

The Effect of Watching Sports TV Programs on Developing a Sports Culture: A study on Preparatory School Students in the Hamza Education Directorate

Abdulkadhum Mohammed Sweed^a, Flayyih Jebur Kareem^b, ^{a,b}General Directorate of Education at Diwaniyah, Ministry of Education, Republic of Iraq, Email: aabdulkadhum@yahoo.com, bjason.abdullah1980@gmail.com

The research aims to determine the effect of watching sports television (TV) programs upon the development of a sports culture. This study is applied to preparatory school students in the Hamza Education Directorate since students at this stage are considered a segment of society and who have interests in sports. The study includes descriptive and analytical studies. The study population consisted of all preparatory stage students in the education of Hamza, and the three grades in its various branches. The population totalled 2,020 students who were distributed to eight preparatory schools, including four schools for boys and four schools for girls. The researchers used the random, proportional stratified sample from the preparatory stage students in the Hamza Education Directorate, and at the rate of 10 per cent of the research community. Thus, the sample was 202 male and female students distributed according to the classroom. A questionnaire consisting of several axes and questions was prepared, and the statistical program SPSS was used to empty data and extract results, frequencies, percentages, and correlation. Moreover, it was proven that the hypothesis, that there are no statistically significant differences in the rate of watching sports TV programs, is attributable to the gender variable. Furthermore, the incorrectness of the hypothesis, that there are no statistically significant differences in the rate of watching sports TV programs, for the variable of classrooms.

Keywords: *Sports, TV programs, Sports culture, Hamza education directorate.*

Introduction

Television (TV) has a number of characteristics that have made it the forefront of the means of communication. It is the most influential media in all segments of society, and it has the power to change people's attitudes and directions. It is a reflection of what is going on in the world through its dependence on the living image that attracts attention and arouses attention.

The majority of public or private TV stations offer sports programs that contribute to many tasks and functions related to sports education, including news, comments, explanations, analyses, explanations, and criticism for negative cases.

Sport is one of the most beloved practices for the souls of all people, with different cultural, social, and age levels, as it contributes to finding a fit person, in terms of emotional and physical health.

Sports culture is not an end, but a means that seeks to achieve educational, and behavioural dimensions. It plays this role. There must be a mass means as a utilisation of media to contribute to spreading sports culture and raising its level among members of the society, especially students.

Therefore, the two researchers decided to study the effect of watching sports TV programs on developing a sports culture by applying the study to preparatory school students in the Hamza Education Directorate.

Methodological Framework

Research Problem

TV programs have become important vehicles in bringing about change in society, with various civilisational, cultural, and social components. Sports TV programs have the interest of a wide segment, especially young people (middle school students) because of their role in disseminating sports awareness, and education by providing the recipient with various information from news and programs related to sports. This is what led researchers to explore *the effect of watching sports TV programs on the development of sports culture, and the extent to which TV programs can affect the development of sports culture.*

Research Significance

Since sports TV programs reach a large audience of people and affect their performance, behaviours, and lifestyle, the need for this study appears through the following points:

1. Sports TV programs can accomplish many media tasks that lie in news, interpretation, socialising, mentoring, entertainment, and marketing.
2. Raising the level of sports culture and increasing sports awareness among students.
3. Informing community members of all current events and developments in the sports field.

Research Objectives

The main objective of the study is to identify the effect of watching sports TV programs on developing sports culture. As for the sub-objectives of the study, it can be summarised as follows:

1. Determining the extent of students watching sports TV programs.
2. Determining the effect of watching sports TV programs on the level of sports culture for the preparatory school students.
3. Disclosing the extent of the influence of sports TV programs on the cognitive aspect of the preparatory school students.

