

ORIGINAL ARTICLE



Psychological Well-being and Its Relationship with the Functional Creativity of Female Professors of Gymnastics in the Colleges of Physical Education and Sports Sciences in Iraq

¹Zeena Khaled Jasem *, ¹Khaleel Setar Mohammed , ²Mohannad Salman Dawood , ¹Khuloud Liayth Abd Alkreem

¹College of Physical Education and Sports Sciences, University of Baghdad, Baghdad, Iraq. ²Educational Rusafa Directorate II, Ministry of Education, Baghdad, Iraq.

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ABSTRACT

Background. Teaching quality in gymnastics is influenced by teachers' performance and attitudes, leading to increased functional creativity and psychological well-being. This, in turn, contributes to the success of the sports institution by enhancing the overall performance and overall well-being of the students. **Objectives.** The research aims to assess the psychological well-being and functional creativity of female gymnastics professors in Iraqi colleges of physical education and sports sciences, focusing on their level of well-being and the relationship between these factors. **Methods.** The researchers used a descriptive survey method to survey female gymnastics professors at 16 colleges in Iraq's physical education and sports sciences faculties. The sample was divided into six for survey, 35 for preparation, and 26 for the main experiment application, ensuring statistical procedures were conducted effectively. **Results.** The final results that the researchers applied to the two scales through the (SPSS), and comparison with the hypothetical mean and correlations, the study reveals a significant correlation between psychological well-being and functional creativity, with a value of 0.005 and an arithmetic mean of 156.1143, and a value of 0.000 and an arithmetic mean of 123.6667, as shown by the results of the correlation between psychological well-being and functional creativity (0.748**) it's a significant correlation relationship. **Conclusion.** The research indicates that female professors in physical education and sports sciences have a strong psychological well-being due to their ability to provide tailored gymnastics lessons and innovative approaches. Their knowledge and skills, combined with their professional experiences, contribute to a positive attitude among female instructors, facilitating the application of psychological and administrative factors in educational practices.

KEYWORDS: *Psychological Well-being, Functional Creativity, Gymnastics, Sports.*

INTRODUCTION

Psychological well-being is one of the important psychological phenomena that has occupied all researchers and scientists in the sports field and psychological well-being is considered the main focus of positive psychology because of its prominent place in the history of human thought, and the pursuit of

happiness by everyone in different cultures as a supreme goal of life because of its association with positive mood, life satisfaction, self-realization and optimism (1). From the above, we can expect that it may be the reason for the development of the level of teaching, especially in the subject of Gymnastics, which is one of the

*. Corresponding Author:

Zeena Khaled Jasem, Ph.D.

E-mail: zeena.k@cope.uobaghdad.edu.iq

subjects that is characterized by specificity in terms of performance and learning for students, as this phenomenon is a reflection of the performance of female teachers through what is reflected by the lesson situations, especially the practical in the gym, and this reflects a significant development in the performance of female teachers, which leads to an increase in functional creativity which may be affected in one way or another by psychological well-being, as well as from the success factors of the sports institution is the latter (2). as functional creativity is defined as the ability to generate innovative and useful ideas and provide solutions to daily problems and challenges (3). The ability of teachers to move away from traditional work or transform old knowledge into new information makes the recipient ready to attract that information with accuracy and satisfaction. The need for creativity appears when the decision-makers in the institution realize that there is a disparity between its real performance and the performance it aspires to reach, which necessitates the adoption of multiple methods and new methods of work (4). There are many previous studies that have focused on the topic of psychological well-being, including the Salami study, which found that predicting a student's direction toward study is through psychological well-being as well as adjusting their attitudes toward study (5). As for the Abd El Wahaab study, it found a relationship between life satisfaction, social support and self-esteem, and psychological well-being (6). As for the study Hamidi et., Al, 2024. The purpose of this study was to study the intermediate role of psychological well-being in explaining the influence of a health-promoting lifestyle on death anxiety in children. Elderly people who have experience dealing with the coronavirus (COVID-19) in Tehran. This correlational meta-study involved a number of men and women living at home aged 65 to 75 in Tehran in 2023, who have suffered from covid-19 disease in the past six months. This study included a sample of 400 individuals, consisting of 200 women and 200 men. Results showed that a health-promoting lifestyle positively impacts death anxiety among seniors through psychological well-being. The results of this study can be useful to counselors, psychologists, and health professionals (7). As for the study Ronaghi, 2024, the purpose of this research was to predict

the development of human resources in the sports tourism industry. The current research was applied both in terms of purpose and in terms of survey methodology. The statistical community of this research consists of faculty members, HR managers in the field of sports tourism, and sports tourism experts who formed a target sample of 22 people using the snowball method. In-depth and semi-structured interviews were used to collect the data. For this purpose, the researcher first reviewed the literature and theoretical foundations related to the sports tourism industry. After that, a semi-structured interview was conducted with experts to identify the factors (22 interviews were conducted until the data saturation).

