

# Comparing environmental awareness under the Corona pandemic between students of the Faculty of Physical Education and Sports Sciences at the University of Kufa

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## Abstract

The purpose of this paper is to identify environmental awareness under the Corona pandemic among students of the Faculty of Physical Education and Sports Sciences at the University of Kufa, and comparison of environmental awareness under the Corona pandemic between students of the Faculty of Physical Education and Sports Sciences at the University of Kufa. The two researchers used the descriptive approach in the style of the survey and comparisons to identify the research community in the students of the College of Physical Education and Sports Sciences at the University of Kufa for the academic year 2020-2021, who numbered (210) students, then a sample of (80) students was chosen randomly, with a percentage of (38.09%) from the research community, with (20) students from each stage, and (10) students for the exploratory experiment at a rate of (9.52%) from the research community, then the two researchers chose And the application of the environmental awareness scale, which consists of (32) items on the research sample, and the results were extracted and the appropriate statistical treatments were used to reach the results. Then the results were presented, analyzed and discussed. The two researchers reached the most important conclusions: Students of the College of Physical Education and Sports Science have a varying level of environmental awareness. And there are real differences among students of the Faculty of Physical Education and Sports Sciences in environmental awareness and in favor of the fourth stage. Based on the findings of the research, the researchers recommend the most important recommendations: Take advantage of the environmental awareness scale that the two researchers used and applied to detect environmental awareness. And Using other psychological variables to know the psychological states of students and players in order to take into consideration how to give directions and instructions to them.

## Keywords

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## Introduction:

Environmental awareness is the individual's awareness of the requirements of the environment and the development of correct behaviors towards the environment, by introducing him to the components of the environment and the relationship that binds these components together, and knowledge of the problems resulting from disruption of its balance, and ways to solve these problems to return to the square of sound environmental balance, and environmental awareness is not. It is innate in many people, but it is one of the learned behaviors that can be instilled in them and modify their behaviors towards the environment (Miller & Spoolman, 2015).

There is a need for the environmental awareness required to confront the problems facing man at various stages, including those resulting from his lack or lack of environmental awareness. As well as the exacerbation of environmental problems directly with the progress of life and its requirements, which threatens his life. Therefore, there was a need to educate and understand the human being in order to have a full awareness of his environment. This necessitated the necessity of educating the human being, since his inception, with a correct environmental education from his initial stages of life until the university stage, to create an integrated environmental awareness in order to understand the reality of the environment and deal with the living and non-living components correctly.

## Research problem:

University youth acquire culture through education and experience within the educational institution, and it has a great and direct reflection and impact on the work performed by university youth, in terms of controlling their behavior, setting their goals, and making decisions related to their work, as well as their full awareness of what is happening around them and the data produced by natural and unnatural events, and through Informing the researcher, she found that there is a clear shortcoming in dealing with values, culture and environmental awareness, especially with regard to epidemics that are sweeping societies in particular and the world in general. Therefore, the two researchers decided to identify environmental awareness in light of the Corona pandemic for students of the Faculty of Physical Education and Sports Sciences at the University of Kufa.

## Research importance:

The importance of the research lies in identifying environmental awareness in light of the Corona pandemic among students of the Faculty of Physical Education and Sports Sciences at the University of Kufa.

## Research objective:

Identifying environmental awareness under the Corona pandemic among students of the Faculty of Physical Education and Sports Sciences at the University of Kufa. A comparison of environmental awareness under the Corona pandemic between students of the Faculty of Physical Education and Sports Sciences at the University of Kufa.

## Research hypotheses:

There are real differences in the environmental awareness scale under the Corona pandemic between students of the Faculty of Physical Education and Sports Sciences at

the University of Kufa.

## **Research fields:**

Human field: Students of the College of Physical Education and Sports Sciences at the University of Kufa for the academic year 2020-2021.

Time field: (16/2/2021) to (26/7/2021)

Spatial field: Classrooms of the faculties of physical education and sports sciences at the University of Kufa.

## **Research methodology and field procedures:**

### **Research Methodology:**

The two researchers used the descriptive approach in both the survey and comparison methods.

### **Community and sample research:**

The research community was determined by the students of the College of Physical Education and Sports Sciences at the University of Kufa for the academic year 2020-2021, who numbered (210) students, Then a sample of (80) students was chosen randomly, with a percentage of (38.09%) from the research community, (20) students from each stage, and (10) students for the exploratory experiment with a percentage of (9.52%) from the research community.

### **Devices, tools and means used in research:**

#### **Devices and tools used in the research:**

- Stopwatch number (1).
- Portable calculator type (Dell) number (1).
- Stationery (papers - pens).

#### **Information collection methods:**

- Arab and foreign sources.
- Tests and Scales.
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### **Field Research Procedures:**

#### **Procedures for selecting the environmental awareness scale:**

The two researchers used the environmental awareness scale of the researcher ([Vantarakis, Chatziprodrimidou, & Apostolou, 2020](#)) and the scale consists of (32) positive items

In order to apply the scale, the two researchers presented them (see Appendix 1) to a group of experts and specialists (see Appendix 2), for the purpose of evaluating and judging them in terms of their validity in what they were set for. The calculated value of (chi-2) for the agreement of experts and specialists and the acceptance of the nomination of paragraphs whose calculated value of (chi-2) is greater than its tabular



value of (3.84), as shown in [tables \(1\)](#).

