



RESEARCH ARTICLE

The Modeling Role in Learning Desirable Sports Behavior (Mohamed Salah Model)

Talaat Ibrahim LOTFY¹ and Mohamed Ibrahim MOHAMED^{*2}

¹Beni-Suef University, Faculty of Arts, Department of Sociology, Beni-Suef / Egypt

²Beni-Suef University, Faculty of Physical Education, Department of Psychological, Educational and Social Sciences, Cairo / Egypt

*Corresponding author: dr.mohamed@bauc14.edu.iq

Abstract

This study investigates in learning the desired sports behavior by observing and imitating one of the sports models, the Egyptian football player Mohamed Salah, on a sample of (322) football players at Beni-Suef University. The data were collected through several methodological tools represented in: Questionnaire form, direct observation, and analysis of documents and records. The results of the research were analyzed in the light of the basic processes that the social learning process goes through, which are attention, retention, production, and motivation. The results of the study revealed that young people realize the existence of a model that performs the desired sports behavior. The majority of young people know the sporting history of this model, its popularity and the social status it enjoys, and they want to observe and imitate this model, so they pay attention to all components of sports behavior through several means such as watching matches in stadiums, the media, and the personal account of the model on Social networking sites, and the majority of young people try to keep the components of the mathematical behavior of the model in memory, and then they try to visualize the production of this behavior mentally in a symbolic way, before they try to The product of some aspects of the model's mathematical behavior in reality in a selective manner due to their inability to implement all components of this behavior despite the desire and motivation to learn all components of the model's mathematical behavior.

Keywords

Learning, Modeling Role, Desirable Sporting Behavior, Mo Salah

INTRODUCTION

Text The word model refers to the root of your expectations, which can be followed (Bahn, 2001). It is by observing others that our thoughts develop as to how a particular behavior should be (Bandura, 2010). The two researchers believe that the concept of the model can be defined in the current study - a procedural specification - as it refers to the example athlete who desires young athletes to learn the main components of their desirable creative sports behavior through observation and imitation. Role-Model is defined as "one of the well-known others whose pattern and behavior an individual follows in the exercise

of a particular social role. Social learning theory or modeling learning has emphasized the importance of social interaction, social norms, and the social context or conditions in which the learning process occurs, which means that learning does not take place in a vacuum but rather takes place in a social setting (Cookely, 2008). Ethical standards must be observed during matches, and we cannot say that a person's behavior is moral unless we know the person's motives behind this behavior. Desirable sporting behavior includes intense striving to win matches, with a commitment to teamwork and ethical standards during and after play. (Abod & AlHaddad, 2022).

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The researchers believe that it is possible to define the concept of the desired sports behavior in this study - procedurally - to mean the sports behavior to be learned, which can be inferred through several indicators, it is the behavior that includes skill and intense struggle to win matches.

Respect for members of the other competing team, adherence to the laws and regulations that organize matches, humility, adherence to moral principles, avoiding aggressive behavior while playing, cooperating with the playing team, (Al-Razqi, 2015). working in team spirit, accepting winning or losing matches in a sporting spirit, and benefiting from the

experience that He acquires it in different matches in evaluating performance and trying to improve this performance while playing in the upcoming matches.

In light of the foregoing, there is a need to change aggressive behavior and sports fanaticism, and work on acquiring a spirit of tolerance, humility, adherence to moral principles, and lofty social values that guide young people towards the desired behavior (Rusul & Ishraq, 2022). The researchers believe that the unwanted behavior of young people can be changed by encouraging young people to learn the desired pattern of sports behavior through modeling and by observing one of the famous sports models that perform the desired pattern of behavior, and working to simulate and imitate the behavior of this model, which represents a role model.

Many scholars believe that Bandura's theory of observational social learning has provided an explanatory framework of theoretical and applied value for human behavior in the social and environmental context in which it occurs, which has been neglected by other learning theories. Social learning, where Albert Bandura has been criticized for focusing on visible behaviors, despite his praise and belief in the importance of hidden factors. Bandura has also been criticized for his anti-psychoanalysis, which made him ignore obvious human problems such as conflict and unconscious drives (Górska-Klęk & Meleszko, 2011).

