

DOI: <https://doi.org/10.54702/brb5tc88>**Self-awareness and its relationship to academic achievement in artistic gymnastics for female students**Zahraa Muhammad Hadi ⁽¹⁾ ✉, Nawfal Lazim Jumaa ⁽²⁾ ✉⁽¹⁾ Faculty of Physical Education and Sports Sciences / University of Babylon⁽²⁾ General Directorate of Education in Babylon / Ministry of Education**Received: 17/01/2024, Accepted: 30/01/2024, Published: 30/04/2024**This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), © Modern Sport**Abstract**

The research aims to identify the reality of self-awareness and the degree of academic achievement in the subject of artistic gymnastics for female students, and to identify the correlation between self-awareness and academic achievement in the subject of artistic gymnastics for female students. The descriptive approach was used using the survey method and correlational relationships, and the research sample was chosen for female students of the fourth stage in the College of Education, Physical and Sports Sciences - University of Babylon, for the academic year 2023-2024, numbering (34) female students. The self-awareness scale consisting of (42) items representing (5) areas was approved, and an academic achievement score for the subject of artistic gymnastics for female students was obtained, which is considered a score. Attempting the first course, which is estimated at (50) marks. The scale was applied and grades were obtained for the subject of artistic gymnastics for female students. The research came out with a set of conclusions, including that there is a positive, positive correlation between self-awareness and academic achievement in the subject of gymnastics for female students. Among the recommendations that emerged from the research was the holding of seminars that aim to introduce students to self-awareness in order to develop it in them.

Keywords**self-awareness, academic achievement, artistic gymnastics.****Introduction:**

Sports psychology is one of the sciences that has stimulated many researchers to delve into various studies due to its impact on several aspects, including the educational aspect. It is considered one of the most important human sciences from which the educational process derives a lot of knowledge and information that contributes greatly to achieving the goals and duties that it seeks to achieve. The education process. Studies and research have proven that psychology in all its branches plays a major role in the student's stability, broadening of his behavior, and self-maturity. Self-awareness is one of the strong personality traits that students acquire throughout the stages of their lives, which enables them to know, feel and realize themselves, deal with the situations they deal with on a daily basis, and

predict what the future will be like, which enables them to overcome negative future matters, as they are what they see (Al-Zahir). (Self-awareness begins narrowly at the beginning of life, and grows and develops with the breadth of the environment with which it deals, and through the experiences and situations that the individual goes through while trying to adapt to the environment surrounding him). (3). Academic achievement is one of the most complex and complex educational concepts due to its connection to many social and personal variables, and all games. Academic achievement plays an important role in shaping the daily life of students, the family, and society. It is a tangible product and an important indicator of success or failure for the individual in the academic tasks he undertakes. (Allam) believes that academic achievement is represented by the

degree of acquisition achieved by students or the level of success that he achieves or reaches in a specific academic subject or a specific field of education or training. (7). The importance of the research lies in studying the self-awareness of female students because of its important role in the educational field, academic achievement, psychological stability, and awareness of cognitive, physical, and skill abilities, which are positively affected in achieving outstanding performance. The main problem that female students suffer from is the increase in pressures and the variety of problems they face with difficulty. Coexistence with reality and the feeling of personal weakness requires the student to be able to face circumstances, deal with daily situations, and make the right decision. Therefore, the problem of the current research lies in answering the following question: Is there a correlation between self-awareness and academic achievement in artistic gymnastics for female students?. The research aims to identify the reality of self-awareness and the degree of academic achievement in the subject of artistic gymnastics for female students, and to identify the correlation between self-awareness and academic achievement in the subject of artistic gymnastics for female students.

Table .1 shows the fields and item numbers of the self-awareness scale

Fields	Positive paragraph numbers	Negative paragraph numbers	Total
Ability to solve problems	9, 6, 4, 3, 2, 1	8, 7, 5	9
Self-confidence	15, 14, 13, 12, 11, 10	17, 16	8
Collection work	22, 19, 18	25, 24, 23, 21, 20	8
Self-acceptance	35, 34, 33, 32, 29, 28	31, 30, 27, 26	10
Ability to make decisions	42, 41, 40, 39, 38, 37, 36		7
Total	28	14	42

The academic achievement score was obtained for the students of the College of Physical Education and Sports Sciences / University of Babylon for the fourth stage of artistic gymnastics, which is considered the pursuit score for the first course of the academic year (2023 - 2024), and its estimate is (50) degrees.

