

# Exploring The Reality Of Visual Sports Programs And Their Influence On The Outcomes Of Iraqi Sports: An In-Depth Analysis From The Expert And Specialist Perspective

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## Abstract:

**Aims:** This study aims to assess the reality of visual sports programs and their influence on the outcomes of Iraqi sports, as perceived by experts and specialists in the field. The research focuses on examining the effectiveness of these programs in enhancing sports culture and achieving desired goals.

**Method:** The research sample consists of 365 professors in physical education and sports sciences. A survey was conducted using two scales, with 100 specialists participating in the construction sample. The validity and reliability of the scales were analyzed statistically.

**Results:** The findings indicate that the developed scale accurately measures the reality of visual sports programs from the perspective of specialists. Moreover, the study reveals a relationship between visual sports programs and the outcomes of Iraqi sports.

**Conclusion:** In conclusion, this study sheds light on the reality of visual sports programs and their impact on Iraqi sports as perceived by experts and specialists. The findings emphasize the need for continuous improvement and support for these programs to enhance sports culture and achieve desired goals. By implementing the recommended measures, the sports community can foster a more effective and influential role in promoting sports in Iraq.

**Keywords:** Evaluation, Visual Sports Programs, Iraqi Sports, Expert and Specialist Perspective

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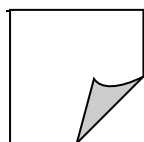
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## I. Introduction

Sports programs, both visual and audio, have evolved significantly in recent years and have become integral to the development and progress of sports in societies worldwide. Visual sports programs, in particular, have gained immense popularity due to their ability to showcase the extraordinary skills and talents of athletes, capture the excitement of sporting events, and engage audiences on a broader scale (Laby, & Appelbaum, 2021; Naik, Hashmi, & Bokde, 2022). These programs utilize various media platforms, including television, streaming services, and social media, to deliver captivating content that not only entertains but also educates and inspires viewers.

In the context of Iraq, sports have always held a special place in the hearts of its people. The nation has a rich sporting heritage and has actively participated in various sports disciplines at both national and international levels. Iraqi athletes have achieved notable successes in events such as football, basketball, track and field, and wrestling, among others (Ziaee et al., 2021; Yaroub, & Zuhair, 2020; Al-Arian, 2022). However, in order to achieve sustained success and compete effectively on a global stage, it is essential to evaluate the impact of visual sports programs on the outcomes of Iraqi sports.

Visual sports programs have the potential to significantly influence the sporting landscape in Iraq. These programs serve as a powerful medium for promoting sports culture, shaping public perception, and inspiring the younger generation to actively participate in sports. They provide a platform for showcasing the achievements and talents of Iraqi athletes, thereby raising the profile of sports within the country and on an international scale (Casado et al., 2021; García, & Murillo, 2020; Scheer et al., 2020). Moreover, visual sports programs can contribute to the development of a sports ecosystem by attracting sponsors, driving investments, and fostering a sense of national pride.



To devise effective strategies and initiatives for the advancement of Iraqi sports, it is crucial to comprehend the effectiveness of visual sports programs in achieving their intended goals. By evaluating the impact and reality of these programs, policymakers, sports organizations, and media professionals can gain valuable insights into their strengths, weaknesses, and areas for improvement.

### **Objectives of the Study:**

The primary objective of this study is to explore and assess the reality of visual sports programs and their influence on the outcomes of Iraqi sports, from the perspective of experts and specialists in the field. By conducting an in-depth analysis, the study aims to:

Firstly, evaluate the effectiveness and impact of visual sports programs in promoting sports culture among the Iraqi public. Secondly, examine the correlation between the perception of experts and specialists regarding visual sports programs and the results achieved in the field of Iraqi sports. Thirdly, identify areas where improvements can be made in visual sports programs to enhance their contribution to the development of sports in Iraq. Finally, provide valuable insights and recommendations to relevant stakeholders in the sports industry, such as the Ministry of Youth and Sports, the Olympic Committee, and sports clubs, to further enhance the educational aspect of media professionals and optimize the coverage of sporting events.

## **II. Materials And Method:**

This study adopts a descriptive approach through survey research to assess the reality of visual sports programs. Correlational analysis is employed to determine the relationship between the variables of interest.

### **Research Sample**

The research sample consists of 365 specialists who hold the title of professor in physical education and sports sciences. A two-stage sampling process was conducted, including an exploratory sample of 20 specialists and a main sample of 60 specialists.

