

An Evaluation Study of the Environmental Awareness of Climate Change Among Female Players of Some Universities in the Middle Euphrates Region

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Abstract: The aim of the research is to prepare environmental awareness of climate changes among female players, as well as identifying environmental awareness of climate changes among female players in some universities in the Middle Euphrates region, as well as finding differences in environmental awareness of climate changes among female players between some group and individual games, and the researcher followed the descriptive approach in its survey and comparison styles due to its suitability with the nature of the research objectives, the research was conducted on female players in some universities in the Middle Euphrates region. As the total number of the research community reached (103) players, and the research sample of (28) players was randomly selected, the researcher prepared a measure of environmental awareness of climate change and it was presented to a group of experts and specialists, and full statistical treatments were conducted for the preparation process, using appropriate statistical methods In the light of the results obtained, the researcher reached several conclusions, the most important of which was the enjoyment of team and individual game players in some universities in the Middle Euphrates region with a good degree of environmental awareness of climate change. In addition, there is no preference in environmental awareness of climate change among team and individual game players in some universities in the Middle Euphrates region. In light of these conclusions, the researcher recommended several recommendations, including the need to pay attention to the environmental aspect of climate changes surrounding female players in general and the training environment in particular, with an emphasis on the need for great interest in clarifying and spreading environmental awareness of climate changes in various activities and different sports.

Keywords: Climate Change, Environmental Awareness, Female Players, University

A. Introduction

The issue of the environment and its protection and preservation from various types of pollution has become one of the most pressing issues in our contemporary world, and a major dimension of challenges about the effects of environmental risks

on future generations, and there has been an increase in recent times about climate changes and their negative effects on the environment, and climate changes negatively affect It affects the sports field with all its games and events, as well as its impact on the health of players and practitioners and their lifestyle.

Environmental awareness is a social necessity that affects every society in the world and at its various levels. Environmental awareness is also one of the effective means that help the player preserve and maintain the elements of his environment from all the risks that he causes, directly or indirectly. Environmental protection is a necessary requirement for the continuation of the process. Training, the fact that the player is the main reason for what happens to the environment, protecting it now requires acquiring the right behaviors to deal with it, and making it one of its defenders, and it bears great responsibilities in protecting the environment and its resources, and investing it optimally, as reducing the waste of its resources is an important pillar in coexistence with it and benefiting from it, and environmental awareness aims to provide opportunities for players to be able to configure their own concepts about climate changes that occur and encourage them to conduct continuous investigation through which relevant concepts and skills can be learned.

The university is an educational institution whose role is not limited to the scientific function only, but also has several roles, including the disciplinary and promotional role as well as the directive one. It is a source of advice and guidance that participates in raising the level of environmental awareness in accordance with the prevailing standards and values in society and the adoption of the cultural system as a human heritage and its role in harnessing nature and facing environmental difficulties. It is one of the community institutions that can establish environmental awareness through the development of knowledge, capabilities and values involved in society, and we do not neglect the psychological and social aspect by converting concepts and information into behavioral values among students in general, and players who represent their sports teams in particular, and thus a generation can be prepared Conscious plays an active role in improving environmental awareness in light of the climate changes that occur.

On this basis, the importance of this research comes as it focuses on an important and fundamental issue that concerns all societies, especially university societies, because of the importance of the environment at all levels. This importance has emerged through knowing the nature of the environmental awareness of climate change that the players of the sports teams at the university have.

Through the work of the researcher in the field of sports, she found that the study of environmental awareness of climate change among female players was not sufficient, due to the lack of research and studies in this field, which was noted that most of the players of university teams, whether in group or individual games, may not have awareness Completely about the environment surrounding them in general and the training environment in particular, in addition to the lack of educational and counseling courses in this regard, as most of the coaches apply the training curricula

without any idea about the level of environmental awareness of the players or their knowledge of the related aspects.

The research objectives are 1) preparing a measure of environmental awareness of climate change among female players in some universities in the Middle Euphrates region; 2) identifying the nature of environmental awareness of climate change among female players in some universities of the Middle Euphrates region; and 3) Finding differences in the environmental awareness of climate changes among female players between some team and individual games in the Middle Euphrates region. The hypotheses in this study, there are statistically significant differences in the environmental awareness of climatic changes for players between some collective and individual games in the Middle Euphrates region.