In order to analyze the mutual effects, a matrix questionnaire prepared by the researcher based on qualitative results was used, and to process the data in the first part of the study the Delphi technique was used, and in the second part of the interaction effects study the analysis with the Mikmaq program was used (8). Finally, the financial stability of the government, political stability, and the growth of human resources are influential variables. Government policy variables and demographic changes are influential variables. Multiple skill variables, workforce estimation, selection and recruitment of employees, continuous assessment of human resources, healthy work-life balance, quality of employer-employee relations, and service compensation were identified as influential variables. The variables of the training program and succession were identified as two-dimensional variables, and finally, the variables of human resources security and investment, infrastructure factors (spatial environment), organizational convergence, information technology, legal environment of human resources, and human resources efficiency. Resources were identified as independent variables and on this basis, the researchers distinguished between the two types of the first study the psychological well-being of gymnastic teachers, which means: according to Diner and Oishi, 2003, they agreed that psychological well-being is people's emotional and cognitive assessments of their lives through an increase in pleasant emotions, or a high degree of positive conscience, a decrease in the degree of negative conscience, and some personality traits, such as self-efficacy their changing emotions, especially

in the face of their attitudes towards Gymnastics (9).

As for the career creativity of gymnastics teachers, it means it is the ability of female teachers to organize ideas, steps, and working methods without being affected by negative behaviors and stimulate psychological well-being in order to be a positive factor in the development of career creativity.

hence the importance of the study through researchers seeking to know the psychological well-being and the extent of its impact on female professors of the colleges of physical education and Sports Sciences in their job performance and achieving results that reflect their psychological state.

The research aims to prepare measures of psychological well-being and functional creativity of female professors of gymnastics for colleges of physical education and sports sciences in Iraq.

MATERIALS AND METHODS

The researchers chose the descriptive approach in the survey method, as the descriptive approach aims to identify the circumstances and relationships between reality and appearance and aims to collect data from members of society in an attempt to determine the current state of society in many variables (10). The research community was determined in an intentional way, represented by the female professors of gymnastics and for all academic stages in the colleges of physical education and Sports Sciences in Iraq, numbering 16 faculty with 67 teaching as shown in Table 1, As for the research sample, all members of the community were selected and divided stratified and randomly from each college, therefore, for the necessities of statistical procedures, the researcher divided the sample into 6 for the survey sample, 35 for the preparation sample and 26 sample for the main experiment application.

Table 1. shows the preparation of female professors for gymnastics in the faculties of physical education and Sports Sciences in Iraq and the sample division

No	University	colleges of physical education and sports science	Number of female professors	The sample		
				Exploratory	Preparation	Application
1	University of Baghdad	Baghdad/Jadriya	9	2	5	2
2	University of Baghdad	Baghdad/ girls	8	2	4	1
3	Wasit University	Wasit	3		2	1
4	University of Babylon	Babylon	5	1	3	1
5	Karbala University	Karbala	4	1	3	1
6	University of Qadisiyah	Qadisiyah	4		3	1
7	University of Kufa	Kufa	3		2	1
8	Muthanna University	Al Muthanna	3		1	2
9	Dhi Qar University	Dhi QAR	3		1	2
10	Maysan University	Maysan	3		1	2
11	University of Basra	Basra	4		3	1
12	University of Mosul	Mosul	4		2	2
13	University of Diyala	Diyala	5		2	3
14	Anbar University	Al-Anbar	2			2
15	Samara University	Samara	3		1	2
16	Tikrit University	Tikrit	4		2	2
Total			67	6	35	26
percentage			100%	8.95%	52	38.80%

Procedures for implementing Field Research steps.

Procedures for preparing a measure of psychological well-being for female professors of the faculties of physical education and sports sciences. The researchers selected the psychological well-being scale consisting of 6 areas (life satisfaction, autonomy, social relations, personal development, self-acceptance, self-

confidence) prepared by Jebbar and Mohammed (11) and consisting of 56 phrases, as the researchers modified the phrases of the scale in proportion to the current research sample and the scale was presented to a group of experts and specialists in the field of psychology, testing and measurement to indicate the validity of the fields and modify the phrases that fit and areas with a high percentage (95%), taking into account

suggestions on some phrases that need to be Reworking and modification. Then the researchers relied on a graded quadratic scale (always, often, rarely, not applicable), which corresponds to scores 4, 3, 2, 1 for negative phrases and scores 1, 2, 3, 4 with the development of special instructions for the answer.

Procedures for preparing the measure of functional creativity of female professors of the faculties of physical education and sports sciences. The researchers used the functional creativity scale belonging to Nasser (12), consisting of 30 phrases divided into 5 fields, as the researchers followed the procedures for preparing and modifying the scale in proportion to the female professors of gymnastics because the previous scale was based on a sample of university sports activities workers, as the researchers promise that it is close to the current sample with some modifications to the phrases of the scale.