Based on the foregoing, the research problem emerges, which can be formulated in a main question: "To what extent are young people able to learn the desired sports behavior" through modeling, that is, by observing and imitating a

well-known sportmodel that performs the desired sports behavior?

Purpose From the analysis of the previous available studies, it is clear that there are many studies that dealt with the relationship of sport with some variables such as social values, academic achievement, ambitions, social mobility, and violence. We note that there is a conflict or conflict between the results of some of these studies. It is also clear that most of these studies are empirical studies and are not often guided by any theoretical framework.

It is also clear from the review of previous studies that there is a dearth of studies that clarify the relationship between sport and social systems, especially the education system .

MATERIALS AND METHODS

Participants

This research is a descriptive analytical research, and this research was relied on the social survey method by using the comprehensive inventory method, where the field study was conducted on all 322 football players at Beni Suf University, including 118 players in theoretical colleges (PEUK, n = 36, 64% of the total sample). Including 204 players in practical colleges (PEUK, n = 63, 35% of the total sample). These football players were identified by referring to the documents and records in the Youth Welfare Department of the various theoretical and practical faculties of Beni Suf University.

This study was performed by adhering to the Helsinki Declaration. Ethical approval of the study was obtained from University of Baghdad, Iraq Ethics Committee at the board meeting dated 16.01.2024 and numbered No:6. Participant provided informed consent, with the volunteer form covering research details, risks, benefits, confidentiality, and participant rights. The research strictly adhered to the ethical principles of the Declaration of Helsinki, prioritizing participant's rights and well-being in design, procedures, and confidentiality measures.

Measure

A- Questionnaire form

To collect the quantitative data required by the study, the questionnaire consists in total of 37 questions distributed over six main axes, the first axis: preliminary data (1-8), the second axis: data on the extent to which young people perceive the

existence of a model that performs the desired sports behavior (9- 14), the third axis: data on the attention of young people and the extent of their observations of the model's sports behavior (15-19), the fourth axis: data on the extent to which young people retain in memory their observations about the basic components of the model's sports behavior (20-24), the fifth axis: data on the ability of Young people on the production and implementation of the components of the sports behavior of the model (25-31), the sixth axis: data on the motivation of young people towards learning the sports behavior of the model (32-37). We find that all the questionnaire questions are of the standardized type and closed- ended questions, which facilitates the process of data unloading and the process of statistical analysis, with the exception of only two questions of the open-ended type so that all possibilities and unexpected responses can be obtained.

Validity was ascertained by presenting the questionnaire to a group of arbitrators. Reliability was also confirmed by re-testing twice for a deliberate sample of 20 student athletes. The internal stability of the questionnaire questions was confirmed by using a parameter The reliability

was Cronbach's Alpha, and the reliability coefficient was 87%, which confirms the presence of a high degree of internal stability for the questions of the questionnaire.

B-Interviewing Guide

It includes six themes that include general questions with open endings that encourage the respondents to digress in answering and provide their information freely about the various processes involved in the respondents' learning process of sports behavior.

C-Direct observation

By observing the football players during matches inside the university, and observing the extent to which these athletes imitate the model, such as they imitate the model in dress and wear T-shirts bearing the model's name, picture and shirt number in the matches.

D-Social networks

In the process of collecting the necessary data, the researchers used the news of the model (Mohamed Salah) to be published on social networking sites, especially Facebook, Twitter, and YouTube, given that it is one of the sites most used by young people, and which provides its services to Internet users.

