



## **Sports culture and its relationship to some basic skills of the rope routine in rhythmic gymnastics for third-stage female students**

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### **Abstract**

The sports culture has an influential and effective role in spreading and consolidating the principles of sports spirit among female students on the one hand, as well as spreading awareness and blocking unwanted behavior and emphasizing their psychological and social compatibility on the other hand. The research problem lies in the researcher's observation of the lack of interest of students in sports culture in addition to sports and their relationship to the performance of certain skills. The basics of rope routine in rhythmic gymnastics

**Objectives of the research:** to prepare a sports culture scale for third-stage female students at the Faculty of Physical Education and Sports Sciences, University of Baghdad, and to know some basic skills of the rope routine in rhythmic gymnastics. Knowledge of the relationship between sports culture and some basic skills of the rope tool in rhythmic gymnastics for third-stage students at the College of Physical Education and Sports Sciences, University of Baghdad. In order to determine the objectives of the research, the researcher used the descriptive method using the survey method. The research sample was selected from all the students of the third stage of the society for the research necessities and divided into the following: (10) a student for the survey sample and (80) for the construction and application sample. (26) The researcher prepared the Sports Culture Scale, using several statistical procedures as well as

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measuring some rope skills, then used several statistical means to obtain the results, through which she concluded the sample was distinguished by sports culture through the results of the scale. Students of the third stage at the College of Physical Education and Sports Sciences, University of Baghdad, have an average performance of some rope skills. Sports culture plays a positive role in the performance of some rope skills in rhythmic gymnastics. They also recommended that the scale should be adopted for third-stage students as well as other stages. Continue to encourage students to exchange knowledge among themselves, especially those that are new.

**Keywords:** sports culture, rope routine, rhythmic gymnastics.

## **Introduction**

The era in which we live is the era of rapid psychological change, and sports culture is an "important" part of this development, and sports culture is a manifestation of society, and sports culture is also part of the general culture in general, and attention to it is one of the indicators of the high cultural level and progress in society, and satellite television is one of the effective mass communication means, which has become a big and obvious role in the spread of sports culture, and it is one of the most effective means for society, and sports culture has a clear impact on the health, social, educational and cultural aspect of students, especially as they face great challenges at the academic and psychological level As well as directing and unifying their emotions towards the gymnastics lesson, which is one of the difficult lessons for them, sports culture is one of the variables that contribute to improving the level of students, as well as effectively contributing to increasing the percentage of its contribution to the performance of basic skills in gymnastics. An individual athlete, a practitioner and a spectator must understand and absorb an "appropriate" amount of sports culture. There are matters and topics of sports culture that have a general cultural layer, as well as history related to Olympic and international sports achievements, especially those related to his physical hand, healthy nutrition, and some rules of the game, and there are also special sports cultures and qualities, which are cultures related to sports and the rules of competitions organized and managed by special plans and strategies (Al-Kholy, 1996, p. 85).

Sports culture has an influential and effective role in spreading and consolidating the principles of sportsmanship spirit among students on the one hand, as well as spreading awareness and blocking unwanted behavior and emphasizing their psychological and social compatibility on the other hand. the research problem lies through the researcher's observation of the lack of interest of students in sports culture in addition to sports and its relationship to the performance of certain skills. The basics of the rope tool in rhythmic gymnastics

Aim of the study: to prepare a sports culture scale for third-stage students at the College of Physical Education and Sports Sciences, University of Baghdad, and to know some basic skills of the rope routine in rhythmic gymnastics. Knowledge of the relationship between sports culture and some basic skills of the rope tool in rhythmic gymnastics for third-stage students at the College of Physical Education and Sports Sciences, University of Baghdad.

### **Method and tools**

The researcher chose the descriptive method by the survey method, as the research community was determined by the intentional method, represented by the female students of the third stage at the College of Physical Education and Sports Sciences, University of Baghdad, numbering (116) students in (3) divisions (A, B, C), while the research sample was selected from all the students of the community for the research necessities, divided into the following: (10) students for the survey sample and (80) for the preparation sample (Khaleel Sattar Mohammed, 2020, pp. 3451-3459) and (26) for the sample of the main experiment of the application.

And Table (1) shows the details of the sample division.