The self-awareness scale was applied to a sample of (5) female students in the fourth stage - College of Physical Education and Sports Sciences - University of Babylon, on Wednesday

Method and procedures:

The descriptive approach using the correlational survey method was used to suit the nature of the study, while the research population was determined by the female students of the fourth stage in the College of Physical Education and Sports Sciences - University of Babylon, for the academic year 2023-2024, who numbered (39) students, and all of them were chosen to represent the research sample.

After reviewing similar and previous studies and research that dealt with the variable of self-awareness, the self-awareness scale prepared by Al-Jubouri (1) was adopted, consisting of (42) items representing (5) domains, and each of the domains is measured by (6) items, and it was The answer alternatives are five-fold (it does not apply to me completely, it applies to me tolerably, it applies to me moderately, it applies to me to a great extent, and it applies to me completely), and the correction key for the positive paragraphs (5, 4, 3, 2, 1) and for the negative paragraphs (1, 2, 3, 4, 5) and Table (1) shows the areas of the scale and its positive and negative items.

12/13/2023, in order to find out how to answer the items of the scale and the obstacles that the researchers face during the application. The scale and determining the time required for the answer, as it was found that the scale items were understood and clear by the sample members, and the average answer amounted to (13) minutes.

The self-awareness scale was applied to the research sample of female students in the fourth stage - College of Physical Education and Sports

Sciences - University of Babylon, numbering (34) students, on Tuesday, 12/19/2023.

After completing this, the scientific foundations of the self-awareness scale were extracted, and face validity was used by presenting the scale items to a group of experts and specialists to demonstrate their validity. The reliability coefficient was extracted using the split-half method by dividing the items of the scale into odd and even and finding the correlation value between them. The value of the two halves of the correlation was

reached by relying on the simple Pearson correlation coefficient, which has a value of (0.588), and the total correlation through the Spearman correlation coefficient, which has a value of (0.741). Calculating the reliability coefficient using the Cronbach method, which reached a value of (0.764), which is an acceptable reliability value.

Results:

Table .2 shows the arithmetic means, standard deviations, median, and correlation coefficient for the variables.

Variables	Arithmetic means	Standard deviations	Median	T value Calculated	Level sig	Type sig	Correlation coefficient
Self-awareness	158.941	9.419	126	20.239	0.000	Sig	0.749
Academic achievement	35.529	4.017	25	15.285	0.000	Sig	

Table (2) shows the results of self-awareness and academic achievement. After comparing the arithmetic mean with the hypothesized mean, it became clear that the arithmetic mean is higher than the hypothesized mean for both of them. To test the significance of these differences statistically, the t-test was used for one sample. The calculated T-value for both of them appeared to be the same. Statistical significance because the sig value is less than the significance level (0.05). It is also evident that the correlation between self-awareness and academic achievement is significant, and this indicates a positive relationship between them, meaning that the greater the self-awareness, the greater the degree of academic achievement.

Discussion:

The sample obtaining this score shows that the female students possess self-awareness, and this indicates a clear vision of what will happen in the future. Therefore, the female student is able to perceive situations and interact with them, through the ability to solve problems, self-confidence, and decision-making. These abilities enable the female students to perform well and increase achievement. Al-Azza sees the importance of the individual's awareness and awareness of himself and his abilities, because without this self-

awareness he will live in a random manner. In order for the individual's life to have meaning, he must face life's situations in a new way. A person does not feel his importance except through his awareness of himself and his awareness of it, and he must choose for himself and accepting responsibility towards it. (4). With regard to academic achievement in the subject of artistic gymnastics, it was found that the female students obtained a score higher than the average pass, as (Fakher) believes (that the practical achievement score is what the student can obtain through the performance he provides in the correct attempt). (8). The significance of the correlation between self-awareness and academic achievement is explained by the fact that self-awareness represents the behavior and emotions, adapting to the environment, and confronting the situations that the student goes through to achieve the desired goals, as (Al-Akaishi) believes that self-awareness determines the individual's style in the nature of performance when interacting with the environment, and it is an indicator of the ability to confront and solve problems. (6). Achieving distinction and development in performance, obtaining higher grades in study, and achieving goals is evident through the student's self-knowledge and the cognitive, physical, and skill