Research Questions

1. What is the extent of watching sports TV programs by the preparatory stage students in the Hamza Education Directorate?
2. What kind of sports TV programs do the preparatory school students of the Hamza Education Directorate prefer?
3. Who are the people who contribute to raising the level of sport culture for preparatory school students in the Hamza Education Directorate?
4. What is the nature of the effect of watching sports TV programs on the level of sports culture for preparatory school students in the Hamza Education Directorate?
5. What are the proposals that contribute to the development of sports TV programs from the viewpoint of preparatory school students in the Hamza Education Directorate?

Research Hypotheses

First Hypothesis: There are no statistically significant differences in the rate of watching sports TV programs for the gender variable.

Second Hypothesis: There are no statistically significant differences in the rate of watching sports TV programs for the different classes.

Third Hypothesis: There is no statistically significant relationship between the extent of sports TV follow up and the development of a sports culture.

Research Limits

Time Limits: the second semester of the academic year 2019–2020.

Spatial Limits: preparatory schools in of the General Directorate of Education of Al-Qadisiyah/Hamza District.

Human Limits: preparatory stage students in the Hamza education section, affiliated to the General Directorate of Education of Al- Qadisiyah.

Reasons for Choosing the Research Topic

1. Thematic Reasons

- A. The subject of the study is one of the important topics and subjects to study and research.
- B. There was a lack of research and studies that touched on this aspect in the Al-Qadisiyah Directorate of Education.
- C. The general orientation of the youth (preparatory students) towards becoming acquainted with the latest sports news and local and international events, and this is what represents the value of sports TV programs and what they mean for this segment.

2. Subjective Reasons

- A. The tendency to study the topic of the impact of sports TV programs on the development of a sports culture among preparatory school students.
- B. Personal interest in the subject and trying to know the effect of sports TV programs on developing a sports culture among middle school students.

Research Concepts

Sports TV programs: it means programs that publish news and cover sports topics and activities of various kinds, at the local and international levels.

Sports culture: sports culture means the collection of knowledge and information about the various sporting activities that an individual acquires and provides through his own experience, whether by watching, practising or reading these sports activities.

Literature Review

Afnan Muhammad Shaban's (2018) study is entitled, "The effectiveness of sports television programs in developing sports culture among young people". The study aimed to determine the extent of the young individuals watching sports programs and the impact of that programming on the recipient, and the effect of demographic changes among young people on the extent of sports program viewing. The study was conducted on a sample of 200 male and female students from the colleges of Baghdad University, and the research reached several

results. The most important of which, is that there is a strong impact of sports programs on the level of youth culture. The validity of the first hypothesis was proven by the presence of statistically significant differences in the demographic variables towards watching TV sports programs, and the second hypothesis was not validated, as it was shown that there was no significant correlation between the level of sports culture and the type of sports programs seen by the students of the Baghdad University colleges.

Emad Al-Din Boumerdes' (2016) study is entitled "Developing sports culture among university youth through sports media". The study aimed to reveal the patterns of university youth's use of sports media, the extent of its impact on the cognitive aspect, and the achieved feedbacks through the use of sports media contents. The study concluded that TV is the most important medium for university youth to follow, and university youth sometimes follow programs that discuss sports topics, and sometimes they discuss with others about the sports programs that they have seen. Sports media plays a relative role in developing their sports culture. Sports media also encourages students to acquire a sports culture. Sports media have an important role in developing sports culture through the contents and media messages that contribute to raising the level of their sports culture.

Majid Muhammad Al-Adwan's (2016) study is entitled "The role of television in developing sports culture: from the viewpoint of students of colleges of physical education in Jordanian universities". The study aimed to identify the viewing rate and communication habits of Jordanian sports TV programs by students of physical education in Jordanian universities, the needs derived from the students' tendencies towards sports programs, and the level of satisfaction with Jordanian sports TV programs. The study found that members of the sample watch sports programs at a rate of 35.7 per cent; 38 per cent watch sports programs with some friends; sports programs contribute to improving student culture in sports laws by 58 per cent; the absence of statistically significant differences in the rate of watching sports programs on Jordanian TV between the variable categories of the academic year; and the presence of statistically significant differences in the level of watching sports programs on Jordanian TV between males and females.