Exploratory experiment. an exploratory experiment was conducted on a sample of 6 female professors, where the two measures of psychological well-being and functional creativity were applied for the purpose of identifying the clarity of paragraphs and their suitability to the sample members.

Applying the measures of psychological well-being and functional creativity to the research sample. After the two scales were selected as the subject of the research (psychological well-being and functional creativity), the researchers were keen to make the phrases meaningful in proportion to the female professors of gymnastics in the colleges of Iraq for physical education and sports, as the distribution was carried out with the help of the assistant work team on the sample numbers, which number 35 The female teachers were visited in their places of presence inside the lecture and gave them the right time to answer the two scales and after the completion of the implementation of the main experiment of the numbers, the researchers arranged the forms of the two scales, corrected them and wrote down the results in preparation for statistical analysis and extracting the scientific bases of the two scales (Discriminant honesty, internal consistency and invariance by the method of semigroup and alpha-Cronbach).

Psychometric characteristics of the measures of psychological well-being and

functional creativity on the research sample.

The researchers verified the scientific conditions of honesty, consistency and objectivity, because the changes they made to the scale require this, and they followed the right steps starting from the types of honesty and consistency, but objectivity is considered achieved because the scale depends on the answers of the sample and not the honesty of the arbitrators.

The discriminating ability of paragraphs.

The ability to discriminate, which is a type of honesty that is used in determining the validity of the test, which gives an important indicator for the construction of the test and its ability to distinguish between individuals of high grades and individuals of low grades in the ability measured by the test (13), so the scores of each paragraph were arranged in ascending order from the lowest score to the highest score, and 33% of the lower grades and the same of the higher grades were selected, and after processing the results statistically, it turned out that all the phrases of the measures of psychological well-being and creativity are distinctive because the values of Sig are smaller than the level of adult significance (0.05).

Internal consistency of the scale. The internal consistency coefficient is used to determine the degree of homogeneity of the paragraphs in their measurement of the phenomenon or behavioral dimension and the ability to highlight the interconnection between the paragraphs of the scale. The results have shown that all paragraphs of the two scales are statistically significant at a level of 0.05 as shown in Tables 2, and 3. Due to the diversity of the fields of the two scales, the researchers extracted the relationship between the degree of the field and the total degree of the scale, and Tables 4, and 5 showed this.

Scale invariance: the researcher derived the invariance in three ways. Semi-segmentation method: this method measures the internal homogeneity of the paragraphs of the scale, as this homogeneity indicates the consistency of performance and stability when answering all paragraphs, as this method is based on calculating the correlation coefficient between the scores of individuals on both halves of the test. The researchers relied on the data of the sample of numbers, numbering 35 female professors in calculating the stability in this way, the statistical bag of Social Sciences (SPSS) was used, and the

correlation coefficient was extracted for the psychological well-being scale for half of the scale, which is 0.953 and in order to obtain the stability coefficient for the scale as a whole, the Spearman-Brown equation was used because the number of phrases is even to correct the correlation coefficient and after correction, the stability

coefficient became 0.976 It is a high stability coefficient and can be relied on to estimate stability, as for the measure of functional creativity, the coefficient has reached half the scale 0.821 and the Spearman-Brown equation reached 0.902, which is also a high stability coefficient and can be relied upon to estimate stability.

Table 2. Shows the correlation coefficient between the phrase score and the overall score of the psychological well-being scale

No	simple correlation coefficient	Sig	No	simple correlation coefficient	Sig
1	0.647**	0.000	29	0.689**	0.000
2	0.670**	0.000	30	0.719**	0.000
3	0.673**	0.000	31	0.708**	0.000
4	0.617**	0.000	32	0.695**	0.000
5	0.716**	0.000	33	0.659**	0.000
6	0.726**	0.000	34	0.682**	0.000
7	0.704**	0.000	35	0.737**	0.000
8	0.702**	0.000	36	0.700**	0.000
9	0.684**	0.000	37	0.732**	0.000
10	0.701**	0.000	38	0.672**	0.000
11	0.667**	0.000	39	0.707**	0.000
12	0.704**	0.000	40	0.660**	0.000
13	0.697**	0.000	41	0.689**	0.000
14	0.714**	0.000	42	0.704**	0.000
15	0.653**	0.000	43	0.696**	0.000
16	0.668**	0.000	44	0.720**	0.000
17	0.651**	0.000	45	0.660**	0.000
18	0.651**	0.000	46	0.693**	0.000
19	0.659**	0.000	47	0.726**	0.000
20	0.694**	0.000	48	0.674**	0.000
21	0.800**	0.000	49	0.674**	0.000
22	0.700**	0.000	50	0.682**	0.000
23	0.783**	0.000	51	0.697**	0.000
24	0.687**	0.000	52	0.672**	0.000
25	0.727**	0.000	53	0.639**	0.000
26	0.681**	0.000	54	0.714**	0.000
27	0.709**	0.000	55	0.658**	0.000
28	0.641**	0.000	56	0.689**	0.000

* is used to represent a statistically significant difference at 0.05.
 ** is used to represent a statistically significant difference at 0.01.