### Table (1)

Shows the number of agreeers, the calculated (chi-2) values and the significance of the items of the environmental awareness scale.

Scale	number of experts agree	number of experts disagree	calculated (chi-2) values	Type sig
Environmental Awareness paragraphs)	5 (all	zero	5	Sig

After the experts approved the validity of the paragraphs and the test, the scale is ready to be applied in its final form.

### Exploratory experience:

1. The date and time of the experiment: (15/4/2021), at exactly ten o'clock in the morning.
2. Number of the sample: (20) students from the Faculty of Physical Education and Sports Sciences at the University of Kufa.
3. Place of the experiment: College of Physical Education and Sports Sciences at the University of Kufa.
4. Tools used:
  - Stationery (papers, pens)
  - Stopwatch number (2).
5. Objectives of the experiment:
  - Ensure the stability of the scale.
  - Identifying the time taken to answer the scale.
  - Identifying students' understanding and clarity of the scale's instructions.
  - Identifying the conditions for applying the scale and the difficulties that accompany it.
6. The most important results:
  - The stability of the scale has been recognized.
  - The average time taken to answer the environmental awareness scale was (10) minutes.
  - The instructions were clear by the sample members.
  - The conditions of the experiment were good.

### Scientific foundations:

Honesty and stability are among the most important psychometric characteristics that must be available in the psychological scale, whatever the purpose of its use. Therefore, these characteristics must be verified in order to ensure the quality and validity of the scale used.

Scale Honesty: The two researchers verified the validity of the scale through the content or content validity index, which is often done by logical judgment on the existence of the characteristic, characteristic or ability concerned to verify whether the proposed measurement method actually measures it or not when the scale is presented to a group. Among the experts and specialists, see appendix (2) to confirm their validity.

Scale stability: To verify the scale's stability, the test and re-test method was used. The test stability coefficient was found by testing and re-testing the two scales. The test was conducted on Thursday, 4/14/2021, and the test was re-tested on Thursday, 29/4/2021. Unloading the data the value of (t) was extracted, from which the two researchers concluded that the scale has a high degree of stability, if the reliability coefficient of the environmental awareness scale is (0.89).

**The main experiment of the Psychological Hardness Scale and Psychological Pollution:**

The two researchers applied the scale to the sample of (80) students from the College of Physical Education and Sports Sciences at the University of Kufa.

**Statistical methods:**

The search data was processed through the Statistical Package for the Social Sciences (SPSS).

**Presentation, analysis and discussion of the results:**

Presenting, analyzing and discussing the results of the environmental awareness comparison between students of the College of Physical Education and Sports Sciences: After obtaining the results through the scale, the comparison was made between the students and [Table \(2\)](#) shows that:

**Table (2)**

Shows the mean, standard deviation, and (t) value among students of the Environmental Awareness Scale

No.	Stages	psychological rigidity		T value	Level sig	Type sig
		Mean	Std. Deviations			
1	First	66.15	4.12	14.23	0.000	Sig for 2
	Second	69.12	3.85			
2	First	66.15	4.12	17.39	0.000	Sig for 3
	Third	70.77	4.65			
3	First	66.15	4.12	18.31	0.000	Sig for 4
	Fourth	75.27	3.06			
4	Second	69.12	3.85	19.51	0.000	Sig for 3
	Third	70.77	4.65			
5	Second	69.12	3.85	13.86	0.000	Sig for 4
	Fourth	75.27	3.06			
6	Third	70.77	4.65	15.92	0.000	Sig for 4
	Fourth	75.27	3.06			

**Table (2)** shows the results of the research groups in the environmental awareness scale, as the arithmetic mean for students of the first stage became (66.15) with a standard deviation of (4.12) and for students of the second stage, the mean was (69.12) with a standard deviation of (3.85) and for students of the third stage it was Its arithmetic mean is (70.77) with a standard deviation of (4.65) and for the students of the fourth stage, the arithmetic mean is (75.27) with a standard deviation (3.06) and by extracting the calculated (t) value, they all appeared significant and in favor of the fourth stage under

the degree of freedom (38) being the value of (sig) ) is smaller than the level of significance (0.05), and this indicates the existence of a significant difference between the students and in favor of the fourth stage.

### Discuss the results:

Through what was presented in Table (2), it was found that all the results and in the scale indicated the superiority of the students of the fourth stage when comparing their results with the other stages. This is due to the teachers' interest in spreading awareness and good ideas and instilling correct concepts that reflect positively on students, especially the fourth stage, and this interaction led to the superiority of the fourth stage students over the other stages. And that students must be characterized by a high level of environmental awareness to the fact that they possess a kind of emotional maturity, and have the ability to awareness, and thus have the ability to achieve themselves and the result for the benefit of students, as sees (Bowen, 1976), the author of the theory of natural systems, as well as the nature of the mathematical work that requires Continuous interaction between students. The student's interaction with others, and contact with them, give a clear perception of his consciousness and his personality, and this leads to others being an impression of him, and thus makes him aware through the link between his independent self and the selves of others in a certain social (sports) content (Papero, Frost, Havstad, & Noone, 2018).

