



ISSN Print: 2664-7281  
ISSN Online: 2664-729X  
Impact Factor: RJIF 8  
IJSEPE 2024; 6(1): 177-182  
<https://www.sportsjournals.net>  
Received: 12-01-2024  
Accepted: 16-02-2024

Rasha Abbas Abdulrazzaq  
Baghdad General Directorate  
of Education, Second Karkh,  
Iraq

## A comparative study of measuring creative energy of a female physical education teachers sample in the secondary schools of Baghdad (Karkh and Rusafa)

Rasha Abbas Abdulrazzaq

DOI: <https://doi.org/10.33545/26647281.2024.v6.i1c.94>

### Abstract

It is clear to all that creativity is an important educational target, and creative plays a great role in effective results in the developing societies, social, artistic, technical parts, and our society today suffers today from educational, educational, behavioral, social and political problems, it is to the most urgent pay attention to students and develop their creative energy. The study aimed to apply the creative energy scale on physical education teachers in Baghdad Karkh and Rusafa education, with determining the extent to which it can be applied and identifying the extent to which the sample possesses creative energy and to compare between physical education teachers in Baghdad Karkh and Rusafa education, while realizing the importance of reflecting the teachers' possession of the research sample of creative energy on their students, as the author used the descriptive analytical approach and the research sample included (1013) schools representing secondary schools for Baghdad education. The author concluded that the creative energy scale is honest in measuring the practice of physical education in the General Directorates of Education of Baghdad Karkh and Rusafa. It was found that the research sample has been interested in an average perseverance on creativity, which led to a positive reflection on the members of the research sample and their creative energies, and that creativity in general was less dimensions of interest by the sample due to the average interest of other dimensions, and it was found that the creative energy of the research sample is medium for physical education teachers, which in turn reflected on the students as outputs of these schools, while the researcher recommended the adoption of the creative energy scale on other samples. With attention to perseverance on creativity and work to strengthen it in the future, and that the average interest in skill and motor richness needs to support the addition and work to find new methods for that and work as well as to support and support creative production by urging members of the research sample to work more creatively.

**Keywords:** Creative energy, physical education, teachers, secondary schools

### Introduction

It turns out that there are those who consider creativity an incomprehensible quality, others believe that it is an innate trait with which a person is born, and others still believe that creativity is something that can be inherited and that the focus on it is on creativity. A product and not a source of creativity, and it has been shown in history that the greatest scientists who talked about it. This is an important feature, and they have studied the brain on the basis of the principle that it is an energy system, so the proportion of intelligence and creative mental abilities varies from person to person, but the totality of life circumstances have a significant impact on a person's mental abilities and therefore there are factors that play a similar role to creative services. Or they have an infinite effect on the brain, and because it is often difficult to measure or observe the impact of many of these factors. Physical education teachers should know how to create and develop the creative abilities of their students, the creative energy is present in each of us, all we have to do is stimulate that energy to appear, and this is the focus of research and there are ways to stimulate creative energy in us, and in our students, which is brainstorming, the educational method in stimulating and developing creative energy they have that method works better if it is applied in a small group, but there is no harm if you apply it to yourself and brainstorming depends on thinking from every direction and in every possibility.

Corresponding Author:  
Rasha Abbas Abdulrazzaq  
Baghdad General Directorate  
of Education, Second Karkh,  
Iraq

Creative energy can be harnessed, but it appears in some people in smaller proportions than others, because these people have received material and moral support represented in mechanisms that stimulate the exit of that energy and harness it for the benefit of its owner, and whether they have physical or mental problems, their quality of life will improve after exploring what is inside them. Now that recent research on the mind has shown that we actually use only about ten percent of our mental capacity, it is easy for us to fall into the assumption that every improvement in quality of life can only be achieved by an increase in knowledge; we believe that more expansive curricula and better training methods will make a lasting improvement in our lives and raise the percentage of our minds utilized. The greatest geniuses of mankind like Einstein did not exceed this ten percent; but he did manage to expand his consciousness to a higher level, which was not achieved through his thought. The higher levels of consciousness that exist lately in each of us will provide us with enormous amounts of creative intelligence if we begin to use them through the channel of intuition. Accordingly, this research came in that it examines the creative energy who deal with students of different ages, where they must positively influence them and perform their scientific and educational duties to the fullest.

