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Comparing some the Tripartite Consequences of Leisure –Recreational Sports among Selected University Students in Iran and Iraq

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Abstract

The purpose of this study was to compare the triple consequences of recreational sports among selected Iranian and Iraqi university students. and then thematic analysis was used to analyze the data. In the quantitative part, the Kendall W and independent t-tests were used. Based on the findings of the qualitative part, out of a total of 202 identified basic themes, 43 themes constituted physical outcomes, including the development of individual skills and abilities, reduction of injuries and illnesses, physical vitality, and contribution to the proper functioning of body organs; 75 themes constituted psycho-emotional outcomes, including individual growth, moral-behavioral development, emotional-trait development, and life development; and 84 themes constituted social outcomes, including social growth, communication development, improvement of social status, and social life development. In the quantitative part, it was also found that there is a significant priority between the triple consequences of recreational sports from the perspective of Iraqi and Iranian students, so that "psycho-emotional outcomes" from the perspective of Iraqi students and "physical outcomes" from the perspective of Iranian students were the first priority. Also, it was found that there is a significant difference between the triple consequences in the two groups of students, and this difference in all cases is higher in favor of Iraqi students.

1. Research Definition

1. Introduction and Importance of Research

Every society needs a healthy and dynamic population to develop and progress. The importance of sports for the health of a society and its members is such that some sociologists consider it the civil religion of contemporary societies. In today's busy world, all members of society need recreation and entertainment¹, which are used to bring joy and vitality to people. Recreation and entertainment can take the form of active sports activities such as football, badminton, etc., and inactive sports activities such as chess, board games, etc. Thus, individuals can recreate or entertain themselves with the help of recreation centers, either on their own or with others. Therefore, regular and continuous physical activity is essential².

In the current world, research on topics such as the impact of sports activities on physical and mental health, longevity, well-being, social interactions, and leisure enrichment has increased people's participation in sports, especially in various communities. Also, recreational sports have received much attention from sports managers, physical education students, and sports scientists³ due to their ability to be performed in various places, their cost-effectiveness and accessibility, and their ease of implementation for different social classes and ages. Sava divides leisure activities into four categories (Ghodratnama A & Heydarinejad S, 2013) entertainment activities (Adams et al., 2007) sports activities (Yfantidou et al., 2011) artistic activities (Malchrowicz-Moško et al., 2019) cultural activities. He believes that sports activities include physical activities that individuals use to improve their physical fitness in an environment different from their daily routine, compete and have fun, and improve their skills or demonstrate their strength or a combination of the above. He also believes that there are factors influencing individuals' tendency towards each of the above activities, which creates an intrinsic motivation for these activities. The Canadian Health Association examined the main reasons and motivations for sports participation in fitness programs and recreational activities among 4,500 individuals (aged 10–19) and reported the five main motivations for participating in recreational sports (Ghodratnama A & Heydarinejad S, 2013) joy and cheerfulness (Adams et al., 2007) feeling better in life (Yfantidou et al., 2011) weight control and fitness (Malchrowicz-Moško et al., 2019) energy release (Sava, 2015) competition. The association also conducted a similar study on

Recreation and entertainment¹

Physical activities²

Recreational sports³

adults, which found that important reasons for sports participation⁴ among adults included feeling better in life, entertainment, weight control, flexibility, and reducing psychological stress.

Young people have many motivations for participating in sports. Club membership, skill development and maintenance, fitness, excitement, and success in sports competitions are the main reasons for youth participation in sports activities. While motivations such as dominance over others, independence, aggression, joking, and pleasure are less important, the role of gender in participation motivations is apparent. Some studies show that among women, motivations such as recreation, making friends, fitness, and beauty are more important. The type of sport, level of experience, and age difference do not significantly affect these motivations. Vollandani (Gould & Horn, 1984) in the context of adolescent girls leisure, found that they participate in sports activities to prioritize the physical appearance benefits of the activity over potentially enjoying the activity itself.