Table 1. Sample characteristic

	<u>Faculties</u>	<u>N</u>	<u>%</u>
<u>Practical Faculties</u>	<u>Physical Education</u>	54	16.77%
	<u>Agriculture</u>	39	12.11%
	<u>Science</u>	35	10.87%
	<u>Physiotherapy</u>	29	9.0%
	<u>Nursing</u>	25	7.76%
	<u>Medicine</u>	22	6.83%
	<u>Total</u>	204	63.35%
<u>Theoretical Faculties</u>	<u>Commerce</u>	33	10.24%
	<u>Arts</u>	30	9.316%
	<u>Education</u>	28	8.695%
	<u>Law</u>	27	8.385%
	<u>Total</u>	118	36.65%

Procedure

The spatial (geographical) boundaries of this research are limited to the various faculties of the University of Beni Suf, which are located within the framework of the city of Beni Suf. The human limits of the research include male students who play football within the various

theoretical and practical faculties of Beni Suf University. As for the time limits of this research, the time required for the data collection process took a month and a half, starting from the first of March 2019 until mid-April of the same year.

Statistical analysis

After completing the data collection process through the questionnaire form, the data processing process began, where the researchers entered the data by using the STATISTICA 13.1 software, and some statistical operations were performed such as preparing simple and compound tables, calculating frequencies, percentages, and testing the significance of differences between variables using a test (Ka^2), which helped the researchers to quantitatively analyze the data. The researchers also relied on a qualitative analysis of the data obtained through direct observation.

RESULTS

According to Albert Bandura's social learning theory, learning about social behavior in general first requires a model that performs the desired behaviour. There are also four basic processes associated with the learning process, which are: attention, retention, production, and motivation.

In light of the above, the researchers believe that the research results can be divided into five main sections as follows:

Athletes' awareness of the existence of a model that leads to the desired sporting behavior

By asking the athletes about football players in theoretical and practical colleges about their opinion of the existence of a model in football that performs the desired sports behavior, all the athletes answered that this model currently exists, and it is represented in the Egyptian football player (Mohamed Salah).

It was found from interviews with the athletes in the focus group that they see the Egyptian player Mohamed Salah as one of the most popular football players in Egyptian society, as confirmed by social networking sites on the Internet. Therefore, the athletes confirm that Mohamed Salah is a sport model to follow, not only from their point of view, but from the point of view of all groups of Egyptian society at the present time.

Table 2. Descriptive statistics of the total sample of undergraduate students according to their knowledge of the sport history of the model "Mo salah" (N = 322).

<u>Variables</u>	<u>Theoretical Faculties</u>	<u>Practical Faculties</u>
<u>They know the sport history of the model "Mo Salah"</u>	<u>71</u>	<u>142</u>
<u>They not know the sport history of the model "Mo Salah"</u>	<u>47</u>	<u>62</u>
<u>the total</u>	<u>118</u>	<u>204</u>

It is clear from the data received that 60.2% of the total number of players in theoretical colleges know the sport history of the model, while 39.8% do not know this history. It is also clear that 69.6% of the total number of players in practical colleges know the sport history of the model, while it turns out that 30.4% do not know the sport history of the model. Also, the majority of university youth in both theoretical and practical colleges know the sport history of the model. There are no statistically significant differences

between the students' responses in both theoretical and practical faculties with regard to their knowledge of the sport history of the model, as the value of the coefficient (Ka^2) was not significant.

The results of the research revealed that the majority of athletes in both theoretical and practical colleges were usually comparing the sport behavior of the model (Mohamed Salah) with other sports models of football players, as shown in the following table.

Table 3. Distribution of athletes according to their comparison between the sport behavior of the model and other models. (N = 322)

<u>Variables</u>	<u>Theoretical Faculties</u>	<u>Practical Faculties</u>
<u>They compare</u>	<u>82</u>	<u>157</u>
<u>They don't compare</u>	<u>36</u>	<u>47</u>
<u>the total</u>	<u>118</u>	<u>204</u>

It is clear that 69.5% of the total athletic players in theoretical faculties were comparing the sport behavior of the model with other models, while 30.5% did not make this comparison, and 77% of the total players in practical faculties were doing this comparison, while the percentage of 23% do not make this comparison. The majority of athletes in theoretical colleges and most athletes in practical colleges usually compare the sport behavior of the model with other models of football players. It was also found that there were no statistically significant differences between the responses of the athletes in both theoretical and practical colleges with regard to their comparison between the sport behavior of the model and the behavior of other models, where the value of the coefficient (Ka2) was not significant.