Commentary on previous studies

Through our presentation of studies related to the topic of research in the field of TV programs and sport culture, we find that these studies were agreed upon in various aspects and differed in others. One of the most prominent things we reached is that the totality of the studies we have addressed aim to identify the role of TV programs in disseminating sports culture. There is congruence in the use of terminology, as it used the descriptive approach in reaching the objectives of studies and used the same research tools to reach the results. The difference of studies from our study was in the type and number of samples used, in addition to a slight

difference in the number of dependent and independent variables, as well as the difference in the environment in which the studies were conducted.

The researchers have benefited from the previous studies in identifying the appropriate curriculum, as well as the tool that fits with the subject of the present study.

Theoretical Methodology

Sports TV programs

Television is the most closely related media to sports, and TV interest in sports varies from country to country. Television often provides within the central newsletters, sports news, which increases interest in sporting events and the circle of the interested audience. Furthermore, dealing with the sporting event is undertaken seriously and attentively through its position with politics and culture. The TV follows every sports activity and displays in every special bulletin, sports topics. Most TV stations have a sports program that is directed to the public and is usually presented once a week and extends between half an hour to an hour. It includes inclusiveness, depth, and seriousness in presenting sporting events within its general context with the presentation of analysis and interpretation. In addition, it supports it, in the opinion of experts, analysts, coaches, specialists, and even the viewers themselves, with the aim of deepening the knowledge that contributes to spreading an awareness of sports culture and its link to other fields.

Sports TV shows provide a culture that includes a collection of science, knowledge, and information from the arts to the various sporting activities that the individual acquires from the environment. It increases his own experience, whether by watching, practising or reading these sporting activities.

Sports culture influences the formation of a person and builds a person, and this is clearly demonstrated through his social interaction within society through socialisation. Educational institutions and the family contribute to this by building the proper behaviour of the individual by realising the importance of practising sport and learning in this regard. There is no equal to the people connected to TV and its programs. Hence, the tremendous impact it has had on the lives of all people, in that it did not stop at the formation of their culture and began to shake their entire existence and rob them until the most cherished moments of their lives. Furthermore, if some developed societies have noticed the importance of TV and the programs that they provide and have worked to take advantage of the potentials and exploit them in the fields of life from information, education, entertainment and education, there are some societies that were not helped by the conditions to take advantage of the capabilities of TV and its programs; although, they are the most in need of that.

The impact of sports media on the way we think and how we value things through the mathematical information we receive from it leads to a shift in our mathematical beliefs. Mathematical beliefs are the result of mathematical knowledge that we have acquired and is the product of what we have learned. The influence of the media is a continuous, interactive process with multiple aspects that are not subject to one action. Its effect is subject to the conditions of the message, future conditions, and auxiliary factors, and the majority of the effect does not appear until after long periods, as the media work in most cases as a complement to the events. Although, in some cases, the media is the main reason to make an impact.

Research Procedures and Results

Research Methodology

The researchers used the descriptive analytical method in conducting the study, as it is one of the most used approaches in studying social and human phenomena, and because it fits the phenomenon in question that is concerned with collecting and summarising the present facts related to the nature and status of a specific group of people, a number of things or a set of circumstances, events, or phenomena that a person may wish to study.

Research Population

The study population consisted of all preparatory stage students in Hamza education and for the three grades in its various branches. There were 2,020 students distributed among eight preparatory schools, including four schools for boys and four schools for girls. The number of fourth-grade middle school students in its scientific and literary branches reached 530 students. As for the number of fifth-grade students in the practicum, biological, and literary branches, there were 670 students. The number of sixth grade students in the practicum, biological, and literary branches was 820 students, as shown in Table 1.

