

Comparing health awareness and creativity awareness among female students of the College of Physical Education and Sports Sciences

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Abstract

The purpose of this paper is to identifying health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences, and comparing health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences. One of the most important results reached by the researcher is that: The majority of female students have a good level of health awareness and awareness of creativity, the comparative study revealed the preference for fourth-stage female students in health awareness and creativity awareness, and there is a direct relationship between health awareness and creativity awareness among female students. One of the most important recommendations recommended by the researchers is that: Need to pay attention to the health aspect and awareness of creativity for female students, and emphasizing the need for great attention in clarifying and spreading health awareness and awareness of creativity in various activities and sports

Introduction:

Health is considered an essential duty for the individual in order to develop and maintain it, and that individuals enjoying the highest level of health that can be reached is considered one of their basic rights, by working to protect and care for them healthily and psychologically, meeting their various needs and requirements and helping them to comprehensive and integrated growth, and health is a main goal. Education is one of the first goals that everyone seeks to achieve. It is an artistic process that has its own educational principles and foundations. It begins with childhood and continues throughout all stages of life. It seeks to provide female students with a set of information and experiences using appropriate educational methods, with the aim of influencing individuals' knowledge, attitudes, and behavior and giving them Sound health habits help them grow properly.

Health education and physical education are closely linked, as both are concerned with developing the personality of the individual (the student) in a balanced and comprehensive manner. This is demonstrated by clarifying the concept of each of them, as physical education means that it is part of general education, and one of its goals is to develop the individual's personality in all aspects (mentally and

physically). (and psychologically and socially) This is done through playing games or sports activities and under the supervision of the teaching staff. As for health, it is a state of physical, psychological and social well-being, and not just the absence of disease or disability, and from what has been presented for these two concepts it is clear that both are part of general education, so The interest in health awareness comes in line with the overall view of education as a tool for educating individuals (female students) in a balanced and comprehensive education that includes the physical, mental and psychological aspects and through which many of the problems that individuals are exposed to can be eliminated, such as their weak health awareness, and it must be in harmony with awareness. Creativity, that is, female students' awareness of their creative processes and ideas and the extent to which these creative ideas and energies are employed in their field of work. From this standpoint, it is necessary to use psychological measurement methods to identify these variables in order to raise the level of female students.

The importance of the research lies in identifying health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences and comparing them among themselves.

Research problem:

Through the researchers' observation of some of the female students of the College of Physical Education, who are teachers, they found a lack of interest in the health aspects and awareness of creativity among the students, and this leads to problems in their health and psychological aspects due to their lack of sufficient information about awareness of their health and behavior, which leads to the occurrence of many physical injuries, Therefore, the researchers decided to identify health awareness and creativity awareness and compare between female students.

Research objective:

- Identifying health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences.
- Comparing health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences.

Research hypotheses:

- There are differences in health awareness and awareness of creativity among female students of the College of Physical Education and Sports Sciences, in favor of fourth-year female students.

Research fields:

- Human field: Female students of the College of Physical Education and Sports Sciences (2022-2023).
- Time field: (15/2/2023) to (10/8/2023).
- Spatial field: Classrooms at the College of Physical Education and Sports Sciences - University of Kufa.

Definition of terms:

- Awareness: It is “knowledge, understanding, perception and appreciation of a specific field, which helps the individual direct his behavior towards taking care of this field.” (Ahmed. 2002)
- Health awareness: It is “the individual’s ability to translate health information into healthy behaviors in the life situations he is exposed to, through which he can maintain his health within the limits of available capabilities.” (Eliwa. 1999).
- Awareness of creativity: means awareness of the cognitive processes, emotional feelings, and physiological experiences that accompany creative thinking that prepare individuals for creative production.(Al Mahdawi. 2010).

Research methodology and field procedures:

Research Methodology:

The researchers used the descriptive approach in both survey and comparison methods to suit the nature of the problem.

Community and sample research:

The research population was determined by the female students of the College of Physical Education and Sports Sciences at the University of Kufa for the academic year 2022-2023, who numbered (90) students, then a sample of (60) female students was chosen from them in a random manner with a percentage of (75%).