The alpha-Cronbach coefficient. The researchers extracted the stability by the alpha Cronbach coefficient based on the sample data for the numbers and extracted the stability coefficient, the value of which was for the measure of psychological well-being 0.960 and the scale of administrative creativity reached 0.823.

The main experience of applying the measures of psychological well-being and functional creativity. After the two scales became ready for application in their final form, as in [Appendix 1](#), and [2](#), the researchers applied the two scales to the application sample of 30 female

professors of gymnastics and after completion, they unloaded the results in order to process them statistically.

Statistical means:

The two researchers used the social science statistical briefcase (SPSS)

- Arithmetic mean
- Standard deviation
- T-test for independent samples
- Simple correlation coefficient
- skewness coefficient
- The alpha- Cronbach coefficient
- Spearman-Brown coefficient

Table 3. Shows the correlation coefficient between the phrase score and the overall score of the functional creativity scale

No	simple correlation coefficient	Sig	No	simple correlation coefficient	Sig
1	0.276**	0.000	16	0.311**	0.000
2	0.263**	0.000	17	0.207**	0.000
3	0.166**	0.002	18	0.282**	0.000
4	0.199**	0.000	19	0.147**	0.006
5	0.286**	0.000	20	0.193**	0.000
6	0.293**	0.000	21	0.319**	0.000
7	0.287**	0.000	22	0.148**	0.005
8	0.417**	0.000	23	0.321**	0.000
9	0.474**	0.000	24	0.246**	0.000
10	0.492**	0.000	25	0.346**	0.000
11	0.438**	0.000	26	0.274**	0.000
12	0.477**	0.000	27	0.202**	0.000
13	0.398**	0.000	28	0.211**	0.000
14	0.383**	0.000	29	0.239**	0.000
15	0.203**	0.000	30	0.203**	0.000

* is used to represent a statistically significant difference at 0.05.

** is used to represent a statistically significant difference at 0.01.

Table 4. Shows the correlation coefficient between the total score for each area and the total score for the measure of psychological well-being

No	Scope	Pearson correlation coefficient	Sig
1	Satisfaction with life	0.571	0.000
2	Autonomy	0.617	0.000
3	Social Relations	0.680	0.000
4	Personal Development	0.740	0.000
5	Self-acceptance	0.871	0.000
6	Reassuring oneself	0.797	0.000

Table 5. Shows the correlation coefficient between the total score for each field and the total score of the functional creativity scale

No	Scope	Pearson correlation coefficient	Sig
1	Fluency and authenticity	0.575**	0.000
2	Administrative and organizational responsibility	0.536**	0.000
3	Change	0.448**	0.000
4	Functionality	0.415**	0.000
5	Cognitive Skills	0.280**	0.000
6	Fluency and authenticity	0.575**	0.000

RESULTS

Results of the psychological well-being scale. Table 6 presents a comprehensive overview of various statistical parameters including the arithmetic mean, standard deviation, torsion coefficient, calculated value using the T-test method, and the indicative value representing the measure of psychological well-being as derived from responses on the scale. The researchers identified the psychological well-being of female teachers in physical education and Sports Sciences in order to have information about the

value of the variable in the research sample and so that there are justifications for knowing its role in career creativity. The researchers also analyzed the axes of the psychological well-being scale for female teachers in the faculties of physical education and sports sciences. The theoretical average value, also known as the hypothesized mean, was determined to be 140. Upon analysis, the actual mean value was found to be 156.1143, with a corresponding standard deviation of 32.02827. Furthermore, the skewness coefficient of the data set was computed to be 0.198. The T-

value calculated for this data set was determined to be 2.977, with a significance level of 0.005,

indicating the strength of the relationships and patterns within the dataset.

Table 6. Shows the arithmetic mean, standard deviation, torsion coefficient, calculated value (T-test), and the indicative value of the measure of psychological well-being

The variable	hypothetical mean	M	SD	skewness coefficient	T	sig
Psychological well-being	140	156.1143	32.02827	0.198	2.977	0.005

The value of the signifier is significant if it is <0.05.