Despite the extensive evidence showing that the health benefits of physical exercise are vast, a wide range of studies from around the world indicate that very few people engage in regular physical exercise. According to the survey by (Gould et al., 1982) (LAMYAA et al., 2020) with about 9/1 million participants from 168 countries, concluded that more than one in four adults worldwide fail to meet the recommended levels of exercise (i.e., performing at least 150 minutes of moderate-to-vigorous physical activity) per week. A recent 2019 national report, inviting all students from universities and colleges in Norway, found even more worrying results: less than one in four male students and less than one in five female students met the minimum recommended physical exercise criteria (Grasdalsmoen et al., 2019). In addition to preventing a range of non-communicable diseases such as cardiovascular diseases and type 2 diabetes (Lee et al., 2012) several studies have shown the positive effects of physical exercise on mental health problems, especially depression (Kvam et al., 2016), (Gordon et al., 2018). Global studies have highlighted mental disorders as one of the leading causes of disability worldwide, and depression is currently the most disabling disorder in terms of years lived with disability (Kyu et al., 2018) In addition to individual consequences, the functional impairment caused by depression (including the risk of poverty and social marginalization/isolation), the economic consequences are very devastating and considerable. According to recent estimates by Norwegian authorities,

the predicted annual costs of depression in Norway are about 60–70 billion euros (Grasdalsmoen et al., 2019)

Surprisingly, there are few epidemiological studies on mental health problems in college and university students. Despite this being a critical transitional period, during which many psychiatric disorders emerge in late adolescence and early adulthood (Kessler et al., 2005) some epidemiological studies have shown that 12% to 50% of college and university students meet the criteria for one or more common mental disorders (Verger et al., 2010), (Hunt & Eisenberg, 2010) and (Blanco et al., 2008) the aforementioned national survey recently reported a worrying increase. Therefore, identifying risk and protective factors in this population may have multiple benefits, given the profound implications that mental health problems have on subsequent educational, social, and economic outcomes (Gammage R, 2014) In this regard, several studies have shown that physical exercise can induce various physiological changes and mechanisms in the body that may, in turn, reduce stress levels or modulate the stress response by improving mood and positive affect, thus exerting a protective effect against the negative impact of stress on health (TSATSOULIS & FOUNTOULAKIS, 2006) It has long been established that plasma levels of endorphins increase immediately after physical activity and exercise, which is associated with a sense of euphoria among athletes (Hammad, 2022) Furthermore, physical exercise is associated with the functioning of several neurotransmitters in the brain, including serotonin, dopamine, and norepinephrine, suggesting that physical activity acts similarly to antidepressant medications (Al-Khafaji & Seifari, 2024)

Also, regarding the socio-cultural consequences of leisure-recreational sports, it should be noted that having up-to-date information on how to spend leisure time is one of the issues that can be used by planners. Implementing organizations such as the Ministry of Sports and Youth also examine and obtain descriptive information about how to spend their leisure time at different times. For example, according to a report by the Ministry of Sports and Youth (Hamed & Ahmed, 2023) young people spend 74 minutes a day on their computers, 1/93 percent of young people have never used cultural centers to spend their time in the summer, (Lotfi et al., 2023) percent of Tehrans youth spend most of their leisure time with both genders, from the perspective of young people. The authorities planning for leisure time has had little success, and more than two-thirds of young people have described the distribution of recreational facilities in Tehran as very low.