It became clear from the interviews conducted by the two researchers using the interview guide and through the focus group discussion, that the athletes do not usually compare the components of the sport behavior of the model (Mohamed Salah) and other sport models in the Egyptian society, but rather they compare this model with other models with The international fame of football stars such as the world famous star and Portuguese national (Cristiano Ronaldo), the star of the Spanish team Real Madrid, the Argentine player (Lionel Messi), the star of the Spanish team Barcelona, and the Brazilian player Neymar da Silva, the star of the Paris Saint-Germain club. The data in the following table illustrate the most important factors that made the athlete (Mohamed Salah) a role model.

Table 4. Distribution of athletes according to their opinion of the most important factors that make the athlete a model. (N = 322).

<u>Variables</u>	<u>Theoretical Faculties</u>	<u>Practical Faculties</u>
<u>social status</u>	25	33
<u>Skill in playing</u>	21	47
<u>Adhere to ethical principles</u>	18	28
<u>Respect the referees</u>	15	18
<u>Belonging to the homeland</u>	13	23
<u>attractive model</u>	11	22
<u>Model collaboration</u>	9	18
<u>The model is in the athletes age category</u>	6	15
<u>the total</u>	118	204

It is clear that 21.2% of the total number of athletes in theoretical colleges believe that the social status enjoyed by the model is one of the most important factors that made the athlete a role model, followed in terms of importance, respectively: skill in playing performance (17.8%), and adherence to In terms of moral principles (15.3%), the model’s respect for the referees and the rules of play (12.7%), belonging to the homeland and community participation (11%), the attractiveness of the model (9.3%), the model’s cooperation with the playing team (7.6%), and that the model is in the same age group as the youth (5.1%). As for athletes in practical colleges, 23% agreed that skill in playing is one of the most important factors that made the player a role model. This is followed by the social status of the model (16.2%), adherence to moral principles (13.7%), belonging to the homeland and

community participation (11.3%), attractiveness of the model (10.8%), respect for the model for referees and rules of play (8.8%) and cooperation of the model with the playing team (8.8%), and finally that the model is in the same age group as the athletes (7.4%). This confirms that the social status enjoyed by the model, the skill in playing the game, humility and adherence to moral principles are among the most important factors that made the athlete (Mohamed Salah) a role model. It was found through interviews with focus groups that young athletes see that the athlete (Mohamed Salah) represents a role model for several factors, the most important of which is his skill in playing the game that made him compete with other world-renowned sports models such as (Ronald), (Messi).). In addition, this model has personal and social features that attract young people, including respect for the rules of play, a

sense of belonging and loyalty to the homeland, and a spirit of tolerance, humility and commitment to social values. There are also no statistically significant differences between the responses of the athletes in both theoretical and practical

colleges with regard to their opinion of the most important factors that made the athlete (Mohamed Salah) a role model, as the value of the coefficient (Ka2) was not significant.

Table 5. Distribution of the athletes according to their attempt to imitate the sport behavior of the model. (N = 322)

<u>Variables</u>	<u>TheoreticalFaculties</u>	<u>Practical Faculties</u>
<u>Imitates the sportbehavior of a model</u>	<u>42</u>	<u>82</u>
<u>Its does not Imitates the sport behavior</u>	<u>76</u>	<u>122</u>
<u>the total</u>	<u>118</u>	<u>204</u>

The majority of players in both theoretical and practical faculties did not attempt to actually perform the production or implementation of the sport behavior of the model in a practical way. It was found that there were no statistically

significant differences between the respondents in both theoretical and practical faculties with regard to their attempt to produce and implement the sport behavior of the model in a practical way, where the value of (Ki²) was not significant.