### Research Problem

The problem of the research is that the creative energy is unknown to physical education teachers in schools affiliated with the directorates of Baghdad Karkh and Rusafa and must be measured for its effective impact in upgrading the school towards progress and prosperity and achieving the best always, through the nature of the work of teachers in leading their lessons and all other school activities, and the School of Physical Education in particular urgently needs more than others to pay attention to this energy and embody it through their various behaviors, and therefore the current

research came To answer a basic and important question, which is the extent to which physical education in schools in Baghdad Al-Karkh and Rusafa have creative energy?

### Research Objectives

1. Determining the extent to which the creative energy scale can be applied in a sample of physical education teachers for Baghdad Karkh and Rusafa education.
2. Identify the extent to which the sample possesses creative energy.
3. Comparison between physical education teachers in Baghdad education Karkh and Rusafa.
4. Realizing the importance of the reflection of the teachers' possession of the research sample of creative energy on their students.

### Research Fields

**Human Field:** A sample of female physical education teachers in secondary schools for Baghdad Karkh and Rusafa education for the academic year 2018-2019.

**Spatial Field:** Some secondary schools for the education of Baghdad Karkh and Rusafa.

**Time Range:** For the period from 15/1/2019 to 15/3/2019.

### Research Methodology and Field Procedures

**Research Methodology:** The descriptive approach was chosen by the analytical survey method as the best approach to achieve the research objectives and its suitability to the nature of the research problem.

### Research Community and Samples

The research community included a sample of female physical education teachers in secondary schools for Baghdad Al-Karkh and Rusafa education, numbering (1033) for the academic year (2018-2019), as shown in Table (1).

**Table 1:** Shows the details of the research community

Sec.	Baghdad General Directorates of Education	Number of sample members
1.	First Karkh	120
2.	Second Karkh	180
3.	Third Karkh	200
4.	First Rusafa	200
5.	Second Rusafa	230
6.	Third Rusafa	113
	Total	1033

### Application Sample

The final application sample included (6) directorates of education in Baghdad Karkh and Rusafa, representing

(100%) of the total research community, and (20) forms were excluded due to incomplete answers, as shown in Table (2).

**Table 2:** Shows the details of the sample application

Samples Percentage	Final Application Sample	Excluded	Total
Teachers number	1013	20	1033
application sample Percentage	98%	2%	100%

### Research Tools and Means of Gathering Information

The author used a set of auxiliary methods appropriate to the nature of the work of this study, as these methods allow the collection and verification of research data, which facilitates the implementation of the experiment.

- Creative Energy Scale

- Personal interviews with experts and specialists.
- Information dump forms.
- Statistical means.
- International electronic information network (Internet).
- Statistical Bag Program (SPSS).

## Field Procedures

### Application of the Creative Energy Scale

To achieve the objectives of research the creative energy of physical education in secondary schools in the education of Baghdad Karkh and Rusafa, one of the requirements for achieving the objectives of the research is the application of the scale to identify the level of creative energy for them, which contains (4) areas, and (60) phrases, and after preparing a questionnaire to poll the opinions of experts to ensure the validity of the fields and the sincerity of the phrases and their association with the fields, as well as the validity of the phrases and their suitability for the research sample, and after collecting opinions, and making adjustments according to the observation of experts stabilized the scale To become finalized, as in Appendix (1), which consists of (41) phrases distributed over (3) areas, as following.

1. **The first field:** This field includes (11) phrases.
2. **The second area:** This area includes (15) phrases.