Table 7 presents a detailed overview of key statistical measures pertaining to psychological well-being, including the arithmetic mean, standard deviation, calculated T-test value, and the indicative significance level. The analysis revealed that the hypothetical mean for the Satisfaction with life variable was 25, whereas the actual arithmetic mean was calculated at 28.1429, accompanied by a standard deviation of 28.1429. Moreover, the T-test yielded a value of 3.076, with a significance level of 0.004. Moving on to the Autonomy variable, the hypothetical mean was set at 22.5, while the observed arithmetic mean stood at 25.1429, with a standard deviation mirroring the mean. The T-test value for this variable was computed at 2.942, with a significance level of 0.006. Similarly, for the Social Relations variable, the hypothetical mean was 22, and the actual mean was marginally higher at 22.0571, with a standard deviation of 22.0571. The T-test value for this variable was 2.272, with an indicative significance level of 0.030. Shifting the focus to the visual communication variable, the hypothetical mean

was 12, but the arithmetic mean was slightly elevated at 12.8810, alongside a standard deviation of 2.59646. The T-test resulted in a value of 2.199, with a significance level of 0.034. In terms of Personal Development, the hypothetical mean was 22.5, while the observed mean was 25.1429, with a standard deviation identical to the mean. The T-test value for this variable was 2.797, with a significance level of 0.008. Analyzing the Self-acceptance variable, the hypothetical mean was 25, while the actual mean was 27.9429, and the standard deviation matched this mean. The T-test value was 2.881, with a significance level of 0.007. Lastly, for the Reassuring oneself variable, the hypothetical mean was 25, whereas the arithmetic mean was calculated at 27.6857, accompanied by a standard deviation of 27.6857. The T-test value for this variable was 2.711, with a significance level of 0.010. Overall, the results from Table 7 underscore notable differences favoring the arithmetic mean, indicating a significant level of psychological well-being within the sample population.

Table 7. Shows the arithmetic mean, standard deviation, calculated value (T-test), and the indicative value for the areas of psychological well-being

The variable	hypothetical mean	M	SD	T	sig
Satisfaction with life	25	28.1429	28.1429	3.076	0.004
Autonomy	22.5	25.1429	25.1429	2.942	0.006
Social Relations	22	22.0571	22.0571	2.272	0.030
Personal Development	22.5	25.1429	25.1429	2.797	0.008
Self-acceptance	25	27.9429	27.9429	2.881	0.007
Reassuring oneself	25	27.6857	27.6857	2.711	0.010

View the results of the functional creativity scale. The researchers identified the functional creativity of female teachers in physical education and sports science in order to have information about the value of the variable in the research sample and to have justifications to know its

correlation with psychological well-being. Table 8 illustrates the outcomes derived from the statistical calculation of the median concerning the functional creativity variable. In this analysis, the theoretical average of the variable was recorded at 90, whereas the actual mean value

computed was approximately 28.1429, accompanied by a standard deviation of 13.08680. Furthermore, the skewness coefficient

was found to be -0.158, with the calculated T value amounting to 14.019, and the significance value represented as 0.000.

Table 8. Shows the arithmetic mean, standard deviation, torsion coefficient, calculated value (T-Test), and the indicative value of the measure of psychological well-being

The variable	hypothetical mean	M	SD	skewness coefficient	T	sig
functional creativity	90	123.6667	13.08680	-0.158	14.019	0.000

The value of the signifier is significant if it is <0.05.

Table 9 illustrates the test results pertaining to functional creativity in a comprehensive manner. It presents various statistical values for different variables under consideration. For instance, the hypothetical mean for the Fluency and authenticity variable was reported as 30, whereas the actual mean was calculated to be 41.4667, accompanied by a standard deviation of 4.05763. The corresponding T value was determined to be 15.478, with the significance value being 0.000. Moving on to the hypothetical mean of the Administrative and organizational responsibility variable, it was denoted as 24, whereas the mean value obtained was 30.1667, along with a standard deviation of 5.05203. The T value was computed to be 6.686, with a significance level of 0.000. Similarly, the hypothetical mean for the change variable was 15, while the actual mean was found to be 20.9000, with a standard

deviation of 3.07773. The T value calculated for this variable was 10.500, with a significance level of 0.000. Furthermore, in the case of the Functionality variable, the hypothetical mean was 12, whereas the arithmetic mean was determined as 18.0333, and the standard deviation was 1.58622. The T value recorded was 20.833, with a significance level of 0.000. Likewise, for the Cognitive Skills variable, the hypothetical mean was 9, while the mean value obtained from the data was 13.1000, accompanied by a standard deviation of 1.53914. The T value for this variable was 14.590, with a significance level of 0.000. In conclusion, the comparison presented in Tables 8, and 9 reveals significant differences favoring the arithmetic mean. This suggests that the sample exhibits functional creativity through its female responses on the scale, as supported by the various parameters analyzed within the scale.