**Table 1: The research population and its samples**

Total number	Exploratory sample	%	Sample construction of two scales	%	Main experiment sample	%
365	20	5.47	100	27.39	60	16.43

### **Data Collection Methods**

The data collection process involved the following methods:

- \* Interviews with experts
- \* Questionnaires
- \* Metrics
- \* Review of relevant sources and references

## **III. Research Procedures**

### **Scale Development**

The initial version of the scale was developed by collecting relevant items from previous studies and creating new ones. A total of 30 items were included in the reality assessment scale.

### **Validity Assessment**

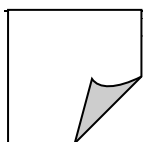
The scale was reviewed by experts to determine the validity of the items. All items were accepted with a consensus rate of 100%, resulting in a final scale of 30 items.

### **Scale Instructions**

Instructions for completing the reality assessment scale were prepared. Participants were asked to mark the appropriate alternative for each item, ensuring that no item was left unanswered and that responses remained confidential.

### **Exploratory Experiment**

The reality assessment scale was administered to 20 specialist professors from the College of Physical Education and Sports Sciences at the University of Babylon on January 8, 2023, at 10 a.m. The experiment aimed to evaluate the reality of visual sports programs.



### ***The main experiment to build two measures of the reality of visual sports programs***

A group of 100 specialists was selected from 1/22-26/2023 to analyze the items statistically, identify the valid ones, and exclude the invalid ones using the discriminatory ability method (with the two extreme groups) and internal consistency.

### ***Enhancing the Objectivity of Response to Visual Sports Programs***

To address the issue of respondents presenting an unrealistic image of themselves while answering the scale's items, the researcher implemented a strategy involving the development of three acceptance or rejection items. From each scale, three items were carefully selected, and paragraphs with similar meanings were drafted. It is important to note that these paragraphs do not contribute to the total score of the form. Consequently, no forms were rejected, and the following measures were implemented:

- a) Repetition of items (5, 15, 25) with sequentially similar items (31, 32, 33) for the Reality Scale of Visual Mathematical Programs.
- b) Calculation of the absolute differences between the original and duplicate items for each specialist in the sample.
- c) Calculation of Absolute Differences: Collecting the Arithmetic Mean and Standard Deviation to Determine the Acceptable Score for Responses

In order to assess the acceptability of responses from each sample member, the arithmetic mean and standard deviation were calculated. This analysis aimed to determine the threshold score at which the answers can be considered acceptable, with or without certain conditions.

- d) Validity of Forms: Objectivity of Response and Application of Previous Procedures

After subjecting the forms to the objectivity of response and implementing the aforementioned procedures, it was observed that none of the forms were excluded. Consequently, all the collected forms were deemed valid for further analysis and research purposes.

### ***Scoring and Correcting the Reality Scale of Visual Sports Programs***

After administering the reality scale of visual sports programs, the total scores for both scales were determined using a correction key developed by the researcher. This correction key is a valuable tool that helps the examiner identify answers indicating measurable outcomes. The process of correcting the reality scale of visual sports programs typically takes around 1 to 2 minutes per form.

To calculate the total score for the scale, the specialist's responses to the 37 items on the scale were collected. The highest achievable score for each specialist is 90, while the lowest possible score is 30 for both scales. Consequently, the highest score obtained on the reality scale of visual sports programs was 70, and the lowest score recorded was 54. The arithmetic mean score for the scale was calculated to be 63.20, with a standard deviation of 1.23.

### ***Analysis of Items for Measuring the Reality of Visual Sports Programs***

The items measuring the reality of visual sports programs were subjected to thorough analysis. This analysis aimed to evaluate the effectiveness and reliability of each item in capturing the intended aspects of reality.

In the process of analyzing items to identify those with high discriminatory power, two appropriate procedures commonly used are the two-group method and examining the relationship between item scores and the total score of the scale. Discriminatory power refers to an item's ability to differentiate between individuals who obtain high scores and those who obtain low scores on the same scale.

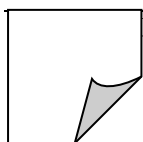
The two-group method helps determine the extent to which items can distinguish between individuals with different levels of the trait being measured. It identifies items that exhibit strong discriminatory power, enabling effective differentiation between high and low scorers.