3. **The third field:** This field includes (15) phrases.

The questionnaire that was designed for this research has undergone several tests, the purpose of which is to reach an appropriate questionnaire for the objectives of the current research, which was according to the five-pointed Likert scale 1961, Likert) developed in the formulation of the vocabulary of the scale, which is the method of multiple, which is common methods in psychological research, as it provides the respondent with a position to determine sample answer by choosing multi-answers among alternatives answers with weights and range from "always" (5) degrees, "often" (4) degrees, "sometimes" (3) degrees, "rarely" (2) two degrees, "never" (1) one degree. Based on this, (5) alternatives were developed to answer each of the statements of the scale, and that the highest degree in the scale: (5) and the lowest degree is: (1). each phrase requires one of the five alternatives. Table 3 shows the Likert five-way scale.

**Table 3:** Likert scale shows the five-fold gradient

Alternatives	Always	Often	Sometimes	Rarely	Never
degree	5	4	3	2	1

### Identify phrases of the scale and present them to experts

The dimensions of the creative energy scale were determined by presenting the dimensions with their definitions in the scale, on a group of experts and specialists, numbering (14) experts to identify their validity, and after collecting and analyzing the forms, the experts' approval appeared on the validity of the dimensions, and (3) after the dimensions of creative energy were adopted, and the approval of (10) experts or more was adopted, as a criterion for the validity of each field, and this means that the field that is excluded is the one that does not have the approval of this number, which is equal to a percentage greater than (70%). And to determine the importance of those phrases in the scale nominated for the research community whether they are valid or invalid or need to be modified or the extent of their belonging to the field, The author presented the two scales to (14) experts and specialists to ensure their validity After the specialists expressed their opinions, suggestions and answers about the statements of the scale, the author used the percentage law as a way to identify their opinions about their validity, the phrase became valid when it has the approval of (10) experts out of (14) experts.

**Statistical Analysis of Statements: First:** The discriminatory power of scale statements. To find the

discriminatory power that refers to the ability to distinguish between individuals who get high scores, and individuals who get low scores in the same scale, the author applied the scale to a sample of (1013) schools, as they were selected randomly, from the education of Baghdad Karkh and Rusafa, which are: a sample excluded from the main experiment sample, with an explanation of how to answer them, and then the questionnaires were collected, the answers were corrected, and the grades were given for each questionnaire, as the questionnaires were arranged in descending order from the highest degree To the lowest degree, and (27%) of the questionnaires with the highest grades in the scale, and (27%) of the questionnaires with the lowest scores, and thus the number of questionnaires in each group reached (274) questionnaires, meaning that the number of questionnaires subject to analysis is (274) questionnaires, The T-test was used for two independent samples to find out the differences between the averages of the upper and lower groups on each phrase, and the calculated T value was an indicator to distinguish each phrase by comparing the level of error with the level of significance (0.05) and it was found that all the values of the error level are less than the level of significance (0.05), meaning that all the statements of the scale are distinctive. As shown in Table 4.

**Table 4:** Shows the discriminatory power of the phrases of the creative energy scale

Phrases	Group	Mean	St. d	Calculated (t)	Error level	Sig.
1.	Lower group	3.45	0.98	7.22	0.00	0.05
	Higher group	4.00	1.08			
2.	Lower group	3.65	0.67	5.08	0.00	0.05
	Higher group	3.85	0.77			
3.	Lower group	3.87	0.78	5.02	0.00	0.05
	Higher group	2.98	0.99			
4.	Lower group	4.01	0.67	6.66	0.00	0.05
	Higher group	3.78	1.02			
5.	Lower group	4.26	1.00	7.21	0.00	0.05
	Higher group	3.33	0.57			
6.	Lower group	3.98	0.87	7.77	0.00	0.05
	Higher group	4.02	0.91			