### Conclusions and Recommendations:

#### Conclusions:

Students of the College of Physical Education and Sports Sciences have a varying level of environmental awareness. There are real differences among students of the Faculty of Physical Education and Sports Sciences, environmental awareness and in favor of the fourth stage. The higher the environmental awareness, the better the results.

#### Recommendations:

Take advantage of the environmental awareness scale that the two researchers used and applied to detect environmental awareness.

Using other psychological variables to know the awareness cases for students and players in order to take into consideration how to give directions and instructions to them.

Developing special training programs for educational and psychological guidance in sports clubs to develop environmental awareness.

The necessity of giving qualitative lectures to students during lessons by a specialist in psychological counseling and sports psychology.

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Appendix (1)

Shows the environmental awareness scale in its final form

Dear Student

Good greeting:

You have a set of phrases at your disposal. Please kindly read each phrase and consider the appropriateness of its content for you by choosing only one alternative that you think applies to you more than others among the other alternatives, by placing a tick (✓) under the appropriate alternative for you.

Please do not leave any phrase unanswered, and there is no need to mention the name, because the purpose is scientific research only, and the following example illustrates this.

Phrase	alternatives		
I have the ability to retrieve the information that I pay close attention to.	Always	Sometimes	Scarcely
	✓		

Thank you for your cooperation with us

Researcher

Aelad Mohammed Abd Zaid

No.	paragraphs	Always	Sometimes	Scarcely
1	The scouting lesson got me involved in environmental awareness activities			
2	The scouting lesson helped me feel the problems of the environment			
3	The scouting lesson made me feel responsible for reducing and protecting the environment			
4	Take the initiative to introduce environmental problems with students to confront them			
5	I provide financial support in emergency situations related to the environment			
6	The Scout lesson made me work on knowing the most important aspects of environmental problems			
7	The Scouting lesson made me share the right ways to reduce environmental problems			
8	The scouting lesson made me stick to the rules that contribute to reducing environmental problems			
9	The scouting lesson made it one of my primary goals to protect the environment			
10	The scouting lesson made me take on any task of protecting the environment			
11	My love for scouting lessons is the secret of my interest in protecting the environment			
12	I have a very high desire to be one of those who defend the environment			
13	When I see something wrong with the environment I do my best to correct it			
14	The scouting lesson raised my resolve to raise awareness for a better environment			

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- 15 I can be an ambassador for environmental protection
  - 16 My love for the environment drives me to defend it
  - 17 The Scouting lesson made me participate in seminars and workshops on environmental education
  - 18 The scouting lesson made me avoid the wrong things about the environment
  - 19 The Scout lesson helped me learn the instructions and information about environmental culture
  - 20 The Scout lesson contributed to harnessing my abilities and capabilities to spread environmental culture
  - 21 Scout lesson contributed to the knowledge of environmental culture
  - 22 The Scout lesson contributed to the development of my general knowledge
  - 23 The Scout lesson helped me, in cooperation with my fellow students, in applying the rules of environmental protection
  - 24 The scouting lesson made me respect the environmental protection in which I live
  - 25 I don't find it difficult to protect the environment
  - 26 When I see a mistake in the environment, I work to correct it
  - 27 I believe that a healthy environment leads to a healthy life
  - 28 I don't feel afraid for the environment because we contribute to its diet and thanks to the scouting lesson
  - 29 I am ready to protect the environment without hesitation
  - 30 I'm not afraid to face all the dangers in order to protect the environment
  - 31 The encouragement of my scouting teachers gives me a strong motivation to protect the environment
  - 32 When I correct a mistake in favor of the environment, it increases my impulse to protect the environment
  - 33 Discuss environmental problems with students in order to confront them
  - 34 The scouting lesson contributed to my interest in the environment
  - 35 Scouting lesson supports and develops my ability and cognitive skills
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#### Appendix (2)

#### **Shows the experts who were accredited by the two researchers in matters related to their research procedures**

No.	experts	Specialization	Workplace
1	Prof. Dr. Amer Saeed Al-Khikani	sports psychology	Faculty of Physical Education and Sports Sciences / University of Babylon
2	Prof. Dr. Salman Akab Al-Janabi	sports psychology	Faculty of Physical Education and Sports Sciences/University of Kufa



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3	Assist. Prof. Dr. Nizar Hussein Al-Nafakh	sports psychology	Faculty of Physical Education and Sports Sciences/University of Kufa
4	Assist. Prof. Dr. Fadel Kurdi Al-Shammari	sports psychology	Faculty of Physical Education and Sports Sciences/University of Kufa
5	Iec. Dr. Mohsen Mohamed Al-Wazzan	sports psychology	Faculty of Physical Education and Sports Sciences/University of Kufa

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