



ISSN Print: 2664-7281
ISSN Online: 2664-729X
Impact Factor: RJIF 8.15
IJSEPE 2025; 7(2): 241-244
<https://www.sportsjournals.net>
Received: 01-06-2025
Accepted: 05-07-2025

Firas Abdel Moneim Abdel Razzaq
College of Physical Education
and Sports Sciences,
University of Diyala, Diyala,
Iraq

Samir Sabry Hassan
University of Diyala, Diyala,
Iraq

Maha Sabry Hassan
College of Physical Education
and Sports Sciences,
University of Diyala, Diyala,
Iraq

Corresponding Author:
Firas Abdel Moneim Abdel Razzaq
College of Physical Education
and Sports Sciences,
University of Diyala, Diyala,
Iraq

Evaluation of the sports cultural level among fourth-year students in colleges of physical education and sports sciences: A field study

Firas Abdel Moneim Abdel Razzaq, Samir Sabry Hassan and Maha Sabry Hassan

DOI: <https://www.doi.org/10.33545/26647281.2025.v7.i2d.231>

Abstract

Background: University students are one of the axes of the educational process, and giving attention to them is a duty of those in charge of education and educational institutions. Sports culture plays an influential and effective role in spreading and promoting the principles of sportsmanship among players and spectators on one hand and in raising awareness of sports culture and curbing undesirable behavior on the other hand.

Aim: Identifying the level of sports culture among fourth-year students and knowing the differences in the level of sports culture between female and male fourth-year students.

Methodology: This study employed a descriptive survey methodology on 74 fourth-year students at Diyala University. Using a validated sports culture scale, data were collected, piloted, and analyzed with SPSS to assess reliability, validity, and cultural awareness levels.

Results: The mean for male students is 65.32, with a standard deviation of 7.58, while the mean for female students is 64.65, with a standard deviation of 5.03. The t-test value was approximately 0.4518. The result indicates that there is no statistically significant difference ($p > 0.05$) between male and female students in their level of sports culture.

Conclusion: The selected sports culture scale is suitable for the sample, which consisted of university students. Furthermore, the sports cultural level among students is almost equal, with no significant difference between male and female students.

Keywords: Sports culture, university students, descriptive survey, gender differences, cultural awareness

Introduction

Growth and advancement in any society depend heavily on how effectively its educational system produces interactive learners who are adequate with the language of the twenty-first century and its developments and technologies. University students are one of the axes of the educational process, and giving attention to them is a duty of those in charge of education and educational institutions ^[1]. Whereas sports are considered a manifestation of physical culture in any society, physical culture, in turn, is part of the existing culture of society. If we consider that culture, in general, is all the human behavioral patterns that are socially and culturally acquired and transmitted to members of human society through symbols. Human cultures enable groups to meet basic needs of survival. It also allows for complex social networks and relationships, the enhancement of the meaning of daily activities, and the pursuit of happiness ^[2]. Thus, it can be said that culture encompasses everything that human groups can achieve, including language, beliefs, industry, art, science, law, and ethics, etc., and it also embraces physical tools and objects that embody specific cultural elements, such as buildings of all kinds, machinery, transportation methods, and artworks. The term "culture" refers to a wide range of opinions, beliefs, conceptions, ideas, and imaginations that shape the interactions between individuals, society, and nature. People's lives and activities, as well as the financial and spiritual richness they produce, are all manifestations of culture, which is a specific degree of the historical evolution of society and human creative capacity and talents ^[3].

And so, the concept of culture in its practical social meaning differs greatly from its scientific meaning, as it encompasses everything that can be learned and written about through intertwined human relationships.

It also includes language, customs, traditions, and all social organizations. Physical culture is considered a part of culture in its comprehensive sense. It is the culmination of the community's efforts to achieve proper physical development for its members, starting from the early stages, to raise the overall health level. Such an endeavor requires physical culture in many elements, including physical education and national fitness, all of which help individuals contribute to work, production, and national defense. The emphasis on "physical and sports education for all" is one of the indicators of a high level of physical culture ^[4].

The rise in physical culture is seen as an indicator of progress, and the focus on a few individuals who excel in sports helps broaden interest in lifelong education for all members of society, regardless of their social or professional backgrounds, as well as their engagement with physical culture in daily life.

Sports culture plays an influential and effective role in spreading and promoting the principles of sportsmanship among players and spectators on one hand and in raising awareness of sports culture and curbing undesirable behavior on the other hand ^[5]. The research problem lies in the disparity in cultural levels among fourth-year students of the College of Physical Education and Sports Sciences at Diyala University and the neglect in providing genuine sports culture that elevates the viewer's thought and behavior, thereby failing to achieve the goals set by the sports institution.

Moreover, the reputation of sports culture in society in general and among university youth in particular, who represent the cultural community in all its aspects. Therefore, the researchers decided to determine the level of sports culture among fourth-year students of the Faculty of Physical Education and Sports Sciences at Diyala University.

