads of departments must pay attention to teachers with creative abilities in colleges, and it is necessary to highlight successful teachers in their work and allocate rewards for them. (30)

Recommendations:

In light of the researcher's findings, the following is recommended:

1. The necessity of diversifying the sources of sports culture.
2. Enhancing the university library with new and modern books.
3. Motivate the students on the diversity of their cultures.
4. Enhancing relationships with fellow foreign students within the same field of study.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researcher himself.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (July /2023)

Author's contributions:

All contributions of this study were done by the researcher (A.Kh.) who get the main idea and work on writing and concluding also with number of experts, Azir Khamis in Statistics, Huda Shihab in revision, 0000000000 in translating, Mazin Hadi in proofreading

Facilitate the task: this study was supported by Physical Education and Sport College/ Al-Aqsa University – Gaza – Palestine.

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مصادر الثقافة الرياضية لدى طلاب كلية التربية البدنية و الرياضة في جامعة الأقصى
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جامعة الأقصى/ كلية التربية البدنية و الرياضة – غزة - فلسطين

هدفت الدراسة إلى التعرف على مصادر الثقافة الرياضية لدى طلاب كلية التربية البدنية و الرياضة في جامعة الأقصى. وتشير نتائج الدراسة إلى أن 54% من أفراد عينة الدراسة يعتقدون أن الأب هو المصدر الأكبر للثقافة الرياضية في أسرة طلاب كلية التربية البدنية و الرياضة في جامعة الأقصى. كما أشارت النتائج إلى أن 68.9% من أفراد عينة الدراسة يعتقدون أن المحاضرين من قسم التربية الرياضية هم أكبر مصادر الثقافة الرياضية، ويعتقد 39.3% من أفراد عينة الدراسة أن التواصل الاجتماعي هو المصدر الأكبر للثقافة الرياضية في وسائل الإعلام. ويعتقد 42.6% من أفراد عينة الدراسة أن أصدقاء الدراسة هم أكبر مصادر الثقافة الرياضية، عند مستوى دلالة 0.05 تعزى جميع مصادر الثقافة الرياضية من أصدقاء الطلاب نسبة إلى جنس الطالب (ذكر / انثى)، باستثناء بعض العناصر (مكتبة الجامعة، المجلات الرياضية المحلية، الأصدقاء الأجانب) لصالح الذكور، بينما كانت الفروق في المصادر. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

الثقافة الرياضية ، طلاب كلية التربية البدنية ، جامعة الأقصى ، المحاضرين ، مواقع التواصل الاجتماعي ، زملاء الدراسة

الكلمات المفتاحية