Table 9. Show the arithmetic mean, standard deviation, calculated (T-Test) value, and the indicative value for the areas of functional creativity

The variable	hypothetical mean	M	SD	T	sig
Fluency and authenticity	30	41.4667	4.05763	15.478	0.000
Administrative and organizational responsibility	24	30.1667	5.05203	6.686	0.000
Change	15	20.9000	3.07773	10.500	0.000
Functionality	12	18.0333	1.58622	20.833	0.000
Cognitive Skills	9	13.1000	1.53914	14.590	0.000

DISCUSSION

Tables 6, and 7 show that there are moral differences in favor of the arithmetic mean, which means that the sample has psychological well-being through its answers on the scale, and this is explained by the fields of the scale, as the researchers attribute this to the amount of perceived organizational support provided by the deaneries of the concerned colleges, especially in gymnastics, which is considered to be special in the souls of students as well as professors and

female professors. This calls for continuous work to provide all the needs and overcome the disparities and difficulties that hinder the work of female teachers, and these good results of psychological well-being in all its fields were generated as a result of environmental, economic, and material conditions that have improved a lot, especially female university professors, and as a result of their ability to adapt to what they do especially (14). Therefore, female professors are attracted to what satisfies their needs, determines

their abilities, excites them, and fulfills their desires according to the characteristics of their development and providing the appropriate atmosphere and conditions for them. female faculty professors at this stage are characterized by a kind of independence over their personal and social lives, a high level of self-acceptance and dealing with situations in a positive way, seeking to achieve their goals and ambitions in life, feeling reassured and calm and satisfying most of their needs, and not feeling fear and danger, therefore, psychological well-being is mainly aimed at achieving psychological well-being is a function of the interaction of factors related to the individual, including the set of personal possibilities and personal targeting of risk factors, cultural factors represented by cultural norms and social sources, methods of socialization and their sources, as well as sources of social pressures, all of which are factors that push a person to satisfaction with his personal life and his mutual social relationships with others, a study (Yue, 2010) found that individuals with positive expectations for the future tend to see the desired results as easy to achieve and continue their goal-oriented efforts, while individuals with negative expectations for their future tend to assume that bad things will happen and therefore do not make any effort to achieve their goals, and therefore become negative and give up on achieving their goals (15).

It is clear from [Tables 8](#), and [9](#) that there are moral differences in favor of the arithmetic mean, which means that the sample possesses functional creativity through its answers to the scale, and this is also indicated by the fields of the scale as well, and this confirms that the level of the sample is good in functional creativity, and researchers attribute this to the belief of female professors in the goals, decisions, and policies of the faculties to which they belong and all the individuals working with them within the college, and hence we see that functional creativity is an integrated system involving the Administrative Organization and organizational members of managers and employees as well as the environment of the institution. Management is considered to be the active element in the performance of the activity and therefore it had to move towards development in order to achieve its objectives. What is observed in most colleges is the existence of controls and laws governing employees in the performance of their work, and

therefore it is expected that they show creativity and excellence that contributes to pushing the development wheel for the better. considering the elements of the creative process, the cornerstone of it is the employee from whom the organization proceeds toward functional creativity (16). The difficult conditions and intense competition facing female professors of the faculty of physical education and sports sciences, especially in the subject of gymnastics (practical), are sufficient to show the need for creativity as a result of the circumstances and changes imposed by the work environment and to achieve the wishes of students in choosing the best ways and methods in solving problems. Creativity enhances the interactive relationship between the organization and the environment in which it operates and finds solutions unusually, which helps to keep abreast of developments and challenges through planning, analysis, and risk (17). The continuous evaluation process by the Faculty of female professors effectively contributes to the improvement and development of performance, as the evaluation process helps the senior management in the organization to identify and identify the strengths and weaknesses of its employees, then it seeks to practice appropriate ways of development in areas where they feel weak, which leads to its development and improvement.

[Table 10](#) shows the results of the correlation values of psychological well-being this means that female professors enjoy a degree of psychological well-being provided by the faculties of physical education and Sports Sciences, which had a positive role in their job performance, as well as creativity in that performance because the nature of performing movements in gymnastics needs to use all available possibilities and means in order to improve the performance of female students, which is reflected positively on the psychological and functional creativity this needs from professors Women are convinced that functional creativity in gymnastics can be developed through the application of psychological well-being practices, which are considered one of the most important elements of both public and private. "Androshchuk" stated that psychological well-being, in addition to being an important indicator for assessing the many positive aspects of an individual's life, is also an indicator associated with the ability to create and join creative activities that

benefit the individual and society, explaining that psychologically stable individuals with positive experiences tend to work more passionately (18). The positive trend in interpretation is relatively recent, as it appeared after the third wave in psychology, which is known as positive psychology. This trend is likely due to the fact that creativity is a trait that can be possessed by

everyone, but at different and varying levels. Thus, creativity affects the well-being and psychological happiness of the individual. the more an individual is able to participate in creative activities that explode his potential, the more it reflects positively on the level of his psychological well-being. creativity is considered predisposed to psychological well-being and self-realization.