Table 1: Research Population

Stage and Branch	Gender		Total	
	Males	Females		
Fourth Grade Scientific	220	200	420	530
Fourth Grade Literary	60	50	110	
Fifth Grade Biological	230	90	320	670
Fifth Grade Practicum	110	60	170	
Fifth Grade Literary	120	60	180	
Sixth Grade Biological	230	120	350	820
Sixth Grade Practicum	150	90	240	
Sixth Grade Literary	130	100	230	
Total	1250	770	2020	2020

Research Sample

The two researchers used the random, proportional stratified sample according to the study sample from the preparatory stage students in the Governorate centre, and by ten per cent of the adult research community of 2,020 persons. The sample was 202 male and female students distributed according to the classes, as shown in Table 2.

The reason behind choosing this sample for the present study is that this category seems to be the most likely to be sport oriented and that closely suits to follow up a sports program.

Table 2: Study Sample Characteristics

Stage and Branch	Gender		Total	Percentages
	Males	Females		
Fourth Grade Scientific	22	20	42	21%
Fourth Grade Literary	6	5	11	6%
Fifth Grade Biological	23	9	32	16%
Fifth Grade Practicum	11	6	17	8%
Fifth Grade Literary	12	6	18	9%
Sixth Grade Biological	23	12	35	17%
Sixth Grade Practicum	15	9	24	12%
Sixth Grade Literary	13	10	23	11%
Total	125	77	202	100%

Data collection Methods

In order to obtain primary information and data for this study, the researchers reviewed several studies related to sports TV programs, and to the development of a sports culture, to benefit from these studies in designing a questionnaire to study the effect of watching sports TV programs on sports culture development, and distribute them to the respondents. The researchers also relied on interviews with officials in the Hamza Education Directorate, and the Qadisiyah Education Directorate to collect information.

Study Variables

- A. ***Independent Variables:*** watching sports TV programs.
- B. ***The Median Variable:*** the demographic variables of the gender of the students (male and female), and the class variable (fourth/fifth/sixth grade) with the different branches.
- C. ***Dependent Variables:*** the level of mathematical culture for middle school students.

Research Procedures

The field study was conducted on a sample of middle school students in Hamza education to see the effect of watching sports TV programs on developing a sports culture. The researchers used a questionnaire to collect the required data, consisting of 11 questions that included four questions for the variable of watching sports TV programs, and seven questions for the variable of the effect of observation on the development of a sports culture. Two hundred and two questionnaires were distributed to the required sample, and after distributing the questionnaires, 12 forms were excluded because they are not valid for study, as the respondents did not answer all the questions of the questionnaire (the lack of seriousness of the respondents). An additional 50 forms were also excluded because they did not watch sports TV programs. Therefore, there were 140 completed and valid forms. After reviewing the information on the questionnaire, the study forms were coded, and then emptied into numbers and ratios in simple and complex tables. This was performed using the SPSS program and then analysing it through a set of statistical methods appropriate to the nature of data and the type of study variables to achieve the research objectives and test the hypotheses of study. The statistical tools used in the study were descriptive statistics methods to describe the characteristics of the study sample items by making iterative tables that include frequencies and percentages of the study variables, as well as to identify the general trend of the sample items for each variable, and the standard deviation to determine the amount of dispersion in the respondents' answers for each of the arithmetic mean, and testing the Chi and F values.

Research General Results

Results of Answering the Research Questions

Table 3: The extent of the respondents watching sports TV programs

Watching Frequency	Frequencies	Percentage	Frequencies	Percentage	Total	Percentage
	Male		Female			
Always	25	26%	16	17%	41	22%
Sometimes	49	51%	25	27%	74	39%
Often	7	7%	18	19%	25	13%
Rarely	15	16%	35	37%	50	26%
Never	96	100%	94	100%	190	100%
Total	25	26%	16	17%	41	22%

It is clear from the above table that the phrase 'sometimes', came in a higher order among the research sample with a number of frequencies of 74, and constituting 39 per cent. The phrase 'always' resulted in 41 frequencies or 22 per cent, meanwhile the phrase 'rarely' received 25 frequencies at the rate of 13 per cent. From the above table, we conclude that males have a

higher tendency than females to follow sports TV programs because they are practising sports more and are also more inclined to watch sports TV programs.