Table (1) shows the details of the survey samples, preparation and application

| No | Type of sample     | Number | Percentage ratio |
|----|--------------------|--------|------------------|
| 1  | Sample Survey      | 10     | %8.62            |
| 2  | Sample preparation | 80     | %68.96           |
| 3  | Sample application | 26     | %22.41           |



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|   |              |     |      |
|---|--------------|-----|------|
| 4 | Total sample | 116 | %100 |
|---|--------------|-----|------|

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### **Procedures for implementing field research steps:**

### **Procedures for preparing the sports culture standard:**

The researcher prepared a sports culture scale for third-year female students in the College of Physical Education and Sports Sciences at the University of Baghdad, which was prepared by (Shahada, 2009) and consists of (25) items and three alternatives (very agree, somewhat agree, disagree), and it is prepared for college students in University of Diyala. After modifying some of its paragraphs to suit the research sample, it was presented to a group of experts and specialists in Appendix (1) to seek their opinions and comments to add, modify, or delete paragraphs of the two scales. After collecting the forms, the experts' comments were taken into account about modifying some paragraphs to become appropriate to the capabilities of the research sample.

### **Exploratory experiment:**

The researcher conducted the exploratory experiment for the scale in the gymnastics hall at the College of Physical Education and Sports Sciences, University of Baghdad, on a group of female students (10). The sample's acceptance of the scale was shown through the clarity of the instructions and the ease of understanding and clarity of the paragraphs. The researchers and the assistant work team did not face any obstacles or negatives. (Jasem, Z. K., & Mohammed, K. S. (2024).) Note that the time it took to answer the scale ranged between (7– 10) minutes.

### **The main experience in preparing the sports culture scale:**

After arriving at the initial formula for the Sports Culture Scale, the researcher, with the help of the assistant work team, applied the scale to members of the sample of (80) female students in the third stage at the College of Physical Education and Sports Sciences, University of Baghdad. After completing the implementation of the main experiment, the researcher arranged the scale forms, corrected them, and recorded them. The results are in preparation for statistical analysis. The descriptive characteristics of the sample's

response scores, numbering (80) students, were found and it was found that: During which the sample members are distributed normally in the scale, and Table (2) shows this.

Table (2) shows the descriptive characteristics of the sample of numbers

| Statistical properties | the Sports Culture |
|------------------------|--------------------|
| Mean                   | 50.7375            |
| Median                 | 51.0000            |
| Standard deviation     | 4.34506            |
| Skewness               | .197               |
| Standard error         | .269               |

#### **Statistical analysis of the items of the Sports Culture Scale:**

The researcher analyzed the results of the preparation sample for the sports culture scale for the preparation sample. This step is considered one of the most important steps and procedures for preparing the scale. Therefore, the researcher took the following procedures:

#### **Discriminating ability:**

It is also called the peripheral comparison or the two peripheral groups in the total score, which gives an important indicator for constructing scales or tests and is evidence of discrimination (Anon 2024). To achieve this, the responses of the sample of (80) forms to the scale were arranged in descending order, after which the two peripheral groups in each group were identified (27%) From the construction sample (22) female students from the upper group and (22) female students from the lower group, and the middle group included (36) female students, and it was extracted by using the T-test to indicate the differences in the arithmetic means of two independent samples between the upper and lower groups, and the researchers adopted Paragraphs whose significance value is less than the approved significance level (0.05), the degree of freedom (42), and the table (3) shows that.

Table (3) shows the discriminating ability of each of the paragraphs of the Sports Culture Scale

| No | Lower Group |         | Upper Group |         | T-test  | Sig   |
|----|-------------|---------|-------------|---------|---------|-------|
|    | M           | SD      | M           | SD      |         |       |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 2  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 3  | 1           | 0.0000  | 3           | 0.0000  | 0.001   | 0.001 |
| 4  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 5  | 1           | 0.0000  | 3           | 0.0000  | 0.001   | 0.001 |
| 6  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 7  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 8  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 9  | 1           | 0.0000  | 2.878       | 0.3312  | 0.000   | 0.000 |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 1  | 1           | 0.0000  | 3           | 0.0000  | 0.000   | 0.000 |
| 1  | 1           | 0.50965 | 3           | 0.51177 | -19.893 | 0.000 |
| 1  | 1           | 0.50324 | 3           | 0.50324 | -22.873 | 0.000 |
| 1  | 1           | 0.61193 | 3           | 0.50324 | -22.476 | 0.000 |
| 1  | 1           | 0.68534 | 3           | 0.49237 | -22.873 | 0.000 |
| 1  | 1           | 0.51177 | 3           | 0.47673 | -22.873 | 0.000 |
| 2  | 1           | 0.50965 | 3           | 0.50965 | -18.825 | 0.000 |
| 2  | 1           | 0.75018 | 3           | 0.50965 | -30.747 | 0.000 |