7.	Lower group	3.76	1.00	4.02	0.00	0.05
	Higher group	2.96	0.61			
8.	Lower group	3.87	0.75	5.67	0.00	0.05
	Higher group	4.05	0.70			
9.	Lower group	4.00	0.91	7.78	0.00	0.05
	Higher group	4.10	0.69			
10.	Lower group	3.97	1.00	8.01	0.00	0.05
	Higher group	3.45	1.00			
11.	Lower group	4.21	0.59	4.98	0.00	0.05
	Higher group	3.22	0.78			
12.	Lower group	3.11	0.88	6.85	0.00	0.05
	Higher group	3.87	1.01			
13.	Lower group	2.76	0.79	4.00	0.00	0.05
	Higher group	4.21	0.78			
14.	Lower group	3.00	0.88	9.76	0.00	0.05
	Higher group	4.09	0.78			
15.	Lower group	3.11	0.76	6.96	0.00	0.05
	Higher group	3.29	1.02			
16.	Lower group	4.02	1.00	5.00	0.00	0.05
	Higher group	3.76	0.57			
17.	Lower group	2.96	0.87	5.06	0.00	0.05
	Higher group	3.87	0.89			
18.	Lower group	4.05	1.00	6.98	0.00	0.05
	Higher group	4.00	0.98			
19.	Lower group	4.10	0.94	6.85	0.00	0.05
	Higher group	3.97	0.73			
20.	Lower group	3.21	0.59	4.87	0.00	0.05
	Higher group	3.87	0.87			
21.	Lower group	4.00	1.00	6.81	0.00	0.05
	Higher group	3.66	1.00			
22.	Lower group	2.31	0.87	5.83	0.00	0.05
	Higher group	3.09	0.88			
23.	Lower group	4.05	0.98	4.00	0.00	0.05
	Higher group	4.00	1.01			
24.	Lower group	4.10	0.81	5.78	0.00	0.05
	Higher group	3.97	0.79			
25.	Lower group	3.45	0.99	7.22	0.00	0.05
	Higher group	4.21	0.99			
26.	Lower group	3.22	0.74	5.08	0.00	0.05
	Higher group	3.11	1.00			
27.	Lower group	3.87	1.03	5.02	0.00	0.05
	Higher group	2.76	0.57			
28.	Lower group	4.21	0.87	6.66	0.00	0.05
	Higher group	3.00	0.98			
29.	Lower group	4.09	1.01	7.21	0.00	0.05
	Higher group	3.11	0.67			
30.	Lower group	3.29	0.77	7.77	0.00	0.05
	Higher group	4.02	0.78			
31.	Lower group	3.11	0.98	4.02	0.00	0.05
	Higher group	2.39	0.67			
32.	Lower group	3.88	1.02	5.67	0.00	0.05
	Higher group	4.28	1.01			
33.	Lower group	4.11	0.57	7.78	0.00	0.05
	Higher group	4.29	0.77			
34.	Lower group	3.11	89	8.01	0.00	0.05
	Higher group	3.33	1.08			
35.	Lower group	3.98	0.67	3.88	0.00	0.05
	Higher group	4.02	0.77			
36.	Lower group	3.76	0.78	3.98	0.00	0.05
	Higher group	2.96	0.99			
37.	Lower group	3.87	0.67	8.11	0.00	0.05
	Higher group	4.05	1.12			
38.	Lower group	4.00	1.00	5.00	0.00	0.05
	Higher group	4.10	0.57			
39.	Lower group	3.97	0.78	5.06	0.00	0.05
	Higher group	3.45	0.98			
40.	Lower group	4.21	1.08	6.98	0.00	0.05
	Higher group	3.22	0.67			

41.	Lower group	3.98	0.77	6.85	0.00	0.05
	Higher group	3.87	0.78			
	Higher group	4.00	0.99			
Significant at a significance level $\leq 0.05$						

**Statistical Means:** The statistical data was processed by using the statistical bag (SPSS).

### Results Presentation, Analysis, and Discussion

This chapter includes a presentation of the results, analysis and discussion, according to the data obtained, after the completion of data collection and conversion into tables, the presentation, analysis and discussion of the results were organized in the following order.