In light of the issues raised, it is essential to examine the threefold consequences of leisure–recreational sports among students. On the one hand, according to the researchers searches, the rate of participation in physical activities during the leisure time of Iraqi and Iranian students is low, and the rate of extracurricular activities in this regard in universities is low and is met with little interest from students. On the other hand, a significant number of students are unaware of the benefits and consequences of engaging in sports and physical activities during their free time and do not have an accurate picture of its physical, psychological, and social consequences. Therefore, identifying the three dimensions of physical, emotional–psychological, and social health in students leisure time and presenting an ideal model among young people is of great importance. It should be noted that a humans lifespan is his or her most important asset, and proper planning for the optimal use of leisure time is essential. Therefore, identifying the consequences of engaging in leisure–recreational sports among students actually shows the type of benefits of recreational sports activities (physical health, emotional–psychological health, and social health) and our perspective on the benefits of addressing this issue. This is important because Iraq has 31 public universities with 541,455 students compared to 165 private universities with 211,905 students, and Iran has 2,569 universities, including 530 Islamic Azad University branches, 309 non–profit institutes, 170 vocational institutes, 466 Payame Noor centers, 953 applied science branches, and 141 state universities (Ministry of Science, Research, and Technology) in 31 provinces, with a total of 3,173,779 students. Although many studies have apparently been conducted on leisure and sports, there is a lack of research on identifying and comparing the threefold consequences of leisure–recreational sports among students. The focus of most of these studies has been on how to spend leisure time and consider some of the factors influencing it. Therefore, this study aims to address the research question more deeply: What are the threefold consequences of leisure–recreational sports among students of selected universities in Iran and Iraq? And is there a significant priority or difference between them in the two groups under study?

The problem

The development of societies, the expansion of facilities and equipment, and new lifestyles make the need for sports, recreation, and physical training more necessary than ever before. Regular and continuous physical activities are essential, in today's world, young people have

many motivations for participating in sports, club membership, developing and maintaining skills, physical fitness, excitement, and success in sports competitions are the main reasons for participation, while motivations such as power over others, independence, aggression, humor, and enjoyment are the main reasons for participation. Less important, the role of gender in motivations for participation is clear. Some research shows that motivations such as fun, making friends, physical fitness, and beauty are more important for women, and the type of sport, the amount of experience, and the ten-year age difference are not very effective in this matter. James and Embry's (2002) study on the leisure time of adolescent girls shows that they participate in sports activities primarily to give priority to the physical effects of the activity rather than to enjoy the activity itself. Among the threats facing the leisure sector in our country, according to previous research, it is possible to overcome the youth spending their leisure time through virtual spaces, which increases the tendency of young people to use individual programs to spend their leisure time, gender-specific attitudes towards the use of leisure programs, etc. The unemployment rate among young people compared to adults, the relatively low level of social welfare, the low level of family and community awareness of the impact of leisure time on productivity, and the increase and mention of the mental health of young people. Through the aforementioned materials, it is necessary to verify the triple results of recreational sports among students, and to identify the three dimensions of physical, emotional, psychological and social health in students' leisure time and provide a good model for young people. Special importance was given to this important issue, which is that the life of every human being is the most important capital and proper planning is very necessary for the optimal use of leisure time, so the effects of recreational sports among students were identified, in fact, the type of benefits obtained from recreational sports activities (physical health, emotional and psychological health, social and cultural health) and the type of our point of view illustrates the benefits of addressing this issue. Although it seems that a lot of research has been done in the field of leisure time and sports, it has been strongly noted that there is a lack of research in the issue of identifying and comparing the three outcomes of recreational sports among students. More focus in the research on the method of passing and considering some of the factors affecting it, the scope of this research would have been broader, and for this purpose, in this research we tried to answer the question that the three effects of recreational sports on students by delving into the research problem, what are the selected universities in Iran and Iraq

3Research Objectives

1-3-1General Purposes

The main objective of the research was to compare some of the effects of the three outcomes of recreational sports in selected universities in Iran and Iraq.

2-3-1Specific Objectives

- .1Determine the leisure time activities of students of some Iranian and Iraqi universities
- .2Determine the physical effects of recreational sports on some Iranian and Iraqi university students
- .3Determine the emotional effects of recreational sports on some Iranian and Iraqi university students
- .4Determine the social and cultural outcomes of recreational sports on some Iranian and Iraqi university students

Methodology

According to the subject and purpose of the research, the present study was conducted within the framework of a mixed approach (qualitative–quantitative). In the qualitative section, the method of thematic analysis was used to analyze the data obtained, and three stages of identifying basic themes, organizing themes, and global themes were used. The first source of data collection in this section was articles on related topics, (Kyu et al., 2018) of which were analyzed. Then, (Gordon et al., 2018) specialists and elites in the field of sports sciences in Iraq were purposefully selected as research participants for the interview. These individuals were selected based on data saturation, expertise, experience, and willingness to participate. The criteria for selecting and entering interviewees were having a work or activity background or at least 5 years of research experience related to the research topic.