Research fields are Human field: Female players in some universities of the Middle Euphrates; Time field: the period from 15/ 12/2022 to 31/1/2023; Spatial field: Sports halls in some universities of the Middle Euphrates region. The definition of terms is:

1. Awareness: It is "knowledge, understanding, realization, and appreciation in a specific field, which helps the individual direct his behavior towards taking care of this field." (Ahmed Ibrahim Ahmed, 128, 2002).
2. Environmental awareness: It is "the awareness of the individual based on his feeling and knowledge of environmental relationships and problems in terms of their causes, effects, and means of treatment." (Muhammad et al., 2006, 229).
3. Climate changes: It is "a change and disturbance in the usual climatic conditions such as temperature, wind direction, and the level of precipitation for each region of the earth."

B. Methods

The researcher used the descriptive approach using the survey and comparative methods, due to its suitability to the nature of the research problem. The researcher identified the research community with the female players of some university teams in the Middle Euphrates region (volleyball, futsal, athletics, badminton) for the academic year (2022-2023), which is (103) female players, and the research sample was randomly selected with a number of (28).) female player consisting of a percentage of (27.18%) distributed among (14) female players (volleyball, futsal) and (14) female players (athletics, badminton), while the preparation sample was (60) female players with a percentage of (58.24 %) While the survey sample was (15) female players, with a percentage of (14.565%), as shown in Table (1).

Table 1. The Research Community and Its Samples

N	University	Total	Experimental sample	Preparation sample	Main sample
1	Babylon	23	3	-	20
2	Karbala	15	5	10	-
3	Kufa women	18	-	14	4
4	Kufa	8	-	8	-
5	University of Almustaqbal	8	-	8	
6	Alqasim green	12	2	10	-
7	University suit	5	5	-	-
8	Al-Furat Al-Awsat University	14	-	10	4
9	Total	103	15	60	28
10	Percentage	100%	14.56%	58.24%	27.18%

The researcher used the environmental awareness scale, which aims to identify the nature of environmental awareness of climate change among female players in some universities in the Middle Euphrates region, which was prepared by the researcher (Muhammad Tarawneh, 2018, 95-111), and the researcher presented the scale to A group of experts and specialists to determine its validity, as all the paragraphs consisting of (39) paragraphs were approved, and in three areas: Cognitive field: It is represented by providing the female players with information related to the environment, to enable them to learn about their environment and their relationship with it, and it is represented by (13) paragraphs and in a sequence (1-13). The emotional field (inclinations, attitudes, and environmental values): It aims to find positive trends related to the environment and values represented in preserving it, and it is represented by (13) paragraphs and in a sequence (14-26). The behavioral field: It is represented by helping female players to acquire skills that contribute to solving environmental issues and related problems, and it is represented by (13) paragraphs and in a sequence (27-39).

The exploratory experiment was conducted on 11/15/2022 on a sample of female university teams players (volleyball, futsal, athletics, badminton), who numbered (15) players, and the purpose of the exploratory experiment was He is familiar with 1) the suitability of the items of the scale for the sample; 2) the time it takes to answer the scale; 3) the extent of response of the research sample to the contents of the scale; and 4) the difficulties that the researcher may face during the implementation of the main experiment.

The alternatives to answering these paragraphs consisted of five alternatives (I strongly disagree, I disagree, neutral, I agree, I agree to a large degree), with a scale of degrees (1,2,3,4,5) For the negative paragraphs, and vice versa for the positive

paragraphs, and thus the upper degree of the scale is (195) degrees, and the lower degree is (39) degrees, with a theoretical average of (117) degrees.

Scientific foundations of the scale: 1) the validity of the scale was verified by finding apparent validity by presenting it to a group of professors specialized in the fields of (health sciences, tests, measurement and sports psychology), who agreed (100%) on the items of the scale; 2) in order to know the degree of reliability of the scale, the researcher relied on the test and re-test method, as the first application of the scale was done by distributing it to the members of the reconnaissance experiment sample of (15) female players on 12/15/2022, and the second application was made after passing (14) on 29/12/2022, and the stability coefficient of the scale was extracted, using the simple correlation coefficient (Pearson) of (0.92), and the increase of this value confirms the stability of the scale. The scale that includes multiple choice items is an objective example, whether it is conducted manually or automatically, because correcting it and extracting its results are not affected by the subjectivity of the correctors who use the correction keys. After preparing the final research tool (environmental awareness scale) and after determining the main sample of (28) female players, the scale was applied in its final form (Appendix 2), as the forms for the scale were distributed in a direct communication manner. The researcher explained the objectives of the research to the sample, emphasizing the necessity of answering all the items in the scale truthfully, and the time for answering the two scales took between (20-25) minutes. The researcher used the following statistical methods: 1) percentage; 2) mean; 3) Standard deviation; 4) the simple correlation coefficient (Pearson); and 5) law (t) for independent samples.