The importance of the research lies in understanding the role of sports culture, as it is considered a means to educate the students and increase their knowledge of physical culture and sports, instilling certain ideas, values, and patterns of sports behavior among students, highlighting the importance of sports culture on the health, social, educational, and cultural aspects of individuals, as well as directing and unifying citizens' emotions and feelings through international and global forums and teaching love for the homeland.

Research Objectives

1. Identifying the level of sports culture among fourth-year students.
2. Knowing the differences in the level of sports culture between female and male fourth-year students

Scope of the Study

1. **Human Domain:** Fourth-year students of the College of Physical Education and Sports Sciences-University of Diyala.
2. **Temporal Domain:** The period from February 24, 2025, to April 17, 2025.
3. **Spatial Domain:** College of Physical Education and Sports Sciences-University of Diyala.

Materials and Methods

Research methodology

The research procedures used, which included those related to data collection, analysis, or result extraction, are influenced by the nature and type of research methodology. The researchers used the descriptive methodology with a survey approach, as it is the most suitable methodology for the nature of the research problem. It aims to correctly depict the qualities of a certain individual, group, or situation ^[6].

Population and research sample

The research community consisted of fourth-year students from the College of Physical Education and Sports Sciences at Diyala University for the academic year 2024-2025, totaling 256 male and female students, which represents 100% of the target population. The community was selected randomly. As for the sample, it is the participants you select from a target population (the group of interest you are interested in) ^[7]. The research sample consisted of 74 male and female students who were randomly selected from all fourth-year students (College of Physical Education and Sports Sciences—University of Diyala). In equal proportions, this number represents approximately 29% of the total population.

Research scale

The researchers used the sports culture scale prepared by Othman Mahmoud Shahada ^[8], which consists of 25 items with three alternatives (strongly agree, somewhat agree, and disagree). It is designed for college students at the University of Diyala. After modifying some of its items to suit the research sample, it was presented to a group of experts and specialists to gather their opinions and observations for adding, modifying, or deleting scale items. After collecting the forms, the experts' comments were considered to adjust some items to make them suitable for the research sample's capabilities.

The pilot test of the scale

The researchers conducted a pilot experiment, which is a preliminary mini-experiment similar to the main experiment that the researcher conducts before the main experiment to identify and avoid errors ^[9]. The researchers conducted the experiment on Tuesday, March 11, 2025, on a sample of 20 male and female students from the fourth-year students of the College of Physical Education and Sports Sciences at the University of Diyala. The researchers ensured that they were excluded when applying the main experiment, and the purpose of conducting it was

1. Ensure the clarity of the scale's instructions.
2. Ensure the clarity of the scale's paragraphs for students and the degree to which they reject them.
3. Avoid unclear paragraphs and replace them with appropriate ones.
4. Identify any potential obstacles and negatives to address them.
5. Determine the adequacy of the support team.
6. Answer questions and inquiries.

The researchers asked the students to provide their observations on the paragraphs, and the time taken to respond to the scale's paragraphs was approximately 15 to 20 minutes. The rating scale was appropriate for the

students' level, and thus the scale, with its instructions and fifteen paragraphs, became ready for application for the statistical analysis of the paragraphs. Afterward, the researchers sought to ensure the scientific foundations of the scale by verifying its validity through face validity by presenting the scale forms to experts and specialists, totaling seven experts. The agreement rate on the scale items ranged from 70% to 100%. The reliability of the scale was calculated using the Cronbach's alpha formula to measure internal consistency, which reached 0.87, indicating a good level of scale reliability.

The basic experiment and its field procedures

The researchers distributed the scale to the members of the research sample to answer its items according to a work plan devised by the researchers with the help of the assistant team members. On Sunday, March 16, 2025, the scale was also distributed to the fourth-year students of the College of Physical Education and Sports Sciences at Diyala University, totaling 80 male and female students. After completing the application and filling out the form within the specified time, the forms were examined, and 5 forms that did not meet the necessary conditions were excluded. Therefore, 75 forms with complete and valid responses were relied upon. The researchers, when scoring the scale, relied on assigning three points for the alternative "Strongly Agree," two points for "Somewhat Agree," and one point for "Disagree" for the positive items, and vice versa for the negative items. The highest score on the scale is 75 points, and the lowest score is 25 points. The higher the student's score on the scale, the more they possess a high level of sports culture.

Data Analysis

The statistical processing was performed with the Statistical Package for the Social Sciences (SPSS) for Windows, version 22.0 (IBM Corp., Armonk, NY, USA). The percentages were calculated. The analysis also involved means, standard deviations, the correlation coefficient, and the independent sample t-test. Statistical significance was set at $p < 0.05$.

Results

Table 1: Shows (mean \pm standard deviation and T value) for the research sample (male and female students) in terms of the level of sports culture.

Research sample	Mean	Standard deviation	T value	p
Male	65.32	7.58	0.4518	0.6527
Female	64.65	5.03		

Table 1 shows the means and standard deviations for the research sample related to sports culture. The mean for male students is 65.32, with a standard deviation of 7.58, while the mean for female students is 64.65, with a standard deviation of 5.03.

