



# The Relationship Between Creative Self-Efficacy and Social Interaction and Their Association with Academic Achievement in the Motor Learning Course Among Third-Year Students at the College of Physical Education and Sports Sciences – University of Al-Qadisiyah

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**Abstract:** The research problem is that there are no previous studies assessing the relationship between creative self-efficacy and social interaction as well as their relationship with academic achievement in the motor learning course among third-year students in the College of Physical Education and Sports Sciences. Does Creative Self-Efficacy Correlate with Social Interaction and Academic Achievement in Motor Learning Course? The Third-Year Students of University of Al-Qadisiyah was studied. The study also pointed to another question. Used a descriptive research design. A total of 144 third-year students, with 59 female and 85 male. A creative self-efficacy scale and a social interaction scale are the two instruments. Analysis say that creative self-efficacy reflects a significant correlation with academic achievement in the course of motor learning for both male and female students statistically. Also, both groups showed a significant correlation between social interaction and academic achievement. Of the findings study indicated that there is a connection between creative self-efficacy and social interaction and academic motor learning achievement. Male students were stronger, but poorer, than female students. In order to improve the academic achievement of university students, it is recommended to enhance the creative self-efficacy and social interaction of these students

**Keywords:** Creative Self-Efficacy, Social Interaction, Academic Achievement

## Introduction

The university stage is one of the most important stages. It signifies a shift from a rather easy life to a form of greater responsibility and new duties that require continuous adjustment.

The College of Physical Education and Sports Sciences assists in the physical, psychological, and emotional preparation of students and athletes. This preparation is intended to achieve the educational and scientific goals.

The educational examination process revolves around the university student. Thus maintaining sound psychological health is essential. It allows participating in different academic and outside class activities effectively at the university set-up.

Adaptability of surroundings is found to be stronger among persons who are fit physically and psychologically. Achieving academic goals will become easier for them.

Psychological interaction is one of the pillars of mental health. It refers to a person's reaction to various incidents he/she faces in life. The interaction essentially represents the correlation between what is present and what will be the emotional reaction. It also shapes behavior which then acts on the individual's power to adjust himself both personally and socially.

Psychological interaction has always been essential in human life according to scholarly work. Adapting to changing circumstances and understanding behavior is an essential key factor.

People who display strong psychological interactions cope with changes in the environment better. People who have fewer interactive relationships are said to have mental and emotional issues. This, in turn, can affect their educational and academic performance.

The university stage is very important due to its large impact on one's personality. This stage is impacted on account of the various factors. Out of these, psychological interaction is the most important. It is increasingly the university student's personality development that holds the central role.

The student of the university keeps at the heart of processes. Consequently, psychological dimension merits attention because it could have a direct effect on academic achievement and the relationship between them will be studied in the interpretational framework.

## **Research Problem**

The research problem is that studies that examined the relation between creative self-efficacy, social interaction and academic achievement in the motor learning course for third-year students at the College of Physical Education and Sports Sciences, University of Al-Qadisiyah are lacking.

The further question which the study seeks to answer.

Do creative self-efficacy and social interaction correlate with one another and the academic achievement of motor learning course third-year students at the College of Physical Education and Sports Sciences, University of Al-Qadisiyah?

## **Research Objective**

The study aims to identify focused on the relationship between creative self-efficacy, social interaction, and academic achievement in the motor learning course among third-year students at the College of Physical Education and Sports Sciences, University of Al-Qadisiyah" has been widely discussed.

## Research Hypothesis

The researchers hypothesized the following A statistically significant relationship exists between creative self-efficacy, social interaction, and academic achievement in the motor learning course among the third-year students of the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.

## Research Domains

### Human Domain:

Third-year students at the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.

### Spatial Domain:

Classrooms of the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.

### Temporal Domain:

The period from 1 October 2025 to 1 February 2026.

## Theoretical Terms

### Creative Self-Efficacy

Contributing to creative expression requires adopting effort and cognitive risk-taking. To think creatively requires generation of new ideas and useful suggestions/solutions/conclusions.