Qualitative data were collected through interviews and a review of relevant documents and reports. Semi–structured interviews were conducted (Baniasadi & Salehi, 2019) Before the interviews, all participants were provided with a consent form that outlined the study's objectives and assured confidentiality. The interviews lasted between 45 minutes and one hour and were recorded with the interviewee's knowledge. The interviews were conducted between April and June 2022. The qualitative data were analyzed simultaneously with the data collection using thematic analysis. After analyzing (coding) the data obtained from each interview or report, the next sample was selected to refine and enrich the framework by identifying ambiguous or weak

points in the framework and categorizing the data. Data saturation was achieved when no new relevant data emerged, and relationships between the categories were established and confirmed (Glaser & Strauss, 2017) The validity of the research was assessed by presenting the results to the participants for confirmation. If the findings were confirmed by the participants, it provided greater assurance of the study's validity. For reliability, the test-retest reliability method was used, which indicates the stability of coding over time. This index is calculated when a coder encodes a text at two different time points. To calculate the test-retest reliability, several interviews were selected as samples from the conducted interviews, and each was re-coded within a short and specified time interval. Then, the codes from the two time intervals for each interview were compared, and the stability index was calculated based on the observed agreement and disagreement between the two coding stages. In each interview, codes that were the same between the two time intervals were identified as agreements, while codes that differed were identified as disagreements (Holsti, 1969) The reliability value of the research was calculated as 0.83.

The research technique included documentary study (articles related to the research topic) and exploratory (semi-structured) interviews. Extraction of factors was done by reviewing the basics and background through a study of the articles (a total of 16 articles) (Table 1) and interviews (a total of 15 people) (Table 2) to collect the qualitative data in this study. Also, in the present research, the letter A was used for coding articles and the letter P for the participants for articles and interviews, respectively.

The statistical population of the research in the quantitative section included all students of the selected universities in Iraq (Baghdad and Babylon) and the selected universities in Iran (Mazandaran and Ferdowsi). Using the method of 5 times the number of items of the research tool (a total of 64 items), 320 people were selected as the statistical sample. In this regard, considering the possibility of incomplete questionnaires that were not properly and completely filled out, the researcher distributed 350 questionnaires, and after collecting and removing the incomplete questionnaires, 330 questionnaires were selected and entered into the relevant software for statistical analysis. In this section, a researcher-made questionnaire derived from the findings of the qualitative section was used to collect data. The questionnaire consisted of 64 items and 3 components of physical consequences (items 1 to 16), psycho-emotional consequences (items 17 to 39), and social consequences (items 40 to 64). It was designed

based on a 5–point Likert scale (strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1). To ensure the face validity of the questions and items measured for the concepts used in the research, experts and researchers (9 professors of sports management) were asked to identify potential problems with the questionnaire in front of each item and question. Also, exploratory and confirmatory factor analyses were used to examine the construct validity of the questionnaire. Cronbachs alpha coefficient was used to measure the reliability of the questionnaire, which was obtained as 0.88. The collected data in this section were analyzed descriptively and inferentially using SPSS 26 and Smart PLS 3 software. In the descriptive statistics section, central and dispersion indices were presented, and in the inferential statistics section, skewness and kurtosis tests were used to assess the normality of data distribution, Kendalls W test was used to prioritize the components from the perspective of the sample under study, and an independent t–test was used to compare the variables and components of the research between the two sample groups. All tests were performed at a significance level of 0.05.

Results

At first, the specifications of the articles used for coding and identifying the basic themes in the present study are presented .