Table 4: The regularity of the respondents to follow sports TV programs

Days	Frequencies	Percentages
Periodically	20	14%
Weekly	39	28%
Daily	13	10%
Depends on the situation	68	48%
Total	140	100%

It is observed from the above table that the phrase ‘according to the circumstances’, came in the first order with 68 frequencies at the rate of 48 per cent. Meanwhile, the phrase ‘weekly’ came second in the order of the respondents' choices, with 39 frequencies by the rate of 28 per cent, and the phrase ‘periodically’, was third with 20 frequencies at 14 per cent. From this result, it can be concluded that the sample of the respondents are students who are obliged to work hours and follow the daily lessons and duties assigned to them and therefore, whenever they have the opportunity, they will follow sports TV programs that meet their needs and tendencies.

Table 5: The number of hours the respondents watch sports TV programs

Number of Hours	Frequencies	Percentages
Less than an hour	35	25%
One to two hours	19	13%
Three hours or more	10	7%
Depends on the situation	76	55%
Total	35	25%

It is observed from the above table that the phrase ‘depending on the circumstances’, was first in the number of frequencies with 76 and at a rate of 55 per cent. Meanwhile, ‘less than an hour’ came in second by a repetition of 35 and a percentage of 25 per cent. We conclude from that that there is no time limit for follow up hours due to the circumstance that the study sample goes through from daily obligations and their preoccupation with the study. As for ‘less than an hour’, most TV programs are less than an hour. It follows the program that fulfils its tendencies and gratifications.

Table 6: The type of sports TV programs the respondents prefer

Program type	Frequencies	Percentages
Local programs	20	14%
Arabic programs	15	11%

International programs	25	18%
All of the above	80	57%
Total	140	100%

The table above shows that the phrase ‘all that is mentioned’, was first order in the number of frequencies with 80, and at a rate of 57 per cent. It was followed by the phrase ‘international programs’ with 25 frequencies and by a rate of 18 per cent. The ‘local program’ number of frequencies was 20, followed by 15 for ‘Arabic programs’, respectively. We conclude that the research sample has sports interests at various levels and has a tendency to follow up on all the sports activities and news that occurs.

Table 7: The individuals who contribute to raising the level of their sports culture

People	Frequencies	Percentages
Mathematical analysts	71	50%
Coaches	5	4%
Commentators	19	14%
Players	10	7%
The teachers	35	25%
Total	140	100%

The table above indicates that the most people who contribute to raising the cultural level of the research sample are sport analysts with a number of frequencies of 71 and by 50 per cent. This is followed by teachers with a number of frequencies of 35 and by 25 percent, and subsequently commentators at 19 and with a percentage of 14 per cent. We conclude analysts are the majority who follow different sports, and communicate sports information by analysing, discussing, and checking the performance of their owners, and collecting information about the player, his club, and history, and then analyses the performance of those teams and players. This is what leads to its understanding by the research sample, and commentators have the ability to raise the cultural level of sport by supporting and giving information about the two competing teams in a distinctive manner that meets the required characteristics.

Table 8: The nature of the impact of these mathematical implications on the level of mathematical culture among the respondents

The nature of the effect	Frequencies	Percentages
Cultural	86	61%
Cognitive Intellectual	12	9%
Behavioural	42	30%
Total	140	100%

It is clear from the above table that the percentage of influence on the members of the sample varies from one individual to another, according to the nature of their reception and awareness of the content, the variation in their cultural levels, and cognitive and intellectual differences, as well as their interest in them. The majority of the respondents in the table reject the nature of the effect of a "positive" cultural effect at a percentage of 61 per cent, with a total of 86 frequencies.