This notion is based on two aspects. The first one refers to the individual's ability to assess their creative talents in a realistic, accurate way. The second relates to the effective uses of this evaluation in professional life

Improper self-assessment is often closely linked to LOW confidence. As this confidence makes an individual motivate enough to go into action with determination and courage to complete the task. Such efforts are often recognized and thankful by others.

Creative self-efficacy also enhances well-being and decreases likelihood of experiencing psychological difficulties. Having strong creative self-efficacy gives one psychological security and stability.

### Social Interaction

Our social interactions shape human behavior as well as social habits and values. This also clarifies one's roles, duties, and capabilities within society.

Also, it improves one's capability to convey opinions and individual thoughts. It allows taking part actively in conversation, initiative.

## Methodology

The researchers adopted the descriptive method due to its suitability for the nature of the study.

## Population and Sample of the Study

For the academic year 2025–2026, both researchers selected as thesis the third-year students at the College of Physical Education and sports sciences – University of Al-Qadisiyah. Out of the total population 59 were females and 255 were males.

All the female students were involved, representing 100% of the female students. Out of 255 male students, a sample of 85 male students was selected at 33.33%.

## Tools, Instruments, and Means Used in the Study

- Arabic sources and references
- Questionnaire form including the Creative Self-Efficacy Scale and the Social Interaction Scale
- Observation
- Measurement scales used in the study

## Creative Self-Efficacy Scale

### Validity of the Scale:

The validity of the scale was verified by presenting it to a panel of experts.

### Reliability of the Scale:

Using the test-retest method, the creative self-efficacy scale's reliability was determined. Two weeks after its first administration, the same sample was once again exposed to the scale.

A value of 0.93 was obtained on correlating the two administrations (Pearson  $r$ ). It was acceptable for the purposes of the study.

### Description of the Creative Self-Efficacy Scale:

According to Abbott (2010) the creative self-efficacy scale is developed based on Abbott's theory. Within this framework, dichotomized creative self-efficacy is divided to two domains.

A total of 21 items are used in the creative thinking and creative performance scale. All the items have five responses based on five-point Likert scale.

The response options are as follows:

Always = 5

Often = 4

Sometimes = 3

Rarely = 2

Never = 1

Given that the scale includes 21 items, the highest possible score is 105, while the lowest possible score is 21.

## Social Interaction Scale

### Validity of the Scale:

The validity of the scale was verified by presenting it to a panel of experts.

### Reliability of the Scale

The test-retest approach was used to validate the reliability of the scale. The same study sample was given the scale a second time two weeks after it was first applied.

The correlation coefficient between the two administrations was 0.95. This value was regarded as acceptable for the study's purpose.

### Description of the Social Interaction Scale

The scale consists of 46 items. Each item includes five response options:

- Applies to me to a very high degree = 5
- Applies to me to a high degree = 4
- Applies to me to a moderate degree = 3
- Applies to me to a low degree = 2
- Does not apply to me at all = 1

### Pilot Study

A pilot study was conducted by researchers on a sample outside the main study. The study sample comprised of a selected 20 third year students of the College of Physical Education and Sports Sciences, University of Al-Qadisiyah. The initial experiment was conducted on 8th December 2025. The purpose of the pilot study was.

- To clarify the procedure for the receiver.
- Establishing the time required to complete the two scales.
- To find out how the scales should be given and its problems.

Findings of pilot study showed that.

- The participants had a clear understanding of the instructions.
- The items were unambiguous and clear.
- The answers were suitable for the level of the participants.

### Main Experiment

Researchers carried out the main experiment by delivering the subject scales to the study sample that was a composition of 59 female students and 85 male students. On December 15, 2024, data was collected in the classrooms of the College of Physical Education and Sports Sciences.