An independent samples t-test was conducted to determine whether there was a significant difference between male and female students in the level of sports culture. The t-test value was approximately 0.4518. The result indicates that there is no statistically significant difference ($p > 0.05$) between male and female students in their level of sports culture.

Discussion

It is evident from Table 1 that there are no significant differences between male and female students of Diyala University in terms of sports culture. The researchers attribute this result to the nature of the society and the characteristics of the sample, which consists of university students who are similar in age, cultural background, intelligence, and cognitive abilities. Additionally, the social integration and interaction between male and female students may contribute to the lack of difference in their level of sports culture, and the exchange of ideas and opinions occurs naturally among students due to the mixed-gender environment within the university community, which generates similar trends and opinions among them. Peer support plays a significant role in increasing college students' motivation to participate in and do different physical activities, which eventually helps to improve their mental and physical health^[10].

Undoubtedly, sports culture is essential in societal development; it represents a positive and progressive force, contributing to the development of the civilization of society. Any halt or delay is nothing but regression, because the process of civilizational progress continuously moves forward, and once it stops, the gap will widen over time. Therefore, achieving gender balance should be prioritized. And the result aligns with the findings of numerous studies, which conclude that university students, both male and female, are similar in their impressions, desires, and cultural orientations^[11, 12, 13]. Sports culture has an impact on a person's psychological, behavioral, and intellectual development in addition to promoting their physical well-being. It also helps them acquire skills that are useful in everyday life. However, its influence extends beyond participants to include the observers. As a result, sports culture serves an educational function for all members of society—regardless of gender or age^[14, 15].

Conclusion

In light of the results reached, the researchers concluded that the selected sports culture scale is suitable for the sample, which consisted of university students. This scale achieved its intended purpose of measuring the level of sports culture among university students. Furthermore, the sports cultural level among students is almost equal, with no significant difference between male and female students. The researchers recommended applying the current sports culture scale to other samples and different age groups to identify the level of sports culture across various segments of society and to encourage students to pay attention to sports culture and promote it in all colleges and departments with diverse specializations.

Conflict of Interest

The authors declare no conflict of interest.

References

- Hussein A, Majed S, Hasan U. Effect of employing the knowledge economy using the problem-solving strategy on the learning of basic tennis skills. *Sport TK-Revista Euroam Ciencias del Deport.* 2023;3(1):45-52.
- Matsumoto D. Teaching about culture. 1st ed. London: Routledge; 2023. p. 1-210.
- Makhmudova AA. Culture is a certain level of historical development of society, human creative

- power and abilities. *Eur Int J Multidiscip Res Manag Stud.* 2022;2(1):99-105.
4. Gaafar A, Al-Hadabi B. Mass media role in spreading the sports for all culture among female university students in the Sultanate of Oman in the light of Oman Vision 2040. *J Phys Educ.* 2023;35(4):773-782.
 5. Keshkar S, Lawrence I, Dodds M, *et al.* The role of culture in sports sponsorship: an update. *Ann Appl Sport Sci.* 2019;7(2):57-81.
 6. Ghanad A. An overview of quantitative research methods. *Int J Multidiscip Res Anal.* 2023;6(8):1350-1360. doi:10.47191/ijmra/v6-i8-52.
 7. Shorten A, Moorley C. Selecting the sample. *Evid Based Nurs.* 2014;17(2):32-33.
 8. Shahada OM. The role of watching sports satellite channels in spreading sports culture among students of the University of Diyala [dissertation]. Diyala: University of Diyala; 2008. p. 1-150.
 9. In J. Introduction of a pilot study. *Korean J Anesthesiol.* 2017;70(6):601-605.
 10. Jiazhi S, Ariffin IAB, Tham J. Research progress on the impact of peer support on physical activity among college students. *Int J Sport Exerc Phys Educ.* 2025;7(2):130-136.
 11. Korpershoek H, King RB, McInerney DM, *et al.* Gender and cultural differences in school motivation. *Res Pap Educ.* 2021;36(1):27-51.
 12. Litalien D, Gillet N, Gagné M, *et al.* Self-determined motivation profiles among undergraduate students: a robust test of profile similarity as a function of gender and age. *Learn Individ Differ.* 2019;70:39-52.
 13. Cabras C, Konyukhova T, Lukianova N, *et al.* Gender and country differences in academic motivation, coping strategies, and academic burnout in a sample of Italian and Russian first-year university students. *Heliyon.* 2023;9(7):e16617.
 14. Wang Q, Zainal Abidin NE, Aman MS, *et al.* Cultural moderation in sports impact: exploring sports-induced effects on educational progress, cognitive focus, and social development in Chinese higher education. *BMC Psychol.* 2024;12:89. p. 1-12.
 15. Lacerda-Magalhães R, Almeida HN. The role of universities sport in the promotion of social equality and integration. *Eur J Soc Sci Educ Res.* 2021;8(1):32-55.