Table 10. Shows the correlation coefficient between psychological well-being and functional creativity

Variables	simple correlation coefficient	Sig
psychological well-being and functional creativity	0.748**	0.000

CONCLUSION

In conclusion, the research findings indicate that female professors employed within the academic departments of physical education and sports sciences exhibit a strong sense of psychological well-being as a result of their adeptness in delivering gymnastics lessons, particularly tailored for female students. Furthermore, these educators stand out due to their innovative approach toward their careers, exemplified by the exceptional level of services they offer to their students. The provision of such services, coupled with the knowledge and skills acquired through their professional experiences, significantly contribute to fostering a positive attitude among female instructors within the academic departments of physical education and sports sciences. Consequently, the application of psychological and administrative factors in the educational practices within these departments is greatly facilitated by the favorable response demonstrated by these educators.

APPLICABLE REMARKS

- The need to adopt the measures of psychological well-being and career creativity for female teachers of Colleges of Physical Education and Sports Sciences in Iraq.
- Continue to develop methods and methods that increase and develop the personality of teachers in general and female teachers in particular.

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- Giving female teachers the opportunity to develop their talents.

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AUTHORS' CONTRIBUTIONS

Study concept and design: Zeena Khaled Jasem. Acquisition of data: Khaleel Setar Mohammed. Analysis and interpretation of data: Khaleel Setar Mohammed. Drafting the manuscript: Zeena Khaled Jasem. Critical revision of the manuscript for important intellectual content: Khuloud Liayth Abd Alkreem. Statistical analysis: Khaleel Setar Mohammed. Administrative, technical, and material support: Mohannad Salman Dawood. Study supervision: Zeena Khaled Jasem.

CONFLICT OF INTEREST

The authors mention that there is no "Conflict of Interest" in this study.

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Appendix 1. The measure of psychological well-being after preparation

No	phrase	Phrase after amendment	Fit	Not Fit
1	Empathize with myself and give her satisfaction, love, and kindness in order to elevate her.	Doesn't need		
2	I don't like renewal and change in life.	Doesn't need		
3	I feel that luck plays its part with me in many things and pushes me to excel.	Doesn't need		
4	I accept the opinion of my student friends in my actions and behaviors.	I accept the opinion of my fellow professors and female professors in my actions and behaviors.		
5	I'm usually not confident enough in myself.	I'm usually not confident enough in myself.		
6	I think that my communication with my fellow students enhances my self-confidence and keeps me away from loneliness.	I think that my communication with my fellow professors and female professors enhances my self-confidence and keeps me away from loneliness.		
7	I feel like my luck is against me a lot of times.	Doesn't need		
8	Sometimes I get a feeling of disappointment.	Doesn't need		
9	I feel that my life is meaningful and valuable.	Doesn't need		
10	Invest my free time with something that will benefit me and my fellow students.	Invest my free time with something that will benefit me with my fellow professors and female professors.		
11	I feel like I don't know much about myself very well.	Doesn't need		
12	I do aerobics to discover new things about myself.	Doesn't need		
13	I feel that I have high talents and ambitions that bring me success.	Doesn't need		
14	I feel optimistic most of the time.	I feel optimistic most of the time.		
15	I feel like I don't like life.	Doesn't need		
16	I believe that my good relations with my fellow students bring me happiness.	I believe that my good relations with my fellow professors and female professors bring me happiness.		
17	I feel appreciated and respected by my fellow students and I have the art of communicating with them.	I feel appreciated and respected by my fellow professors and female professors and I have the art of communicating with them.		
18	I communicate with my student friends and I always visit them.	I communicate with my colleagues, professors and female professors and I always visit them		
19	I lack self-confidence.	Doesn't need		
20	My fellow students see me as a benevolent and kind person to others.	My fellow professors and female professors see me as a benevolent and compassionate person to others		
21	Sometimes I am afraid of competing with my fellow students.	Sometimes I am afraid of competing with my fellow professors and female professors.		
22	Life for me is to work in order to reach the goal.	Doesn't need		
23	I have full confidence in my skills and abilities in accomplishing the tasks that are given to me.	Doesn't need		
24	Students feel reassured and self-confident.	I, my colleagues, and colleagues feel reassured and self-confident.		
25	I have confidence that makes me go through many difficulties.	Doesn't need		
26	I don't admit a mistake when I fall into it.	Doesn't need		
27	I feel that I have improved a lot and my abilities and skills have increased over time.	Doesn't need		