capabilities she possesses, which are among the main steps for success, as distinguished students often have self-awareness of what they think, and possess confidence. High in themselves and (Al-Akkam) believes that the students who have the highest practical achievement are those who have high abilities in the practical programs and lessons. However, the degree of practical achievement among the students is not a result of their practical performance and is subject to the discretion of the subject teacher and the person in charge of the self-evaluation process according to some Their basic skills, grips, and ready stance. (5), and (Al-Sheikh) believes that awareness is included among the internal cognitive and psychological variables, such as building a hypothesis, and it is also a basic ground behind all components of behavior, meaning that awareness exists behind exciting situations to a high or low degree, as well as internal variables that exist behind them. Also with a certain degree of awareness, as well as external muscle movements or apparent behavior and even the production of a response). (2)

And(Saeed, W., Abed-Maleh, F., & Jary) believes The researchers concluded: The use of sponge cylinder as part of the warm-up and final part of the lecture process has effectively contributed to the increase of elastic muscles operating short period of time corresponds to the time of the semester. Sponge cylinder exercises have a positive effect in the development of the technical performance of the skill of the human wheel on the treadmill device due to the evolution of rubber working muscles.(9). And(Mahammed, R. F., & Kadhum, S. R) believes Based on their responses on the self-attendance fear scale, we discovered that table tennis players and players of the sport for people with disabilities have a moderate degree of self-attendance fear. (10)

Conclusions:

- The students have good self-awareness through their answers to the scale items.
- Female students have a good level of academic achievement in artistic gymnastics.
- The emergence of a positive (positive) correlation between self-awareness and

academic achievement in gymnastics for female students.

Recommendations:

- Holding seminars that aim to introduce students to self-awareness in order to develop it in them.
- Paying attention to the academic level regarding sporting events and common mistakes when performing.
- Conducting studies on self-awareness and its relationship to variables of intelligence, thinking, and academic achievement in other sports among students, and making comparisons between males and females.

References:

- 1- Al-Jubouri, Ammar Abd Hussein. (2023). Self-awareness and its relationship to legal knowledge and practical achievement for students of some colleges of physical education and sports sciences in the subject of tennis, Master's thesis, Tikrit University, College of Physical Education and Sports Sciences.
- 2- Al-Sheikh, Abdul Salam Ahmed. (1996). Psychology between stimulus and response, 1st edition, Tanta, Delta Computer, Printing and Photography.
- 3- Al-Zahir, Qahtan Ahmed. (2004) the concept of the self between theory and practice, 1st edition, Amman, Dar Wael for Publishing and Distribution.
- 4- Al-Azza, Saeed Hosni (2007). Psychological counseling, its methods and techniques, 1st edition, Amman, Dar Al-Thaqafa for Publishing and Distribution.
- 5- Al-Akkam, Aida Muhammad Shafiq Salem (2005). The relationship of body type and physical self to the practical achievement of students of the College of Physical Education, Master's thesis, University of Mosul, College of Physical Education.
- 6- Al-Akaishi, Bushra Ahmed (2019). The relationship of self-awareness to the power of cognitive control among students at the University of Sharjah, research published in the Journal of Arts, College of Arts, Humanities and Social Sciences, University of Sharjah, Issue (129).

- 7- Allam, Salah El-Din Mahmoud. (2000). Educational and psychological measurement and evaluation (its basics, applications, and contemporary trends), 1st edition, Cairo, Dar Al-Fikr Al-Arabi.
- 8- Fakher, Aqil (1988). Dictionary of Psychological Sciences, 1st edition, Beirut, Dar Al-Raed Al-Arabi.
- 9- Saeed, W., Abed-Maleh, F., & Jary, H. S. (2019). Effect of Sponge Cylinder Exercises on The Rubber of Working Muscles to Perform Human Wheel Skill in Technical Gymnastics. *Indian Journal of Public Health*, 10(6), 651. <http://dx.doi.org/10.5958/0976-5506.2019.01350.0>
- 10- Mahammed, R. F., & Kadhum, S. R. (2023). Disability-Related Self-Attendance Fear among Tennis and Table Tennis Players. *Revista iberoamericana de psicología del ejercicio y el deporte*, 18(3), 245-247. <https://www.scopus.com/record/display.uri?eid=2-s2.0-85166321608&origin=resultlist>