<p>A brief description of the demographic characteristics of the interviewees in terms of gender, position, education, and relevant experience is presented below (Table 2).</p>

Table 2. Demographic characteristics of the participants

Interview Code	Gender	Position	Degree	Related Experience (Years)
P1	Male	University Faculty	PhD in Sports Management	9 years
P2	Male	University Faculty	PhD in Sports Management	13 years
P3	Female	University Faculty	PhD in Sports Physiology	15 years
P4	Male	University Faculty	PhD in Sports Pathology	10 years
P5	Male	University Faculty	PhD in Sports Management	8 years
P6	Female	University Faculty	PhD in Sports Psychology	7 years

P7	Male	University Faculty	PhD in Sports Physiology	8 years
P8	Male	University Faculty	PhD in Sports Management	14 years
P9	Male	University Faculty	PhD in Sports Management	6 years
P10	Female	University Faculty	PhD in Sports Management	7 years
P11	Male	University Faculty	PhD in Sports Physiology	10 years
P12	Male	University Faculty	PhD in Sports Management	12 years
P13	Female	University Faculty	PhD in Sports Physiology	16 years
P14	Male	University Faculty	PhD in Sports Management	18 years
P15	Male	University Faculty	PhD in Sports Psychology	10 years

As can be seen in Table 2, out of 15 interviewees, 4 were women and 11 were men. In terms of position, all interviewees were faculty members of Iraqi universities. In terms of education, all 15 held a Ph.D. in various fields of sport sciences. In terms of experience, the minimum and maximum years of experience related to the research topic were 6 and 18 years,(Rabeea et al., 2024) respectively.

Subsequently, examples of the basic themes extracted from the articles and the words of the interviewees for each of the consequences of recreational sports are presented. The first 20 themes are samples of themes related to physical consequences, themes 21 to 40 are related to psycho-emotional consequences, and themes 41 to 60 are related to social consequences (Table 3).

Table 3. Sample Basic Subjects

Number	Subject	Source of Content
1	Improving physical abilities such as strength, mobility, flexibility, etc.	P1-P4-P5-P9
2	Developing health and hygiene needs.	P2-P14
3	Developing motor skills.	P2
4	Controlling body weight.	P3-P8-A7
5	Protecting physical health.	P3-P9-A4
6	Reproducing energy.	P3-P5

7	Reducing mortality due to disease.	P4
8	Relieving fatigue.	P5-P12-A1
9	Building a healthy body.	P5
10	Achieving physical health.	P7-A1-A5-A7-A13
11	Improving cardiovascular and respiratory systems.	P8
12	Improving metabolism and endocrine system.	P8
13	Developing immune system.	P8
14	Improving muscular and skeletal systems.	P8-P10
15	Enhancing brain function and mental performance.	P8
16	Developing physical and mental well-being.	P8
17	Optimizing heart function.	P8
18	Assisting in weight reduction and control.	P8-P10
19	Improving general health.	P9
20	Reducing medical costs.	P9-A5-A15
21	Personal development.	P1-P14
22	Improving positive personality traits.	P1-P3
23	Increasing honesty in individual.	P1
24	Increasing courage in individual.	P1
25	Improving quality of life.	P1-P2-P3-P7-P9-P10
26	Improving individual well-being.	P1
27	Enhancing self-perception.	P1-P2
28	Improving aesthetic perception in individual.	P1-P11
29	Challenging oneself.	P2
30	Satisfying the need for competition in individual.	P2
31	Need for dependency in individual.	P2
32	Improving life satisfaction.	P2-P5-P12
33	Increasing motivation in individual.	P3-P6-A15
34	Increasing life satisfaction.	P3-P6-P7-P15
35	Improving mental well-being.	P3-P7-P15
36	Meeting spiritual and emotional needs of individual.	P3
37	Attaining sense of freedom and liberation.	P3
38	Developing self-efficacy.	P3-P4-P10
39	Reducing anxiety and stress in individual.	P3-P4-P7-P11-A1-A4
40	Relieving pressure and stress of daily tasks.	P3-P7-A1
41	Social development.	P1-P5-P9-P12
42	Socializing.	P1-P11
43	Improving team spirit at work.	P1-A9
44	Enhancing interpersonal relationships.	P1-P12-P14
45	Developing socialization-related needs.	P2-P13-A6
46	Developing communication needs.	P2-P11-A13
47	Enhancing healthy lifestyle.	P2-P9
48	Developing effectiveness at work.	P3