The internal consistency coefficient of the scale: The internal consistency coefficient is used to determine the extent of homogeneity of the items in their measurement of the phenomenon or behavioral dimension and the ability to highlight the interconnection between the items of the scale (Mohammed, K. S., Shamkhi, D. A., & Mohammed, M. J. (2023).) The researcher used two types of internal consistency:

#### **The relationship of the paragraph score to the overall score of the scale:**

It is to find the correlation between each item and the overall score of the scale for all sample members. The goal of this procedure is to find out whether the answers as a whole for specific items are consistent in a reasonable way.

Table (4) shows the correlation coefficient between the grade of the item and the total grade of the sports culture scale

| No | Pearson's r | Sig     |
|----|-------------|---------|
| 1  | 0.364**     | .0000   |
| 2  | 0.336**     | 0.004   |
| 3  | 0.294*      | 0.012   |
| 4  | 0.368**     | 0.001   |
| 5  | 0.375**     | 0.001   |
| 6  | 0.408**     | 0.000   |
| 7  | 0.434**     | 0.000   |
| 8  | 0.360**     | 0.002   |
| 9  | 0.440**     | 0.000   |
| 10 | 0.562**     | 0.000   |
| 11 | 0.461**     | 0.000   |
| 12 | 0.414**     | 0.000   |
| 13 | 0.315**     | 0.000   |
| 14 | 0.393**     | 0.393** |
| 15 | 0.424**     | 0.424** |
| 16 | 0.240*      | 0.240*  |
| 17 | 0.346**     | 0.346** |
| 18 | 0.322**     | 0.322** |
| 19 | 0.312**     | 0.312** |
| 20 | 0.270**     | 0.270** |
| 21 | 0.443**     | 0.443** |
| 22 | 0.242*      | 0.242*  |
| 23 | 0.425**     | 0.425** |

|    |         |         |
|----|---------|---------|
| 24 | .396**0 | .396**0 |
| 25 | .215*0  | .215*0  |

It turns out that all items in the sports culture scale are statistically significant, but they are not significant at the significance level (0.05)

### Consistency:

To verify the stability of the sports culture scale, the researcher used the following methods:

A. Half-segmentation method: The researchers divided the items of the scale into two halves, a first half and a second half, and the correlation coefficient was extracted between the sum of the scores of the two halves according to Pearson's method for the scale. The correlation coefficient here indicates the stability of half the scale and then complete stability according to the Spearman-Brown equation to correct the stability

B. Alpha-Cronbach method: The Fehrenbach is an internal homogeneity of the scale and is one of the most common coefficients of reliability

Table (5) shows the reliability coefficient through the half and Fahrenbach segmentation of the sports culture scale.

**Table (5)** shows the stability coefficients

| No | The scale      | Half-segmentation           |                 | Alfa Cronbach |
|----|----------------|-----------------------------|-----------------|---------------|
|    |                | Stability of the half-scale | Total stability |               |
| 1  | Sports culture | 0.553                       | 0.653           | 0.575         |

Objectivity: As for objectivity, it is achieved through the stability of the correction process according to the special alternatives of the sports culture scale, and the arbitrators will not have any involvement in correcting the answers.



The final image of the sports culture scale: represents the sports culture scale for female students and includes the scale in the final image of (25) as in Appendix (2).

As for the motor foals for which the researcher took the results of her evaluation, the rope skills included:

- 1.Rope weighted in the form of 8.
- 2.Inserting and removing the rope with rotation.
- 3.Throw and receive rope with cat jump.
- 4.Spining with rope.
- 5.Bounce jumping rope.
- 6.Bounce-free bungee jumping.

According to the instructions for evaluating and awarding grades, the highest evaluation grade in all skills is 15 grades.