No	phrase	Phrase after amendment	Fit	Not Fit
28	That my life is trivial and meaningless.	Doesn't need		
29	Feel happy, reassured, and at peace of mind.	Doesn't need		
30	Being in the group makes me feel comfortable, confident, and happy.	Doesn't need		
31	I am a very suspicious person.	Doesn't need		
32	Sometimes I rely on my fellow students to solve some of the problems facing me.	Sometimes I rely on my colleagues to solve some of the problems facing me		
33	I am happy with his personal qualities.	I am happy with my personal qualities.		
34	I can't develop myself living a quiet life.	Doesn't need		
35	I cherish my opinions and thoughts, stick to them, and do not care about negative opinions.	Doesn't need		
36	I feel happy most of the time and I don't set expectations for any student.	I feel happy most of the time and I don't set expectations for any teachers.		
37	I feel uncomfortable most of the time.	Doesn't need		
38	I feel capable, competent and have a positive outlook towards myself.	Doesn't need		
39	I'm not interested in acquiring new information and skills.	Doesn't need		
40	I set myself Special standards and convictions.	Doesn't need		
41	Do not do something that you are not convinced of.	Do not do something that you are not convinced of.		
42	I feel that I am not reconciled with myself.	I feel that I am not reconciled with myself.		
43	Learn from past experiences different ideas and concepts.	Doesn't need		
44	I am influenced by the strong personalities of my fellow students with bright minds.	I am influenced by the strong personalities of my colleagues with bright minds.		
45	I have a feeling of dissatisfaction and dissatisfaction with my personal life.	Doesn't need		
46	I have the ability to solve the problems that are facing me through the personal experiences that I have.	Doesn't need		
47	I see that relationships beautify life, whether in friendship or love.	Doesn't need		
48	I have the ability to develop and enhance my talents.	Doesn't need		
49	I have the ability to recognize the facts and face them with courage.	Doesn't need		
50	Do what I think is right for me, not what my fellow students see.	Do what I see fit for me, not what my colleagues see.		
51	Feel calm, stable, express my emotions acceptably and decently.	Doesn't need		
52	I strive for the life of my successful fellow students and learn from them.	I strive for the life of my successful colleagues and learn from them.		
53	Better escape from embarrassing situations.	Doesn't need		
54	I feel like I have a special personality that I enjoy.	Doesn't need		
55	I strive to strengthen my mental abilities and practice sports activities.	Doesn't need		
56	I tend to break free from negative habits and traditions, get rid of racist thoughts.	Doesn't need		

Appendix 2. The measure of functional creativity after preparation

No	phrase	Phrase after amendment	Fit	Not Fit
1	Indecision and fear of failure stand in the way of my creative functional	The college administration encourages all female professors to be creative and discover creative women in their works.		
2	The department encourages all employees to be creative and discover creative people in their work.	The Faculty Administration always accepts the submission of new ideas and opinions by female professors.		
3	The management always accepts the submission of new ideas and opinions by employees.	The college administration is working to remove everything that hinders the creativity of teaching		
4	The administration is working to remove everything that hinders the creativity of employees	Doesn't need		
5	Contributed to the preparation of creative plans in my field	The college administration urges female professors to use modern technology to develop their abilities		
6	The department Administration urges employees to use modern technology to develop their capabilities	Doesn't need		
7	I have a vision to discover the problems that my colleagues face when performing their duties	Doesn't need		
8	I want to work with a team with a spirit of cooperation and risk	Doesn't need		
9	I try to encourage others about the importance of changing and diversifying the methods of performance	Doesn't need		
10	Be sure to identify the opinion contrary to my opinion in order to benefit from it	Doesn't need		
11	I have the ability to renew my thoughts and abilities	Doesn't need		
12	I would like to have a new experience when performing my duty, even if it is difficult	I provide my colleagues with creative solutions to the problems we face in college.		
13	I provide my co-workers with creative solutions to the problems we face at work .	Stay away from imitating others when doing my homework in college		
14	Stay away from imitating others when completing my duties in the Department	Doesn't need		
15	I offer several alternatives while dealing with different situations.	Doesn't need		
16	I use unfamiliar methods to perform my job tasks .	Doesn't need		
17	The division of labor helps to present ideas and functional creativity	Cooperation and mutual trust between the senior official and subordinates is a quality of work in the college		
18	Cooperation and mutual trust between the senior official and subordinates is a quality of work in the Department	The college administration shows care and attention to female professors		
19	The management of the Department shows care and attention to the employees	The dean of the faculty is distinguished by a leadership vision that contributes to the achievement of creativity .		
20	Invest past experience when dealing with new situations	Doesn't need		
21	I feel bored because of the repetition of the procedures followed in the performance of Duty	Doesn't need		
22	Suggest quick solutions to face business problems	Doesn't need		
23	I don't have the ability to organize my thoughts	Doesn't need		
24	Employees compete to provide the best performance when performing duties and tasks .	Female professors compete to provide the best performance when performing duties and tasks .		

No	phrase	Phrase after amendment	Fit	Not Fit
25	I encourage my colleagues to understand what contributes to the success of the Department's work.	I encourage my colleagues to understand what contributes to the success of the college's work.		
26	I try to mix different points of view for the purpose of generating new ideas .	Doesn't need		
27	The presence of a desire by employees to take responsibility for the daily burdens of work	The presence of a desire by female professors to take responsibility for the daily burdens of work		
28	Employees fulfill their duties on time for each duty	Female professors complete their duties on time for each assignment		
29	Compliance and discipline with labor regulations and laws	Doesn't need		
30	Invest past experience when dealing with new situations	The college administration encourages all female professors to be creative and discover creative women in their works.		