Appendix (1)

Self-awareness scale

No.	Paragraphs	Applies to him completely	Applies to me greatly	Applies to me moderately	Applies to me acceptably	Doesn't apply to me
1	I make my own decisions regarding my future					
2	I can face the difficulties that confront me					
3	I rely on myself to solve my problems					
4	I do what i intend to do without hesitation					
5	My sad emotions affect my important decisions					
6	I defend my point of view when i am right					
7	I missed many opportunities because of my hesitation in making the appropriate decision					
8	Extreme caution prevents me from carrying out the actions i have in mind					
9	I can face my problems easily					
10	I accurately evaluate my emotions and emotions					
11	I am able to identify the strengths and weaknesses of my fellow students					
12	I am aware of the mathematical actions i do during the lesson					
13	I pay attention to my own style when performing motor skills related to performance					
14	My self-confidence increased from the number of correct attempts to perform					
15	My fellow students trust my opinion					
16	I wasted many opportunities through my hesitation in adopting the appropriate method of performance					
17	I hesitate a lot when trying to perform a new skill					
18	I can determine what my colleagues think about my performance					
19	I try to be accepted among my fellow students on the field					

20	I am ashamed to stand in front of the school and my fellow students during class
21	I have difficulty understanding and focusing on performing the skill
22	My distinguished academic achievement increased my colleagues' confidence in me
23	I feel hesitant while performing the skill
24	My anxiety increases during practical exams
25	My ability to follow my practical lessons has been weakening since the beginning of the semester
26	I hesitate to initiate any social activity
27	I find it difficult to connect my feelings to what i think
28	I am trying to overcome social conditions that hinder my ambitions
29	I seek to achieve my personal goals
30	I feel miserable for no reason
31	I feel embarrassed when i am with students outside my grade level
32	I feel very happy when i am admired by my fellow students
33	I enjoy it very much when the school praises me
34	My happiness increases when i find someone who supports me
35	My good performance of the skill makes me happy
36	I only consult my close colleagues when making a decision
37	I discuss any decision with my colleagues before making it
38	I take into account the opinions of my fellow students when making the decision to perform for new attempts
39	The difficulties i face while performing the skill can be addressed
40	Identify where the problem occurs during practical performance and through technique
41	I choose the appropriate time for practical performance among my fellow students
42	I classify the problems i face according to their nature

الوعي الذاتي وعلاقته بالتحصيل الدراسي في الجمناستك الفني للطلّابات

زهراء محمد هادي 1 ، نوفل لازم جمعة 2
 1 جامعة بابل – كلية التربية البدنية و علوم الرياضة
 2 وزارة التربية – مديرية تربية محافظة بابل

مستخلص البحث

يهدف البحث الى التعرف على واقع الوعي الذاتي ودرجة التحصيل الدراسي في مادة الجمناستك الفني للطلّابات ، والتعرف على العلاقة الارتباطية ما بين الوعي الذاتي والتحصيل الدراسي في مادة الجمناستك الفني للطلّابات ، واستعمل المنهج الوصفي بالأسلوب المسحي والعلاقات الارتباطية ، واختيرت عينة البحث لطلّابات المرحلة الرابعة في كلية التربية البدنية وعلوم الرياضة – جامعة بابل ، للعام الدراسي 2023 - 2024 ، والبالغ عددهم (34) طالبة ، وتم اعتماد مقياس الوعي الذاتي المتكون من (42) فقرة يمثلن (5) مجالات ، وتم الحصول على درجة التحصيل الدراسي لمادة الجمناستك الفني للطلّابات والتي تعتبر درجة السعي للكورس الأول والتي تقديرها (50) درجة . وطبق المقياس واستحصلت درجات مادة الجمناستك الفني للطلّابات ، وخرج البحث بمجموعة من الاستنتاجات منها هناك علاقة ارتباطية طردية ايجابية بين الوعي الذاتي والتحصيل الدراسي في مادة الجمناستك للطلّابات ، ومن التوصيات التي خرج بها البحث إقامة الندوات التي تهدف الى تعريف الطلبة بالوعي الذاتي لتنميته لديهم .

الوعي الذاتي ، التحصيل الدراسي ، الجمناستك الفني.

الكلمات المفتاحية