Research methods: The researchers used the following research methods:

- The questionnaire.
- Metrics.
- Sources and references.

Devices and tools used in the research:

- Stopwatch number (1).
- Dell portable calculator (1).
- Office tools (papers, pens).

Field research procedures:-

Measure of the level of health awareness and awareness of creativity:-

The researchers used the health awareness level scale prepared by (Qadoumi. 2009), as the scale consists of (48) items that the subject answers according to three alternatives, namely (always, sometimes, rarely), as the highest score on the scale was (144), while the lowest degree, it is (48) degrees.

As for the measure of awareness of creativity, the researchers used the scale by (Wahb Razzaq Jabr. 2015), which consists of (28) items that the subject answers according to five alternatives, which are (always, often, sometimes, rarely, never), and grades are given (1,2,3,4, 5) Respectively, the highest score on the creativity awareness scale was (140), while the lowest score was (28).

In order to apply the scale, the researchers presented the two scales (see Appendix 1) to a group of experts and specialists , for the purpose of evaluating them and judging them in terms of their validity in what they were developed for. After informing the experts and specialists of the items of the two scales, the researchers

extracted the value of (Chi-2).) calculated for the agreement of experts and specialists and accepting the nomination of all paragraphs with a percentage of agreement (100%).

Exploratory experiment for the health awareness and creativity awareness scale:-

The exploratory experiment was conducted on 4/3/2023 on a sample of (10) female students. The purpose of the exploratory experiment was to identify:

- The time it takes to answer the scale.
- The extent of the research sample's response to the content of the two scales' items.
- The difficulty facing researchers during the implementation of the main experiment.
- Stability of the two scales.

The experiment revealed the following:

- The instructions were clear from the sample members.
- The paragraphs were clear and not ambiguous.
- The two scales were appropriate for the sample.
- The average time taken for the application was (12) minutes for the health awareness scale and (7) minutes for the creativity awareness scale.
- The answer alternatives were appropriate to the level of the sample members.
- The reliability coefficient was extracted, and thus the two scales became ready for application (see Appendix 1).

Scientific foundations for measuring health awareness and creativity awareness:-

Validity of the scale:-

Honesty is one of the conditions and scientific foundations for a good test, as honesty means "that the test measures what it was designed to measure and does not measure anything else" (Bahi. 1999), and the validity of the scale was verified by finding the validity of the content by presenting the scale to a group of professors. Specialists, who often make a logical judgment about the presence of the characteristic, characteristic, or ability in question, to verify whether the proposed measurement method actually measures it or not, then present it to a group of experts and specialists to confirm the validity of the scale.

Stability of the scale:

Stability is what "gives close results or the same results if applied more than once in similar circumstances" (Amer Fahmy and Hisham Amer. 2005), and for the purpose of knowing the degree of stability of the scale, the researchers applied it by distributing the scale to members of the exploratory experiment's sample of (10) female students and by knowing the extent to which The degree of reliability of the scale. The Pearson correlation coefficient equation was applied between the first application and the second application. A reliability degree of (0.90) was obtained for the health awareness scale and (0.93) for the creativity awareness scale. The high value of this confirms the degree of stability of the scale.

Main experiment for the health awareness and creativity awareness scale:

After selecting the original sample, which totaled (60) female students, the two scales were applied in their final form, and the forms for the scale were distributed in direct contact by the researchers on 15/4/2023.

Statistical methods: The researchers used the statistical package for social sciences to extract the following methods:

- Arithmetic mean.
- standard deviation.
- Pearson's simple correlation law.
- T-test for independent samples.

Results and discussion:

Presenting, analyzing and discussing the results of comparing health awareness and creativity awareness among female students of the College of Physical Education and Sports Sciences:

After obtaining the results through the two scales, a comparison was made between the students, and Table (1) shows this:

Table (1) shows the value of the arithmetic mean, the standard deviation, and the value of (t) among the female students for the variables of health awareness and creativity awareness.