Additionally, examining the correlation between item scores and the total score of the scale provides insights into the homogeneity of the items in measuring the trait. A higher correlation indicates greater consistency among the items in capturing the underlying trait. This method ensures that the scale provides a homogeneous measure across its items.

Consequently, item analysis involves retaining the items that demonstrate good discriminatory power and contribute to the overall homogeneity and effectiveness of the test.

### ***Discriminatory Ability: Utilizing Two Peripheral Groups***

Discriminatory ability refers to an item's ability to effectively differentiate between individuals belonging to two peripheral groups, representing the extreme ends of the trait or characteristic being assessed. By employing the two-group method, individuals with high and low scores on the same scale are compared to identify items that exhibit strong discriminatory power.



In the development of the scales, the researcher utilized data obtained from a construction sample of 100 specialists. The following steps were undertaken to evaluate discriminatory ability:

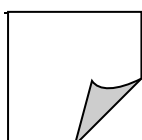
1. Ranking of Specialist Scores: The scores of the specialists on the two scales were arranged in ascending order, from the lowest to the highest, allowing for a clear identification of the extreme groups.
2. Allocation of Percentages: A percentage of 27% was assigned to both the highest and lowest grades of the questionnaires. This allocation aimed to create two groups with maximum differentiation and size. As a result, each group consisted of 27 specialists.
3. Evaluating Discriminatory Ability and Comparing Means: To assess the discriminatory ability of each item, the t-test for two independent samples was employed using the Statistical Portfolio for Visual Mathematical Sciences (SPSS). This statistical analysis was conducted to test the differences between the scores of the upper and lower groups for each item.

By comparing the differences in arithmetic means between the two extreme groups for each item, the discriminatory power of the items was determined. The results of this analysis, specifically for the "Reality of Visual Sports Programs" scale, are summarized in Table 2. The t-test provided a comprehensive examination of item-level differentiations, offering insights into the distinctiveness of each item in capturing variations between the upper and lower groups.

Table 2 presents the findings, providing valuable information about the discriminatory ability of the items within the scale. This analysis contributes to the overall understanding of the scale's effectiveness in measuring the reality of visual sports programs.

**Table 2: Analysis of Arithmetic Mean, Standard Deviation, T-value, and Statistical Significance for Upper and Lower Groups.**

Paragraph number	Minimum%27		Upper limit 27%		Calculated T value	Sig value	The strength of the paragraph Distinctiveness
	s	A	s	A			
1	1.12	1.01	3	0.00	10.03	0.000	Featured
2	1.22	0.76	3	0.00	14.57	0.000	Featured
3	1.23	0.67	3	0.00	11.41	0.000	Featured
4	1.27	0.82	3	0.00	9.70	0.000	Featured
5	1.13	0.79	3	0.00	11.84	0.000	Featured
6	1.21	0.73	3	0.00	10.92	0.000	Featured
7	1.16	0.73	3	0.00	11.08	0.000	Featured
8	1.19	0.68	3	0.00	12.48	0.000	Featured
9	1.11	0.59	3	0.00	13.67	0.000	Featured
10	1.14	0.71	3	0.00	12	0.000	Featured
11	1.21	0.76	3	0.00	9.29	0.000	Featured
12	1.11	0.84	3	0.00	12.03	0.000	Featured
13	1.24	0.69	3	0.00	11.57	0.000	Featured
14	1.15	0.75	3	0.00	14.89	0.000	Featured
15	1.21	0.88	3	0.00	10.77	0.000	Featured
16	1.14	0.54	3	0.00	12.42	0.000	Featured
17	1.22	0.86	3	0.00	8.99	0.000	Featured
18	1.16	0.73	3	0.00	11.06	0.000	Featured
19	1.23	0.87	3	0.00	12.28	0.000	Featured
20	1.21	0.68	3	0.00	13.29	0.000	Featured
21	1.13	0.43	3	0.00	10.07	0.001	Featured
22	1.15	0.57	3	0.00	11.81	0.000	Featured
23	1.13	0.69	3	0.00	12.14	0.000	Featured
24	1.12	0.63	3	0.00	13.60	0.000	Featured
25	1.25	0.81	3	0.00	12.74	0.000	Featured
26	1.04	0.75	3	0.00	11.35	0.000	Featured
27	1.34	0.45	3	0.00	9.93	0.000	Featured
28	1.12	0.52	3	0.00	9.61	0.000	Featured
29	1.07	0.43	3	0.00	15.02	0.000	Featured
30	1.21	0.90	3	0.00	9.11	0.000	Featured



Based on the information presented in Table (2), none of the items from the two scales were excluded. All items demonstrated distinctiveness, as indicated by their statistical significance. The significance level (sig) values for all items were found to be smaller than the predetermined significance level of 0.05, considering the degree of freedom (52).