49	Increasing social connections.	P4-P6-P7-P15-A16
50	Increasing social support.	P4
51	Developing sports industry.	P5
52	Increasing social well-being.	P5-P12-P13-A13
53	Creating opportunities for interaction with others.	P6
54	Fulfilling the need for positive social interactions.	P6
55	Developing social health.	P7-P11-A5
56	Developing social personality.	P7
57	Improving and developing leisure time management in society.	P9
58	Strengthening social relationships.	P9
59	Improving hope for life at societal level.	P9
60	Enhancing public well-being and life standards.	P9

In the following, the classification of basic topics in the form of organizing and comprehensive topics related to each of the three consequences of recreational sports is discussed .

Based on the results of Table 6, out of a total of 202 basic subjects, 84 subjects were constitutive of social outcomes, which this pervasive subject itself consists of 4 organizing subjects of social growth (30 subjects), communicative development (17 subjects), social face improvement (15 subjects), and social life development (22 subjects).

In continuation and after conducting the qualitative research stages, a questionnaire was designed using the obtained data. Then, the researcher-made questionnaire was distributed and collected among students of selected universities in Iran (Ferdowsi University of Mashhad and Mazandaran University = 165 students) and selected universities in Iraq (Babylon and Baghdad Universities = 165 students), the results of its descriptive and inferential sections are presented.

Regarding the cognitive population characteristics of these students, it was determined that the highest and lowest frequencies based on the age status of Iraqi students are 9.47% and 8.7% respectively for the options "21 to 25 years" and "over 31 years", and for Iranian students are 2.44% and 0.10% respectively for the options "21 to 25 years" and "over 31 years". Based on gender, the highest and lowest frequencies in Iraqi students are 9.53% and 1.46% respectively for the options "female" and "male", and in Iranian students are 5.54% and 5.45% respectively for the options "female" and "male". Also, the highest and lowest frequencies based on the educational level in Iraqi students are 1.49% and 1.9% respectively for the levels "Bachelors" and "Doctorate", and in Iranian students are 0.43% and 0.14% respectively for the levels "Bachelors and Masters" and "Doctorate". Based on sports experience, the highest and lowest

frequencies in Iraqi students are 8.44% and 1.9% respectively for the options "6 to 10 years" and "over 16 years", and in Iranian students are 0.40% and 1.9% respectively for the options "6 to 10 years" and "over 16 years". Finally, the highest and lowest frequencies based on the hours spent on recreational sports during the week in Iraqi students are 1.49% and 3.7% respectively for the options "4 to 5 hours" and "over 11 hours", and in Iranian students are 2.38% and 1.15% respectively for the options "6 to 10 hours" and "over 11 hours".

Also, using skewness and kurtosis statistics, it was found that the distribution of data on the consequences of leisure–sport and its components in both groups of Iraqi and Iranian students was normal, and therefore, parametric tests can be used in this research.

Then, using the Kendall W test, prioritization of the components of the triple consequences of leisure–recreational sports from the perspective of students of selected universities in Iran and Iraq was carried out, the results of which are presented in Tables 7 and 8.

As can be seen in Table 7, since the level of significance of the Kendall W test for both Iraqi and Iranian students is less than 0.05, it can be said that there is a significant priority among the components of leisure–recreational sports outcomes from the perspective of Iraqi and Iranian students.

Table 8. Average ranks and priorities of components from the perspective of Iraqi and Iranian students

Factors	Group	Average ranks	Priority
Emotional-mental consequences	Iraqi	2.50	First
	Iranian	2.23	Second
Physical consequences	Iraqi	2.29	Second
	Iranian	2.36	First
Social consequences	Iraqi	1.21	Third
	Iranian	1.14	Third

As seen in Table 8, the most important priority of the components of the triple consequences of recreational sports from the perspective of Iraqi students is related to the "emotional–mental consequences" component, while the "physical consequences" and "social consequences" components are in second and third priorities. Additionally, the most important priority of the components of the triple consequences of recreational sports from the perspective of Iranian students is related to the "physical consequences" component, while the "emotional–mental consequences" and "social consequences" components are in second and third priorities.