Table 6. Distribution of athletes according to their most important motives to learn the components of the sport behavior of the model. (N = 322)

<u>Variables</u>	<u>TheoreticalFaculties</u>	<u>Practical Faculties</u>
<u>Rewards that the model receives</u>	<u>57</u>	<u>99</u>
<u>The social status of the model</u>	<u>44</u>	<u>66</u>
<u>attractive model</u>	<u>17</u>	<u>39</u>
<u>the total</u>	<u>118</u>	<u>204</u>

It is clear that one of the most important motives of young people towards learning the components of the sport behavior of the model is to obtain the reinforcements and rewards resulting from this behavior, followed by the importance of obtaining the social status and fame that the model enjoys, and finally the attractiveness of the model for young people and their tendency to imitate its sports behavior.

DISCUSSION

The basic perspectives in sociology differed in their interpretation of sports. Owners of a career perspective believe that sport is beneficial to society and performs several social functions that lead to the preservation of the social structure. This was supported by some of the results of the previous available studies that confirmed that there is a relationship between sports and social values that guide the behavior of young people in society. Sports also raise the aspirations of young people,

provide job opportunities for them, and provide opportunities for rising social mobility, which is one of the motivations for young people to learn sports behavior (Zaid & Neamah, 2021).

On the other hand, we find that those with a conflict perspective see that sport is non-functional, leads to multiple negative results, and fails to strengthen the social structure (Abod & AlHaddad, 2022). This was confirmed by the results of some previous available studies, the results of which indicated that sports may lead to a lower level of educational attainment for young people. It also leads to intolerance and reinforces violent behavior between players and spectators of matches in sports stadiums, especially football stadiums, and such negative aspects may lead to parents not motivating young people to play football and regular training, fearing that this will lead to a lower level of their academic achievement. and their aggressive behaviour (Ismail & Al-Zuhairi, 2022).

In the face of these negative aspects that may be associated with sports, there is a need for young people to learn the desired sports behavior by observing and imitating one of the famous sports models such as the Arab star Mohamed Salah (Meriam & Sahira, 2021). The results of this study revealed that young athletes in theoretical and practical faculties know the sporting history of this model, and see that their behavior is a model of the desired sporting behavior, not only from their point of view, but from the point of view of all groups of Egyptian society at the present time (Abraham, et al, 2018). The young athletes among the respondents confirm that one of the most important factors that made the athlete Mohamed Salah a role model is his skill in playing the game, the social status and fame he enjoys, his extreme humility and adherence to moral principles, his respect for the rulers and the rules of play, his cooperation with the playing team, in addition to his feeling by belonging to the community.

Conclusions

It seems that the sports model plays an important role in shaping the desired behavior of its followers from the players, through their viewing of the model while playing in different sports matches, or indirectly by following the news of the model in the media, especially television, and through the model's personal account on websites Social communication, especially Facebook, and through statements made by the model's friends, relatives, and those around him in the country of origin. It was also found that the majority of young people always pay attention to the components of the sporting behavior of the model, especially with regard to playing skill, and are interested in observing the physical and verbal responses that this model performs during play, and they are interested in observing how this model is trained and the extent of its cooperation and respect for the playing team, its respect for arbitration and adherence to the rules of play In addition to his respect for the opposing team and not making aggressive physical or verbal responses towards members of the opposing team during sports matches. It was found that the most important factors that affect the attention of young people to the components of the sport behavior of the model are the desire to learn the sport behavior of the model, the tendency to the characteristics and qualities of the model, the convergence

between the age of youth and the age of the model, in addition to the maturity level of young people.

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Conflict of Interest

We declare that this article we wrote is not involved in any conflict of interest.

Ethics Committee

This study was performed by adhering to the Helsinki Declaration. Ethical approval of the study was obtained from University of Baghdad, Iraq Ethics Committee at the board meeting dated 16.01.2024 and numbered No:6.

Authors Contribution

Study Design, TIL and MIM; Data Collection, TIL and MIM; Statistical Analysis, TIL and MIM; Data Interpretation TIL and MIM Manuscript Preparation, TIL and MIM; Literature Search, TIL and MIM. All authors have read and agreed to the published version of the manuscript.

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