This implies that the observed differences in scores between the upper and lower groups for each item were not likely due to chance. Instead, they were statistically significant, suggesting that the items effectively differentiated between individuals with varying levels of the measured construct.

#### IV. Statistical Analyses:

The research results were obtained using the statistical package SPSS (version seventeen) and analyzed using various statistical methods. These included calculating the arithmetic mean and standard deviation to assess central tendency and dispersion of the data. The t-test was employed to examine the significance of differences between groups or conditions. The simple correlation coefficient (Pearson) was used to explore the strength and direction of relationships between variables. Additionally, the torsion coefficient was utilized to evaluate the degree of association among variables. The t-test was applied once again to compare means in different groups or conditions. Lastly, the Kappa-Squared ( $\kappa^2$ ) statistical method was employed to analyze the variance or differences between observed and expected frequencies. These statistical techniques were employed to derive meaningful insights and draw valid conclusions from the research data.

#### V. Results:

In the third chapter of this study, the focus is on presenting, and analyzing the results obtained in accordance with the research objectives.

##### *The internal consistency coefficient*

The internal consistency coefficient is a statistical measure used to assess the reliability or consistency of a scale or test. It provides an estimate of how closely related the items within a scale are in measuring the same underlying construct.

One commonly used internal consistency coefficient is Cronbach's alpha ( $\alpha$ ). It ranges from 0 to 1, with higher values indicating greater internal consistency. Cronbach's alpha is calculated based on the inter-correlations among the items in the scale.

A high internal consistency coefficient suggests that the items in the scale are measuring the same construct consistently and reliably. It indicates that the items are functioning well together and are likely to provide consistent results when administered to different individuals.

To determine the internal consistency coefficient for the two scales, the relationship between the item scores and the total scale scores was examined. In order to calculate this indicator, the correlation coefficient (Pearson) was used between the item scores and the total test scores for the measure of the reality of visual sports programs. This analysis focused specifically on the construction sample of 100 specialists.

The correlation coefficients were computed for all items, and it was found that all correlation coefficients were significant. This was determined by comparing the significance level (sig), which was smaller than the predefined level of significance (0.05), taking into account the degree of freedom (98). Table 4 displays the correlation coefficients between the item scores and the total scores for the reality of visual sports programs scale.

**Table 3: Correlation Coefficients between Item Scores and Total Scale Score for the Reality of Visual Sports Programs.**

Paragraph number	t value	Sig value	Indication	Paragraph number	t value	Sig value	Indication
1	0.60	0.000	Moral	16	0.65	0.000	Moral
2	0.64	0.000	Moral	17	0.75	0.000	Moral
3	0.72	0.000	Moral	18	0.78	0.000	Moral
4	0.63	0.000	Moral	19	0.69	0.000	Moral
5	0.64	0.000	Moral	20	0.65	0.000	Moral
6	0.72	0.000	Moral	21	0.51	0.000	Moral
7	0.68	0.000	Moral	22	0.66	0.000	Moral
8	0.51	0.000	Moral	23	0.65	0.000	Moral
9	0.66	0.000	Moral	24	0.75	0.000	Moral
10	0.65	0.000	Moral	25	0.51	0.000	Moral
11	0.75	0.000	Moral	26	0.66	0.000	Moral
12	0.65	0.000	Moral	27	0.65	0.000	Moral
13	0.51	0.000	Moral	28	0.75	0.000	Moral
14	0.66	0.000	Moral	29	0.66	0.000	Moral
15	0.65	0.000	Moral	30	0.59	0.000	Moral