Table 9: The opinion of the respondents on the role played by sports TV programs in developing sports culture

Role	Frequencies	Percentages
Effective	79	57%
Ineffective	20	14%
Relative	41	29%
Total	140	100%

The table above shows that the phrase 'effective' came first with 79 frequencies and at the rate of 57 percent. It was followed by the phrase 'relative' with 41 frequencies at 29 per cent, and the phrase 'ineffective', with 20 frequencies at 14 per cent. We conclude that sports TV programs have an effective role in developing a sports culture through the cultural, behavioural and legal contents, the transmission of matches, news, and reports, and the progress of these programs.

Table 10: The contribution of sports programs to the development of sports legal culture

The nature of the effect	Frequencies	Percentages
Yes, a lot	60	43%
Somewhat	53	38%
Never contribute	27	19%
Total	140	100%

It is clear from the above table that sports TV programs have clearly contributed to the development of a legal culture, where the phrase 'yes, a lot', came in a higher order with 60 frequencies and at a rate of 43 per cent. We conclude that sports TV programs can enhance the legal and mathematical culture of the research sample by reviewing the international and national sports laws and standards of legislation, discussing them, and the importance of their legislation in the process of regulating rights and duties.

Table 11: The effect of watching sports TV programs on developing mental health in the research sample

The above table indicates that the phrase ‘yes, a lot’, obtained the highest frequency at 76, and

The nature of the effect	Frequencies	Percentages
Yes, a lot	76	55%
Somewhat	41	29%
Never contribute	23	16%
Total	140	100%

at a rate of 55 per cent. The phrase ‘somewhat’, came second with 41 frequencies and at a rate of 29 per cent, followed by the phrase ‘never contributes’, with 23 frequencies and at a rate of 16 per cent. We conclude that watching TV programs has a major impact on mental health through watching and its impact on one’s mood and way of thinking. Watching also helps in maintaining mental skills, and this includes critical thinking, learning, and the use of wisdom.

Table 12: The effect of watching sports TV programs on developing sports culture

No.	Statement	Agree		Agree to Certain Extent		Disagree		Mean	Standard Deviation	Frequency
1	A lot of sports personalities I knew through the sports TV programs that I watched.	78	55%	43	31%	19	14%	2.575	0.637	3
2	Through sports TV programs, I learned the rules and games I love.	44	31%	80	58%	16	11%	2.370	0.569	10
3	Most of the sports laws and regulations I knew from sports TV programs.	49	35%	71	51%	20	14%	2.205	0.731	11
4	Sports TV shows	62	45%	51	36%	27	19%	2.470	0.500	7

	explained many sports terms and concepts to me.									
5	Sports TV programs encourage students to join sports clubs and institutions.	56	40%	52	37%	32	23%	2.375	0.645	9
6	Sports TV shows guide the individual in maintaining his physical and mental health.	75	54%	45	32%	20	14%	2.560	0.527	4
7	Sports TV shows meet my needs on the sports side.	57	41%	52	37%	31	22%	2.400	0.609	8
8	Sports TV programs play an important role in spreading sports culture.	89	64%	35	25%	16	11%	2.730	0.488	1
9	Most sports TV shows are presented in a fun way that keeps me watching.	21	16%	27	19%	92	65%	2.180	0.728	12
10	Sports TV programs develop knowledge of	72	52%	55	39%	13	9%	2.520	0.584	5

	the world's geography.									
11	Sports TV shows meet my need in the sports field.	67	48%	63	45%	10	7%	2.500	0.601	6
12	All my sports information was received from sports TV shows.	88	63%	37	26%	15	11%	2.605	0.664	2