No.	Stages	Health awareness		Calculated t value	Type sig	Creativity awareness		Calculated t value	Type sig
		Arithmetic mean	Standard deviation			Arithmetic mean	Standard deviation		
1	First	97.15	2.12	12.33	Significant in favor of the second	86.12	1.56	12.39	Significant in favor of the second
	Second	102.33	1.94			90.66	1.44		
2	First	97.22	2.12	11.09	Significant in favor of the third	86.12	1.56	17.24	Significant in favor of the third
	Third	109.34	1.82			96.79	1.49		
3	First	97.15	2.12	14.18	Significant in favor of the fourth	86.12	1.56	19.67	Moral in favor of the fourth
	Fourth	117.55	1.73			102.93	1.25		
4	Second	102.33	1.94	11.34	Significant in favor of the third	90.66	1.44	10.82	Significant in favor of the third
	Third	109.34	1.82			96.79	1.49		
5	Second	102.55	1.94	15.45	Significant in favor of the fourth	90.66	1.44	17.11	Significant in favor of the fourth
	Fourth	117.55	1.73			102.93	1.25		
6	Third	109.34	1.82	13.88	Significant in favor of the fourth	96.79	1.49	11.37	Significant in favor of the fourth
	Fourth	117.55	1.73			102.93	1.25		
Degree of freedom (58) and significance level.(0.05)									

Table (1) shows the results of the two research groups in the health awareness and creativity awareness measures, and by extracting the calculated (t) value, all of which appeared significant, since the (sig) value of (0.000) is greater than the

significance level (0.05) under the degree of freedom (58), and this indicates There are significant differences between female students.

Discussion of the results:

From what was presented in Table (1), it was found that all the results and in the two scales indicated the superiority of the female students of the fourth stage when comparing the results with the other stages. The researchers attribute the reason for the presence of a real difference in favor of the fourth stage to the performance and abilities of the female students during four years, and this in turn is reflected in confidence. The high level that they possess, and this comes through the teacher's guidance, employment, health awareness, and psychological preparation. This is due to the teachers' interest in spreading good ideas and instilling correct concepts that reflect positively on the female students, especially the fourth stage. This interaction led to the superiority of the fourth stage female students over the other stages.

Female students must be distinguished by a high level of health awareness, as they possess a kind of balance and emotional maturity, and have the ability to appreciate health, and thus have the ability to realize themselves, and the result is the ability to have health awareness, as he sees it. (Murray Bown), the author of the theory of natural systems, as well as the nature of mathematical work that requires continuous interaction between students. The student's interaction with others and communication with them gives a clear perception of himself and his personality, and this leads to others forming an impression of him, and thus makes him solid through the connection between himself. Independent, and the selves of others in a certain social (mathematical) content.

The reason for this is also due to the student's interest in himself and following up on his health matters, as well as his understanding of the extent of concern for his health, as the health-conscious student can change the incorrect habits and practices of his people, as "Enjoying health in an individual leads to him being psychologically, personally and socially compatible with himself and others and being able to realize himself and invest in his abilities and potentials to the maximum extent possible." (Zahran. 1988).

On the basis of this, it should be taken into account that improving the student's health conditions and raising the level of general health for him and for the team will remain an unattainable goal if all efforts are not integrated and directed towards developing health awareness, because it is not possible to think about raising the student's health level in isolation from his awareness and knowledge of creativity and information. And basic hygiene rules "The individual's knowledge of health information and rules represents the basis for shaping his behavior and acquiring and practicing healthy habits." (Al-Razji. 1999).

Conclusions and Recommendations:

Conclusions:

- The majority of female students have a good level of health awareness and awareness of creativity.

- The comparative study revealed the preference for fourth-stage female students in health awareness and creativity awareness.
- There is a direct relationship between health awareness and creativity awareness among female students.

Recommendations:

- Need to pay attention to the health aspect and awareness of creativity for female students.
- Emphasizing the need for great attention in clarifying and spreading health awareness and awareness of creativity in various activities and sports.
- Conduct a comparison between female students in various sporting events.
- Necessity of making comparisons in many health variables between male and female players in all sports.

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Appendix (1)
Health awareness scale and Creativity Awareness Scale

Dear student: Please read the statements carefully and then answer them by putting a check mark in front of the choice that suits you, while not leaving any paragraph unanswered.