**Presentation and analysis of the results of the scale and areas of creative energy of the members of the research sample and discuss them:** Through the table below, it was found that the arithmetic mean of the creative energy variable has reached (3.14), which is an average arithmetic mean compared to the hypothetical mean, and this indicates the good interest of the members of the research sample in creative skills, and that the standard deviation of this variable amounted to (0.72) and this indicates good harmony in the answers of the members of the research sample about the phrases of this variable, and this is confirmed by the coefficient of difference of (22.83%), but when the fields of this variable were as follows:

**1. Perseverance on creativity:** The mean reached (3.19), which is an average arithmetic mean compared to the

hypothetical arithmetic mean, and this indicates the good interest of the research sample, and that the standard deviation amounted to (0.627) and this indicates good harmony in the answers of the members of the research sample, and this is confirmed by the coefficient of difference of (19.66%).

**2. Skill and motor richness:** The mean reached (2.54), which is an arithmetic mean slightly less than the hypothetical arithmetic mean, and this indicates the weakness of the interest of the research sample, and that the standard deviation reached (0.93) and this indicates good harmony in the answers of the members of the research sample on the questions, and this is confirmed by the coefficient of variation of (36.61%). This confirms that creative energy is the ability to do something, an abstract entity that is known only through its transformations.

**3. Creative production:** The arithmetic mean reached (3.23), which is an average arithmetic mean compared to the hypothetical arithmetic mean, and this indicates a good interest in the research sample, and that the standard deviation reached (0.84) and this indicates the very good harmony in the answers of the members of the research sample on the questions, and this is confirmed by the coefficient of difference of (26.00%).

**Table 5:** Shows the results of the scale and its domains

Fields	Question	Mean	St.d	Coefficient of variation
Perseverance in creativity	1	2.76	0.76	25.92
	2	2.55	0.64	25.09
	3	3.01	0.78	25.91
	4	3.00	0.86	28.66
	5	2.89	0.83	28.71
	6	3.41	0.75	21.99
	7	3.81	0.56	14.69
	8	3.11	0.76	24.43
	9	2.98	0.74	24.83
	10	3.97	0.87	21.91
	11	4.00	0.63	15.75
	total	3.19	0.62	19.66
Skill and motor richness	12	3.41	1.00	29.32
	13	3.02	0.96	31.78
	14	2.89	0.83	28.71
	15	2.71	0.88	32.47
	16	2.66	0.73	27.44
	17	3.05	0.81	26.55
	18	3.85	0.52	13.15
	19	2.97	0.97	31.03
	20	3.00	0.67	20.00
	21	3.74	0.77	18.91
	22	3.32	0.76	21.21
	23	3.33	0.51	15.01
	24	4.01	0.87	21.75
	25	3.26	0.76	21.87
	26	3.05	0.64	20.00
	Total	3.09	0.68	22.84
Creative Production	27	2.54	0.93	36.61
	28	3.02	0.78	25.82
	29	3.00	0.75	25.00
	30	2.64	0.97	36.74
	31	3.11	1.01	32.47



	32	3.85	0.76	18.18
	33	3.00	0.93	30.00
	34	3.94	1.01	25.64
	35	4.00	0.56	12.50
	36	3.12	0.78	23.33
	37	3.42	0.88	25.88
	38	2.97	0.97	33.44
	39	3.00	0.75	25.00
	40	3.21	0.72	22.50
	41	4.02	0.77	19.25
	Total	3.23	0.84	26.00
Total variables		3.14	0.72	22.83