**Table 4: Correlation Coefficients between Item Scores and Total Scale Score for the Social Networking Sites Scale.**

Paragraph number	t value	Sig value	Indication	Paragraph number	t value	Sig value	Indication
1	0.66	0.000	Moral	16	0.69	0.000	Moral
2	0.59	0.000	Moral	17	0.71	0.000	Moral
3	0.67	0.000	Moral	18	0.72	0.000	Moral
4	0.72	0.000	Moral	19	0.79	0.000	Moral
5	0.75	0.000	Moral	20	0.63	0.000	Moral
6	0.71	0.000	Moral	21	0.62	0.000	Moral
7	0.65	0.000	Moral	22	0.68	0.000	Moral
8	0.75	0.000	Moral	23	0.79	0.000	Moral
9	0.78	0.000	Moral	24	0.76	0.000	Moral
10	0.69	0.000	Moral	25	0.63	0.000	Moral
11	0.65	0.000	Moral	26	0.74	0.000	Moral
12	0.51	0.000	Moral	27	0.72	0.000	Moral
13	0.66	0.000	Moral	28	0.71	0.000	Moral
14	0.77	0.000	Moral	29	0.66	0.000	Moral
15	0.58	0.000	Moral	30	0.65	0.000	Moral

**Psychometric Properties and Validity of the Reality of Visual Sports Programs Scales**

**Validation of the Reality of Visual Sports Programs Scales: Psychometric Properties**

The validity of the Reality of Visual Sports Programs scales was assessed by presenting the scales to a group of experts and specialists. The purpose was to confirm the validity of the scale and its statements, as well as to evaluate the extent to which these statements measure the components of the behavior they intend to assess. The group consisted of 15 experts.

The experts unanimously agreed on the validity of the scale, indicating their collective endorsement of its accuracy and appropriateness. Furthermore, the researcher examined the validity of the hypothetical or constructed structure of the scale using the following approaches:

**Discrimination coefficients:** The discrimination coefficients were utilized to identify items with high discriminatory power, as demonstrated in Tables 2 and 3. These coefficients allowed for the selection of items that effectively differentiate between individuals with contrasting levels of the measured construct.

**Internal consistency:** The internal consistency of the scale was evaluated through the computation of correlations between the item scores and the total scores. This analysis is presented in Tables 4 and 5, providing insights into the coherence and reliability of the scale.

By employing these validation methods, the researcher ensured that the Reality of Visual Sports Programs scales demonstrate robust psychometric properties. The findings support the validity of the scale's statements and its ability to measure the targeted behavioral components.

**The Stability of the Reality Scale of Visual Sports Programs: Test-Retest Method**

In order to evaluate the stability of the scale, the researcher employed the test-retest method on the exploratory sample. The test was initially conducted on Sunday, January 8, 2023, and then repeated on Thursday, January 19, 2023. After transcribing the data, the researcher computed the reliability coefficient using the Pearson correlation coefficient between the results of the two tests.

The results indicated a high level of stability for the reality scale of visual sports programs, with a Pearson correlation coefficient of 0.90. Similarly, the social networking sites scale exhibited a correlation coefficient of 0.88. These findings suggest that both scales possess a strong degree of reliability, as they consistently measure the same construct over time.

**Evaluation of the Reality of Visual Sports Programs: Application of Scales to the Main Experiment Sample**

Following the completion of constructing the two scales, they were administered to the main experiment sample consisting of 60 specialists. The evaluation of the reality of visual sports programs was conducted during the period of 5th to 9th February 2023.

The main objective of this phase was to assess the perceived reality of visual sports programs among the specialist participants using the developed scales. By collecting data from this sample, researchers aimed to gain insights into the participants' perceptions and attitudes towards the reality of visual sports programs.

**Expert and Specialist Perspectives on the Reality of Visual Sports Programs**

The research sample consisted of 60 specialists, and the findings regarding the reality of visual sports programs from the perspective of these experts and specialists are as follows:

**Table 5: Statistical Description of Results on the Reality of Visual Sports Programs from the Perspective of Experts and Specialists.**