The main experiment: After completing the preparation of the scale and selecting the skills in rhythmic gymnastics, the researcher distributed the scale to the application sample of (26) students, and after answering, she arranged the forms for the purpose of processing them statistically and then obtained the results of the scale and some skills for the purpose of extracting the results.

Statistical methods:

The researcher used the SPSS statistical bag

The following statistical methods:

- Mean.
- Median
- Standard Deviation.
- Person simple correlation coefficient.
- Percentage.

- T-test for independent and correlated samples.
- Cronbach's alpha coefficient.
- Spearman Brown Laboratories
- Hypothetical Mean

### **Presentation, analysis and discussion of results**

#### **Presentation of the results of the Sports Culture Scale**

Table (6) shows the arithmetic mean, standard deviation, convolution coefficient, calculated value (T), and significance value for the Sports culture scale

| <b>The variable</b>   | <b>hypothetical<br/>mean</b> | <b>M</b> | <b>SD</b> | <b>skewness<br/>coefficient</b> | <b>T</b> | <b>sig</b> |
|-----------------------|------------------------------|----------|-----------|---------------------------------|----------|------------|
| <b>Sports culture</b> | 50                           | 53.2308  | 3.94267   | .140                            | 4.178    | 0.000      |

*The significance value is significant if it is < 0.05*

It is clear from Table (6) that there are significant differences in favor of the arithmetic mean, and this means that the sample possesses a sports culture specific to sports in general and rhythmic gymnastics in particular ‘, as the researcher attributes this to the activation of communicative means of knowledge that allows the accumulation of knowledge and are usable in the context of contemporary daily life. And employing it to support and advance society in all fields" (Al-Jumaili, 2023, page 5). The researcher attributes the reason for the presence of sports culture among third-year female students to the fact that the academic lessons on sports and gymnastics in particular that the female students received contributed to strengthening their sports culture, and in return, especially since sports in general contribute to strengthening the bonds of brotherhood and love between athletes to a greater extent than others.

(Ghassan Muhammad Sadiq, 1990) confirms that "culture and sports play a prominent role in the lives of nations and peoples, because of the individual's physiological activity that keeps him away from many diseases. They are also considered a complement to comprehensive education and what their effects on those societies reflect." Also, the

individual and society and their social effects do not come out of nowhere, but rather come through linking their past represented by their ancient civilization and their future and understanding the meaning of sport and its response to their daily practice of physical and recreational sporting events and activities, through which it is possible to know the true awareness on which the individual and society are based and then reach a culture. Comprehensive sports.

Sports culture "affects the formation of the personality of the individual and the group through many cultural situations and through continuous social interaction. Thus, we find sports culture the social, motor, and sporting behavior of the individual and the group through socialization. In these social situations, the individual practices the elements of culture, and this is called the process of social education or the process of socialization." Culture provides the individual with an identical view of social life, that is, it distinguishes the individual with social reality through social institutions such as the family."

### **Presenting the results of the relationship between sports culture and some rope skills in rhythmic gymnastics:**

Table (7) shows the arithmetic mean, standard deviation, and torsion coefficient for some rope skills

| <b>The variable</b> | <b>M</b> | <b>SD</b> | <b>skewness coefficient</b> |
|---------------------|----------|-----------|-----------------------------|
| Some rope skills    | 8.913    | 2.429     | -0.046                      |

Table (8) shows the correlation coefficient between sports culture and rope skills in rhythmic gymnastics

| The variable                 | Correlation | Sig   |
|------------------------------|-------------|-------|
| Sports culture - rope skills | 0.543       | 0.000 |

Table (8) shows the results of the correlation values between sports culture and rope skills in rhythmic gymnastics, as the results showed a significant and direct relationship. This means that the female students have a degree of sports culture, which had a positive role in performing rope skills in gymnastics, because the nature of performing these skills It requires using, exchanging and sharing information and knowledge with female colleagues, and this in turn works to overcome the difficulties facing female students in performing Some rope skills The researcher also attributes the reasons to the acquisition of diverse experiences by female students at each stage during their academic career, as the theoretical and practical subjects they study in the College of Physical Education and Sports Sciences achieve many positive benefits that develop and develop sports culture at each stage of study, and sports culture also helps them to Mobilizing their abilities and energies to achieve the best, and increasing their cultural awareness of different sports, the method of practicing them, and the way they are performed We also attribute the reason to the major role of the teaching staff in the process of guidance, counseling, education, and providing assistance to students in accessing the information they want, and expanding students' perceptions and cultures through the use of modern means in education and keeping pace with the development taking place in modern technologies, such as smart devices and tools that help expand those perceptions that These students have, and this is consistent with Al-Qaddoumi and Al-Amad 2017) Sports culture contains information that develops cognitive, psychological and health aspects through practicing sports activities. Al-Qaddoumi and Al-Amad, 2017, 50)