C. Results and Discussion

Presenting and analyzing the results of the nature of environmental awareness of climate change among the research sample:

Table 2. The Arithmetic Mean, Standard Deviations, and the Calculated (t) Value of Environmental Awareness of Climate Change

N	Scale	Mean	Std. Deviation	hypothetical mean	calculated (t) value	Sig level	Sig type
1	Cognitive field	47.92	3.11	39	5.62	0.001	Sig
2	Emotional field	42.56	4.23	39	4.82	0.002	Sig
3	Behavioral field	40.28	3.67	39	3.69	0.001	Sig
4	Total	144.87	4.54	117	6.24	0.000	Sig

The results of Table (2) show that there is variation and differences in the values of the arithmetic mean and standard deviations for the fields of the

environmental awareness scale of climate change and for the scale as a whole. The calculated (t) values came with an error level smaller than the level of significance (0.05). Arithmetic and for all journals and scale as a whole.

Presenting and analyzing the results of differences in the environmental awareness of climate change among female players between some group and individual games:

Table 3. The Arithmetic Mean and Standard Deviations of the Environmental Awareness of Climate Change Among Female Players Between Some Group and Individual Games

Scale	Team games		Single games		calculated (t) value	Sig leve	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
Environmental awareness of climate change scal	142.95	3.72	141.86	3.81	1.94	0.06	Non sig

The results of Table 3 show that there is a discrepancy and differences in the values of the arithmetic mean and standard deviations of the variable of environmental awareness of climate change among female players between some collective and individual games. Significance (0.05) at the degree of freedom (26), and this means that there are no significant differences in the variable of environmental awareness of climate changes among female players between some collective and individual games.

Through the results presented in Table 2, it was found that the majority of players in some team and individual games enjoyed a good level of environmental awareness of climate change, as the values of the arithmetic mean were greater than the value of the hypothetical mean for all domains and for the scale as a whole, but not by the required amount, and the researcher attributes the reason This is due to the player's lack of interest in herself and following up on her health and environmental matters, and the many and increasing climate changes that are happening at the present time. In addition to her lack of awareness of this matter, as the player is aware of the climate changes that can change her incorrect habits and practices, in addition to her possession of information, experience, knowledge, skills, and environmental values that enable her to understand and appreciate the relationship between her and the environment. surrounding it, and helping it to take important decisions related to the environmental problems it faces in the light of climate changes, and this is consistent with what has been mentioned in that environmental awareness is "awareness of environmental data, or knowledge of it, through individuals' awareness of the social reality in which they live, and what is going on in their local, national and global environment of environmental phenomena and problems and their effects and means of treatment, and thus individuals acquire their conscious awareness of these dimensions and they form

concepts, attitudes and values.” (Saleh, 2003, 92), in addition to that “The individual’s realization of his role in confronting the environment or helping individuals and groups discover awareness of the environment and its problems, which is an awareness based on knowledge of environmental relationships and problems in terms of their causes, effects and means.” (Mona Jad, 2007, 11).

As for the results of tables (3), it is clear that there is no significant difference in the environmental awareness of climate change among female players between some team and individual games. The researchers attribute the reason for this result to the fact that the information about climate change and the special awareness it possesses are almost the same in group and individual games, because the player is present in the same university environment first and the training environment second. In addition to the player relying on herself to obtain information that would raise her level of environmental awareness of climate changes, and thus work to change her healthy behaviors during the training process, this is what the researchers see in that the player does not have a healthy and environmental awareness of the climatic changes surrounding her unless this results in a change or modification in her health and life behaviors. With the aim of positively influencing the members of society and raising their level in their habits, attitudes, and knowledge.” (Adnan Baharith, 25, 2005).