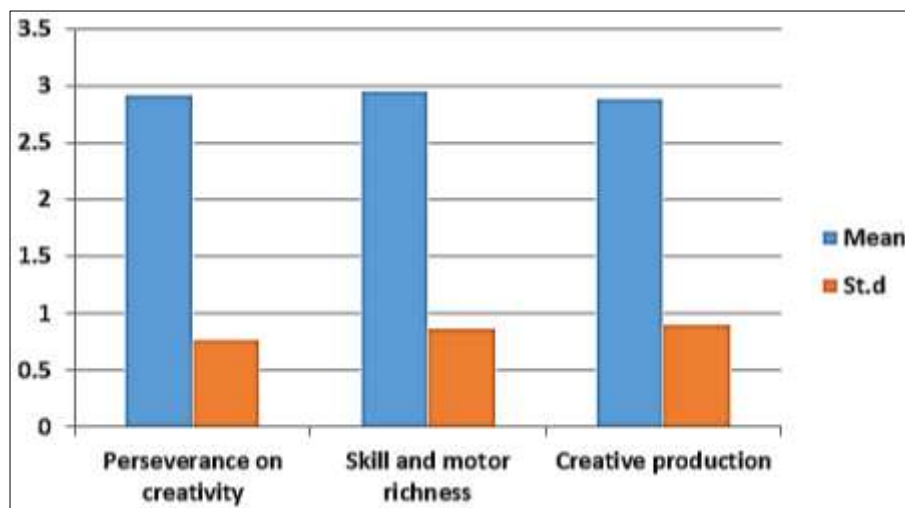


Fig 1: Shows the arithmetic mean and standard deviation of scale domains

## Conclusion and Recommendations

### Conclusion

1. The creative energy scale was honest in measuring the practice of physical education teachers in the General Directorates of Education in Baghdad Karkh and Rusafa.
2. It was found that the research sample has been interested in an average degree to persevere in creativity, which led to a positive reflection on the members of the research sample and their creative energies.
3. It appeared that the sample has paid medium attention to the richness of skills and kinetic by working to identify priorities for various movements and creative skills.
4. Creative production in general was the least interested areas by the members of the research sample due to the average interest in other areas.
5. It was found that the creative energy of the research sample is medium for physical education teachers, which in turn reflected on the students as outputs of these schools.

### Recommendations

1. Reliance of the creative energy scale on other samples.
2. Paying attention to perseverance in creativity and working to support it in the future.
3. The average interest in the richness of skill and motor needs additional support and work to find new methods for that.
4. Working to support and support creative production by urging members of the research sample to work more creatively.

5. Conducting similar studies on other samples.

### References

1. Ahmed O. Measurement and Evaluation in the Teaching Process. 2<sup>nd</sup> ed. Amman: Dar Al-Amal for Publishing and Distribution; c1998. p. 40.
2. Roshka A. Public and Private Creativity. Ghassan Abdul Hai Abu Fakhr, translator. Kuwait: Al-Seyassah Press; c1981. p. 32.
3. John R. Creative Basics in the School. London: Reed Elsevier PLC; c2007. p. 31.
4. Cocteau J. Creative Strategies. Ohio (U.S.A): Glencoe Publishing Company; c2007. p. 23.
5. Khuraibet R, Rasan N. Sports Psychology and Modern Competitions. Basra: Dar Al-Kutub for Printing and Publishing, University of Basra; c1988. p. 5.
6. Sajit SS, *et al.* Journal of Physical Education Research and Studies. 2002;(14):42.
7. Mahjoub W. Scientific Research and Its Methods. Baghdad: Dar Al-Kutub for Printing and Publishing; c2002. p. 267.
8. Mahjoub W, Badawi A. Scientific Research. Baghdad: Baghdad University Press; c2002. p. 67.
9. Majeed N, Lewis K. Sports Psychology. Baghdad: Dar Al-Hikma for Printing and Publishing; c1993. p. 42.
10. Hassanein MS. Methods of Codifying Tests and Measurement in Physical Education. 1<sup>st</sup> ed. Cairo: Dar Al-Fikr Al-Arabi; c1987. p. 8.