## **Conclusions and recommendations:**

### **Conclusions:**

1. It was reached to prepare a sports culture scale for third-year female students at the College of Physical Education and Sports Sciences, University of Baghdad, which consists of (25) items.
2. The possibility of applying the scale through the ease and difficulty of its expressions that are compatible with the research sample.
3. The sample was characterized by mathematical culture through the results of the scale.
5. Third-year female students at the College of Physical Education and Sports Sciences, University of Baghdad, are distinguished by average performance in rope skills.
6. Sports culture plays a positive role in performing some rope skills in rhythmic gymnastics.

### **Therefore, the researcher recommended:**

1. It is necessary to adopt a sports culture standard for female students in the third stage as well as other stages.
2. Continue to encourage female students to exchange knowledge among themselves, especially those that are new.
3. Giving female students the opportunity to learn about different sports.
4. It is necessary to pay attention to your gymnastics lesson, especially for female students.
5. Conducting other studies that include other measures and skills, as well as selecting other samples.

## Appendixes

### Appendix (1) Sports Culture Scale

| No | Paragraph  | Agree | Sometimes Agree | Disagree |
|----|--|-------|-----------------|----------|
| 1  | Warming up should be done before physical activity to maintain the safety of muscles and joints.   |       |                 |          |
| 2  | Sports culture contributes to understanding the basic skills in various types of gymnastics.       |       |                 |          |
| 3  | Sports culture helps in understanding sports terms and concepts.                                   |       |                 |          |
| 4  | Sports culture contributes to knowledge about the history of sports.                               |       |                 |          |
| 5  | Sports information helps to learn about prominent sports figures around the world.                 |       |                 |          |
| 6  | Sports information highlights and introduces sports landmarks around the world.                    |       |                 |          |
| 7  | The rhythmic gymnastics class strengthens relationships among female students.                     |       |                 |          |
| 8  | Sports culture increases excitement in presenting the artistic aspects of rhythmic gymnastics.     |       |                 |          |
| 9  | Physical fitness is gained through engaging in physical activities.                                |       |                 |          |
| 10 | Sports culture enhances the understanding of cooperation and its social value.                     |       |                 |          |
| 11 | Sports culture helps in shaping students' cultural and social relationships.                       |       |                 |          |
| 12 | Sports culture promotes acceptable social values.  |       |                 |          |
| 13 | Sports culture does not show the importance of sports in fulfilling students' needs and interests. |       |                 |          |

|    |  |  |  |  |
|----|--|--|--|--|
| 14 | Sports culture develops the concept of belonging to the group and the homeland.                                  |  |  |  |
| 15 | Sports culture helps to strengthen relationships among female students.  |  |  |  |
| 16 | Sports culture encourages students to join sports and youth organizations and clubs.                             |  |  |  |
| 17 | Sports culture does not call for avoiding violence and disorder in championships and competitions.               |  |  |  |
| 18 | Sports culture helps guide students' lives toward useful and beneficial goals.                                   |  |  |  |
| 19 | Sports culture contributes to awakening aesthetic awareness and its civil and ethical role.                      |  |  |  |
| 20 | Sports culture plays an important role in identifying some deviant behaviors in the sports environment.          |  |  |  |
| 21 | Sports culture helps in avoiding incorrect habits during sports practice.  |  |  |  |
| 22 | Sports culture supports the connection between sports and other sciences.  |  |  |  |
| 23 | Practicing sports taught me to respect others.   |  |  |  |
| 24 | Practicing sports activities is an important part of deepening the relationship between sports and the audience. |  |  |  |
| 25 | I enjoy playing when I know the rules of the game I'm playing  |  |  |  |

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