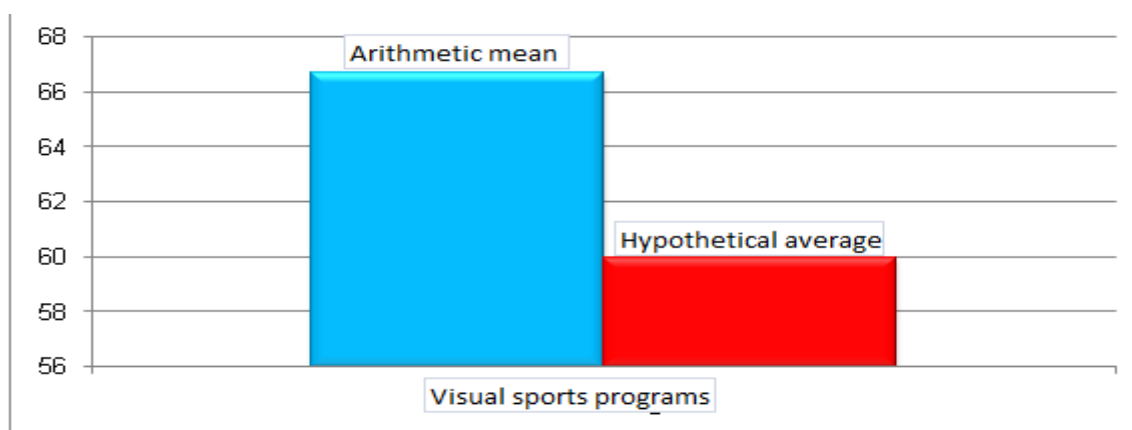
Number of paragraphs	SMA	Standard deviation	Hypothetical mean	Torsion coefficient	Calculated t value	Sig value	Type of significance
30	66.70	1.35	60	0.22	38.81	0.000	Moral

Table 5 presents the assessment of the reality of visual sports programs from the perspective of experts and specialists. The results indicate that the arithmetic mean of the scores obtained was 66.70, with a standard deviation of 1.35. The skewness factor was found to be 0.22, suggesting a moderate distribution of scores among the research sample.

Comparing the average score of the research sample to the hypothetical average of 60 degrees on the scale, it was revealed that the research sample's average score exceeded the hypothesized average. This indicates that, according to the experts and specialists, the sample perceives visual sports programs to possess a high level of reality.

To determine the statistical significance of these differences, a one-sample t-test was employed. The calculated t-value was 38.81, which is considered significant, as the corresponding p-value (sig) of 0.000 is smaller than the pre-determined significance level of 0.05. The degrees of freedom for this test were 59.

The findings from Table 5 provide statistical evidence supporting the notion that experts and specialists perceive visual sports programs to be highly realistic. The t-test results further validate the significance of the differences observed in the sample's scores compared to the hypothetical average.



**Figure 1: Visual Mathematical Software Reality Scale**

**VI. Discussion:**

The discussion revolves around the researcher's attribution of the moral relationship between the reality of visual sports programs and the importance of media in disseminating news, information, and sports facts. The media aims to spread sports culture and enhance sports awareness among society members. Visual sports programs are part of the broader media coverage in the sports field, which includes radio and television (Sadri et al., 2022; Corcuera, & Bernardo, 2024; Keiper, et al., 2023).

The researcher highlights how the media plays a crucial role in publishing news and cognitive information related to sports, explaining the rules, laws, and principles that govern sports activities and competitions. The mass visual media is utilized to provide scientific and sports perspectives, aiming to disseminate the reality of the sports field to followers and foster positive attitudes towards physical activities (Park et al., 2020; Le Noury et al., 2022; Jang& Byon , 2020)..

Propaganda, advertising, and the media are recognized as tools employed by public relations agencies to disseminate information and facts to serve the interests of institutions and audiences. The ultimate goal is to inform, enlighten, and familiarize the masses with the institution, fostering understanding, participation, trust, and support (Malhan, & Dewani, 2020; Orunbayev, 2023; Tillyaxodjayev, 2020).

In light of the above, the researcher emphasizes the significance of visual sports programs and their impact through media coverage of sporting events. Purposeful news, reports, programs, meetings, and opinions are presented to an audience eager to stay updated on the latest sporting developments, leading to a change in their culture and knowledge. The researcher also believes that improvements are needed in the role of Iraqi

visual sports media to better support sports audiences and influence social media platforms based on the opinions of specialists.

## **VII. Conclusion And Recommendations**

Based on the research findings, it is recommended to establish dedicated centers for educational guidance within the Ministry of Youth and Sports, the Olympic Committee, and sports clubs. These centers will contribute to the development of educational aspects in media professionals covering sports events. Furthermore, providing specific lectures and training sessions for media professionals before tournaments, conducted by sports media specialists, is crucial to enhance their understanding and coverage of sports events.

In conclusion, this study sheds light on the reality of visual sports programs and their impact on Iraqi sports as perceived by experts and specialists. The findings emphasize the need for continuous improvement and support for these programs to enhance sports culture and achieve desired goals. By implementing the recommended measures, the sports community can foster a more effective and influential role in promoting sports in Iraq.

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