Thankful for your cooperation with us

Researchers

Health awareness scale

No.	Paragraphs	Always	Sometimes	Rarely
1	I see a doctor if I have any symptoms.			
2	I follow the doctor's instructions after returning from injury.			
3	I pay a lot of attention to rehabilitation exercises after injury.			
4	I take care of my body hygiene and shower daily.			
5	I follow health bulletins.			
6	I have a careful personal health history that I keep.			
7	I undergo a comprehensive medical examination every year.			
8	I discuss with those specialized in public health aspects.			
9	Stay away from noisy places.			
10	I avoid using sports stimulants.			
11	I avoid staying up late for long periods of time.			
12	I use sunglasses to protect me from the sun's rays.			
13	I eat fresh fruits and vegetables.			
14	I eat varied and balanced foods.			
15	I maintain a suitable weight for me.			
16	I eat three hours before training or a match.			
17	Make sure to drink sufficient amounts of water during training or matches.			
18	I eat my meals at the specified times.			
19	I prefer boiled food to fried food.			
20	I avoid eating pickles and spices.			
21	I avoid drinking tea and coffee in large quantities.			
22	Make sure to read the calorie instructions when purchasing food items.			
23	Wear appropriate sports clothing for the weather conditions during training or a match.			
24	I wear the right shoes for the game I'm playing.			
25	I make sure that the devices and tools are safe before I use them.			
26	I wear condoms during training or a match.			
27	I avoid wearing jewelry (rings, necklaces, bracelets) during training or matches.			
28	I tell the coach frankly about my health condition before training or a match.			
29	I warm up sufficiently before starting during training or a			

	match.			
30	I adhere to the trainer's instructions when performing the exercises without adding or subtracting.			
31	I know my abilities and capabilities and do not exaggerate in performing exercises to avoid injury.			
32	I pay attention to doing stretching exercises before training and cooling down at the end.			
33	When performing physical and skill exercises, I range from easy to difficult.			
34	I cooperate with my colleagues to achieve victory.			
35	I respect the rules of the event or game I am playing.			
36	I have high loyalty to my team.			
37	I put the greater good of my team ahead of my own.			
38	I take responsibility for my mistakes during training or a match.			
39	I accept winning and losing with good sportsmanship.			
40	I share in the joys and sorrows of my fellow players.			
41	I implement the directions and instructions of my team leader (Team Captain).			
42	I deal with my fellow players on the field without any nervousness.			
43	I control my emotions so that they do not negatively affect the overall performance of my team.			
44	I find appropriate methods to solve the problems I face.			
45	I discuss the problems I have with my coaches and fellow players.			
46	I make my decisions without psychological anxiety.			
47	I accept the referees' decisions without nervousness, even if they are wrong.			
48	I express my emotions clearly and frankly.			

Creativity Awareness Scale

No.	Paragraphs	Always	Often	Sometimes	Rarely	Never
1	I have the ability to quickly organize my thoughts during a match					
2	I express my opinion freely and spontaneously within the team					
3	I am aware of what is going on around me in the match					
4	I have a commitment to performing the task assigned to me by the coach and persevering in accomplishing it					
5	My style is suitable for facing different playing situations					
6	I enrich my knowledge through discussion with my coaches and fellow players					

7	I apply what I learn from technical aspects in the match					
8	I deal with information according to its importance					
9	I look for the causal relationship between things					
10	My heart beats faster when I face any problem during the match					
11	I tend to remain calm and organized when I am under pressure					
12	I look forward to my sporting future with optimism					
13	I feel like I have a sense of humor and fun with my fellow players					
14	I get along with my fellow players					
15	Listen and respect the opinions and ideas of others					
16	I challenge difficult situations and situations during the match					
17	I have the ability to predict problems before they happen					
18	I feel anxious when I face players better than me					
19	I get nervous when facing an opponent					
20	I get frustrated when I can't solve a problem					
21	I express my feelings directly (love, admiration, rejection, hate)					
22	I have the ability to explore other people's ideas					
23	I distinguish between ideas that lead to new solutions					
24	I have the ability to generate a large number of ideas to confront an urgent problem during a match					
25	I have the ability to divert thoughts as the game requires					
26	I deal with complex problems with patience					
27	Some people describe me as moody					
28	Combine seriousness and fun at the same time					