The above table data indicates that the statement ‘sports television programs play an important role in spreading sports culture’, obtained the highest total of repetitions in the option ‘agree’ with 89 and at a rate of 64 per cent. Furthermore, in the option ‘agree to certain extent’ had a frequency of 35 and at the percentage of 25 per cent, and in the option ‘disagree’, the sum of frequencies was 16 and at the rate of 11 per cent. The standard deviation reached 0.488, with an average mean of 2.730, which is greater than the hypothetical mean value of two. The table data also indicates that the statement ‘all of my sports information was received from sports TV programs’ had the highest total frequencies in the option ‘agree’ with 88, and by a rate of 63 per cent. The option ‘agree to certain extent’ received 37 frequencies at 26 per cent, and in the option ‘disagree’, there were 15 frequencies at a rate of 11 per cent, with a standard deviation of 0.664. Regarding the arithmetic mean of 2.605, it is greater than the value of the hypothetical mean of two. Meanwhile, the phrase ‘a lot of sports personalities I knew through the sports TV programs that I watched’ received a majority of frequencies in the option ‘agree’ with 78, and by a rate of 55 per cent. In the ‘agree to certain extent’ option, there were 43 frequencies at 31 per cent, and in the ‘disagree’ option, there were 19 frequencies at 14 per cent with a standard deviation of 0.637, and a total of 2.575, which is greater than the hypothetical mean.

Table 13: The respondents' suggestions to activate sports TV programs’ role for developing their sports culture

Suggestions	Frequencies	Percentages
Intensifying and increasing sports programs and classes	60	43%
Opening new channels specialised in sports	40	29%
Preparing journalists in the sports field	40	28%
Total	140	100%

Through our reading of the above table data, it appears that the majority of the sample (60 per cent) suggested intensifying and increasing the sports programs and classes to satisfy their needs. On the other hand, the results converged on the proposal of some to open new channels specialised in sports, at a rate of 40 per cent, and the proposal that included preparing journalists in the sports field, also at a rate of 40 per cent.

Research Hypotheses Results

Results of the First Hypothesis: there are no statistically significant differences in the rate of watching sports TV programs for the gender variable.

Table 14: Frequencies, Percentages, and Chi-Square of the view rate according to the gender variable

View Rate	Frequency and Percentages	Males	Females	Total	Chi-Square	Significance Level
Always	Frequency	25	16	41	28.776	0.000
	Gender Percentage	61%	39%	100%		
	Overall Percentage	18%	11%	29%		
Sometimes	Frequency	49	25	74		
	Gender Percentage	66%	34%	100%		
	Overall Percentage	35%	18%	53%		
Rarely	Frequency	7	18	25		
	Gender Percentage	28%	72%	100%		
	Overall Percentage	5%	13%	18%		
Total	Frequency	81	59	140		
	Gender Percentage	58%	42%	100%		
	Overall Percentage	58%	42%	100%		

The table shows the values of frequencies and percentages and the Chi-square calculated value for the level of watching sports TV programs due to the gender variable. The calculated Chi-Square value is 28.776, for the level of watching sports TV programs by the gender variable. This value is statistically significant because it is less than 0.05, which indicates that there are statistically significant differences in the level of sports TV viewing between males and females.

Table 15: The gender difference in the viewing variable

Variable	Category	Mean	Standard Error	Squares Total	Freedom Degree	Square Averages	F Value	Significance
Watching	Always	2.66	0.49	1597.281	2	798.640	21.638	0.000
	Sometimes	2.41	0.37					
	Scarcely	1.58	1.47					
Gender	Male	27.086	0.724	635.034	1	635.034	17.205	0.000
	Female	22.819	0.742					
The error				5019.740	136	798.640	21.638	0.000
Total				7305.743	139			

We notice from the results of the two-way ANOVA test, shown in Table 15, that there are statistically significant differences between gender and watching sports TV programs, where the value of F reached 21.638, with a statistically significant level of 0.000. Whereas, the presence of significant differences statistics between males and females, as far as watching sports TV programs, showed the value of F statistically at 17.205, reaching the level of statistical significance of 0.000. This indicates that the result is in favour of males because the mean for them of 27.086, is greater than the arithmetic mean for females of 22.819. This indicates the rejection of the null hypothesis and the acceptance of the alternative one.