Finally, considering the normal distribution of variables, an independent samples t-test was conducted to compare the outcomes of the threefold leisure-recreational sports in selected universities of Iran and Iraq, the results of which are presented in Table 9.

Table 9. Independent Samples t-Test Results

Variable	Group	Mean	Levenes Test for Equality of Variances		T-Test for Equality of Means		
			F	Sig	t	Significance Level	Mean Difference
Physical Consequences	Iraq	4/17	1/30	0/25	- 0/417	0/001	0.92
	Iran	3./25					
Emotional-Psychological Consequences	Iraq	3/47	0/08	0/77	- 0/198	0.001	0.03
	Iran	3/06					
Social Consequences	Iraq	3/96	2/25	0.61	- 0.979	0.03	0.41
	Iran	3/06					
Triple Consequences	Iraq	3.96	1.73	0.18	- 0.642	0.04	0.78
	Iran	18.3					

As shown in Table 9, considering the level of significance of the Levenes test which is greater than 0.05 in all variables, the assumption of equality of variances of the two groups is confirmed. Also, based on the results of the t-test and the significance levels of this test, it was evident that there is a significant difference between the three outcomes of recreational sports and their components in the two groups of students from selected universities in Iraq and Iran, with this difference being in favor of Iraqi students in all cases.

Research and Conclusion

The present study was conducted with the aim of comparing the triple consequences of recreational sports among students of selected universities in Iran and Iraq. In this regard, in the qualitative part of the research, after analyzing the articles and the interviewees' statements, 202 basic topics were identified, and these topics were then classified into three main or comprehensive axes, namely physical effects, emotional and psychological effects, and social effects. The following shows that out of a total of 202 basic topics, there were 75 topics that were emotional and psychological effects, and this comprehensive topic consists of 4 organizational axes: personal growth, behavioral moral development, and development of emotional and life traits. It also shows that out of a total of 202 basic topics, there were 84 topics that were social effects, and this comprehensive topic consists of 4 organizational axes: social

growth, development of communication, improvement of social image, and development of social life.

In this regard, it was found that there is a high priority among the components of the triple consequences of recreational sports from the point of view of Iraqi students, and accordingly, the most important priority is related to the element of "emotional excitement". – Psychological effects and components of "physical effects" and "social effects" come in second and third priorities. In this regard, it can be noted that for these students, there are things such as increasing awareness of personal health, improving personal and mental well-being, increasing mental health and health perception, creating an active mind, increasing mental performance, and delaying cognitive disorders in the elderly. Age: Obtaining external rewards by doing recreational activities and creating a sense of success, accepting individual differences, improving self-image and creating a positive attitude towards the body, increasing discipline and academic progress and hope for the future, and satisfaction from participating in recreational activities. Sports activities and feeling fun: Performing free and recreational activities, increasing capabilities, better implementation of responsibilities, making better decisions on daily issues, and enhancing the feeling of need for sports activities. Therefore, in explaining this result, it can be said that the emotional and psychological dimensions of recreational sports and their effects have a higher importance and priority for the Iraqi students studied, and perhaps the main goal of these is to practice recreational sports. Activities are to improve their quality and lifestyle, and to satisfy psychological needs that perhaps this important thing happens to them less in the context of the family, and therefore they try to achieve it through sports and then they look for it. Physical and social effects. It was also found that there is a high priority among the components of the three effects of recreational sports from the point of view of Iranian students, and accordingly the most important priority is related to the component of "physical effects". The components of "psychological-emotional effects" and "social effects" are in the second and third priorities.

Thanks and appreciation

We express our thanks to the research sample represented by Iraqi and Iranian universities

Conflict of Interest

The authors declare that there is no conflict of interest.

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