The researcher also attribute the reason for this result to the fact that most of the coaches of the university teams, whether collective or individual, focus their attention on preparing the players physically and skillfully to participate in university tournaments exclusively, and this preparation period may be short and does not include providing the players with information and experiences related to the environment in which they train and the surrounding environment. Climate changes that may greatly affect the physical and psychological capabilities and capabilities of the player, Consequently, there are deficiencies in important aspects of the training process, which is an educational process, through which health and environmental awareness is raised about all the changes and events that occur, and the players are provided with information and experiences, with the aim of influencing their knowledge and behavior in terms of the environment in which they live (the university) in order to help them lead a healthy life. Private sound health is one of the negative effects of climate change, so the university is one of the community institutions that bears the greatest burden in developing the awareness of female players who represent university sports teams with the necessary environmental experiences and knowledge to help them adopt healthy healthy behaviors, and this will not be possible without the concerted efforts of all those in charge on the training process of trainers and teaching staff.

D. Conclusions

It concludes 1) achieving the preparation of a measure of environmental awareness of climate change for female players; 2) team and individual game players in some universities in the Middle Euphrates region have a good level of

environmental awareness of climate change; 3) there is no preference in environmental awareness of climate change among team and individual game players in some universities in the Middle Euphrates region.

It recommends 1) the need to pay attention to the environmental aspect of climate change surrounding female players in general and the training environment in particular; 2) emphasizing the need for great interest in clarifying and spreading environmental awareness of climate changes in various activities and various sports; 3) emphasis on knowledge of the true level of environmental awareness of climate change among female players in all sports and at different levels and age groups; 4) the need to educate female players and coaches of sports teams about the importance of environmental awareness, understanding and following up on climate changes, and trying to address them in order to achieve the objectives of the training process and achieve the required results; 5) holding specific courses, workshops, and lectures dealing with climate change to provide female players with relevant information and make them fully aware of the environment in which they live; and 6) conducting other studies of the variable environmental awareness of climate change on sports games for both sexes.

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Appendix 1.
Scale of Environmental Awareness of Climate Change

N	Paragraphs	Highly disagree	Disagree	Neutral	Agree	Highly Agree
1	Environmental pollution affects my health.					
2	Industrial zones should be established outside the cities.					
3	Factories that pollute the environment must be corrected.					
4	Cooperation between countries contributes to solving environmental issues and problems.					
5	One of the wrong ways to dispose of hazardous waste is to throw it into sea water.					
6	Recycling some waste contributes to preserving the environment.					
7	Hazardous waste has negative effects on human health.					
8	It is necessary to rationalize the consumption of non-renewable environmental resources such as oil					
9	The consumption of water resources should be rationalized and preserved from pollution.					
10	Alternative energy sources such as sun, wind, water, electricity production and thermal energy should be invested.					
11	Official environmental education institutions such as universities and schools should contribute to addressing environmental issues.					
12	Non-formal environmental education institutions should contribute as media in addressing environmental issues and problems.					
13	Solving environmental issues and problems should not be limited to the Ministry of Environment.					
14	I am very interested in issues related to the environment.					
15	I feel the need to increase subjects related to the environment as compulsory or elective requirements in the various university curricula plans.					
16	I really like to follow the news related to environmental issues.					

17	I enjoy attending scientific seminars related to my issues.					
18	I enjoy participating in my colleagues' discussion on environmental issues.					
19	I feel happy when I visit environmental associations and clubs.					
20	I worry a lot about the future of the earth because of pollution.					
21	I feel uncomfortable about environmental problems.					
22	I believe that the number of victims of environmental changes will increase in the future.					
23	I regret that countries ignore the warnings of environmental organizations and institutions.					
24	I support the country's commitment to environmental agreements.					
25	I support enforcing laws that protect the environment.					
26	I appreciate all researchers and those interested in environmental issues.					
27	Participate in voluntary campaigns to clean streets and public facilities.					
28	I participate with my colleagues in planting trees in public places.					
29	Throw waste in the places designated for it.					
30	I donate regularly to support environmental organizations.					
31	I Use the loudspeaker.					
32	I speak in a medium-pitched voice when I use a cell phone					
33	I use the phone when necessary and for a short period of time.					
34	I adjust the volume of the radio or television so as not to disturb my family or neighbors.					
35	I am trying to rationalize water consumption.					
36	I contribute to cleaning the water tank of our house on an ongoing basis.					

37	I participate with my female colleagues in going to university by bus to reduce environmental pollution.					
38	I am interested in following the news about environmental changes through television or the Internet.					
39	I avoid wrong habits while practicing my sporting activity to preserve the environment.					