Results of the Second Hypothesis: there are no statistically significant differences in the average sports TV watching rate for different grades.

Table 16: Differences between groups

Source	Sum of squares	Freedom Degrees	Means Squares	F-Value	Statistical Significance
Between groups	4844.049	2	2422.024	122.264	0.000
Within groups	2713.951	137	19.810		
Total	7558.000	139			

We notice from the results of the one-way ANOVA test, as shown in Table 16, that there are statistically significant differences between the groups in relation to watching sports TV programs, where the F-value has statistically reached to 122.26, at the level of statistical significance of 0.000. This indicates the rejection of the null hypothesis, the acceptance of the alternative hypothesis, and the identification of the differences between the school stages and in favour of any class that used the LSD Test. Table 17 below illustrates this.

Table 17: LSD test statistics

Stage		Within Differences	Statistical Difference
Fourth Preparatory	Fifth Preparatory	*-10.97917	0.000
	Sixth Preparatory	*-13.95139	0.000
Fifth Preparatory	Fourth Preparatory	*10.97917	0.000
	Sixth Preparatory	*-2.97222	0.009
Sixth Preparatory	Fourth Preparatory	*13.95139	0.000
	Fifth Preparatory	*2.97222	0.009

* *LSD Test shows the significance of the differences between grades.*

* *Statistical function at the level of significance (0.05).*

It is clear from Table 17 that there are differences between the grades, and this indicates all the students have advanced to a higher grade. Furthermore, the students' interests increased in watching sports TV programs.

Results of the Third Hypothesis: there is no statistically significant relationship between the extent of watching sports TV programs and the development of a sports culture.

Table 18: The correlation between watching sports TV programs and developing sports culture

Sample	Variables	Mean	Standard Deviation	Correlation	Significance
Viewers	Watching Programs	27.11	4.24	0.72	0.002
	Culture Development	27.92	4.09		

It is clear from the above table that there is a strong correlation between watching sports TV programs and developing sports culture, where the correlation value reached 0.72, and with a significant significance of 0.002. This indicates the rejection of the null hypothesis, and the acceptance of the alternative hypothesis.

Conclusions and Recommendations

Conclusions

After conducting the field study on "The effect of watching sports TV programs on developing a sports culture: A study on Preparatory School Students in the Hamza Education Directorate", the following results were reached:

- Males have a higher tendency than females to follow sports TV programs because they are practising sports more and are also more inclined to watch sports TV programs. It is also the reason why they watch sports TV programs whenever they have a chance.
- There is no time limit for follow up hours due to the circumstances the study sample passes through from daily obligations and their preoccupation with the study.
- The research sample has sports interests at various levels and has a tendency to follow up on all the sports activities and news that occurs.
- The research sample relies on analysts, mainly to raise the level of their sports culture because the sports analyst is the main person who follows different sports. The delivery of sports information is through analysis and discussion, and checks the performance of their owners, and collects information about the player, his club, and his history.
- The study concluded that sports TV programs play an important role in spreading sports culture through content, but the difference in this role is due to the varied cultural levels and intellectual and cognitive differences of the research sample.
- The difference in the nature of the effect of the cultural, behavioural, and legal sporting implications and mental health among the research sample varies according to gender and stage. The research sample have interests in all sports TV items that satisfy their needs and satisfy their desires.
- There are statistically significant differences in the rate of watching sports TV programs due to the gender variable.
- There are statistically significant differences in the rate of watching sports TV programs due to the different classes.
- There is a statistically significant relationship between the extent of viewing sports TV programs and the development of sports culture.

Recommendations

1. Intensifying and increasing sports programs and classes.
2. Opening new channels specialised in sports.
3. Preparing journalists in the sports field.
4. The necessity of paying attention to sports culture and developing positive trends for the masses.
5. Holding educational seminars and conferences concerned with sport affairs and its effect on building the individual physically and mentally.
6. Activating the role of the sports and school activities section in developing student talents.



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