### Statistical Methods

The researchers used the following statistical techniques:

- Percentage
- Arithmetic mean
- Standard deviation
- Pearson's simple correlation coefficient

## Result and Discussion

### Presentation, Analysis, and Discussion of the Correlation Results Between Creative Self-Efficacy and Academic Achievement in Motor Learning Among Female Students

**Table 1.** Correlation coefficient (r) calculated and tabulated between creative self-efficacy and academic achievement in motor learning among female students

Variable	Calculated r	Tabulated r	Significance
Creative Self-Efficacy	0.66	0.25	Significant
Academic Achievement in Motor Learning			

As presented in Table (1), the correlation coefficient (r) calculated between the creative self-efficacy and academic achievement of the students of motor learning from females 0.66.

The value calculated is greater than tabulated value 0.25. This reflects the important relationship present between creative self-efficacy and academic achievement.

According to the researchers, creative self-efficacy boosts people's motivation and so this result (outcome). Students who have a high level of creative self-efficacy tend to pursue high achievement to achieve distinction among their peers. They put lofty goals on themselves and actively work to achieve them.

The ability to be creative helps students perform better academically and create emotional personality too. It is perceived as confidence in performing difficult tasks in a certain manner which itself requires high achievement motivation.

### Presentation, Analysis, and Discussion of the Correlation Results Between Social Interaction and Academic Achievement in Motor Learning Among Female Students

**Table 2.** Correlation coefficient (r) calculated and tabulated between social interaction and academic achievement in motor learning among female students

Variable	Calculated r	Tabulated r	Significance
Social Interaction	0.82	0.25	Significant
Academic Achievement in Motor Learning			

The data from Table (2) suggests that the correlation coefficient (r) for social interactions and motor learning in female students calculated 0.82 for academic achievement.

The calculated value is greater than the tabulated value of 0.25. This shows that social interaction and academic achievement are statistically significantly related to each other. The researchers believe that this stage has developmental characteristics that explain their findings. In this stage, a clearer conception of self emerges, overcoming the confusion of identity and the ambiguity of role. Feeling a sense of belonging also curbs loneliness and isolation. Psychological integration is achieved by overcoming developmental challenges.

### **Presentation, Analysis, and Discussion of the Correlation Results Between Creative Self-Efficacy and Academic Achievement in Motor Learning Among Male Students**

**Table 3.** Correlation coefficient (r) calculated and tabulated between creative self-efficacy and academic achievement in motor learning among male students

Variable	Calculated r	Tabulated r	Significance
Creative Self-Efficacy	0.69	0.18	Significant
Academic Achievement in Motor Learning			

According to the table (3), the value of the correlation coefficient (r) in the sample of male students between creative self-efficacy and academic achievement in motor learning is 0.69.

Calculated value is greater than the tabular value of 0.18. This implies a connection between creative self-efficacy and academic performance.

According to the researchers, the reason for this result is due to self-efficacy being a set of mental representation and beliefs about one's own abilities and capacities formed through interaction with others. people are continuously appraising themselves in social situations. It shows that it is through interaction that assessment occurs.

The efficacy of creativity can be control mechanism for oneself. When it is high, people tend to trust their ability to perform behaviors that will help them manage difficult situations. It can also be likened to a form of trust.

One's motivation does not only predict whether that person will do a certain behavior but also affects the quality of their performance. People who are very competent and expect success develop emotional resilience that can help them overcome obstacles and frustration.

### **Presentation, Analysis, and Discussion of the Correlation Results Between Social Interaction and Academic Achievement in Motor Learning Among Male Students**

**Table 4.** Correlation coefficient (r) calculated and tabulated between social interaction and academic achievement in motor learning among male students

Variable	Calculated r	Tabulated r	Significance
Social Interaction	0.87	0.18	Significant
Academic Achievement in Motor Learning			

Table (4) shows that the correlation coefficient (r) between social interaction and academic achievement in motor learning for male students is 0.87.

The value calculated is higher than the tabulated value of 0.18. There is a significant relationship between social participations and academic performance.

According to the researcher, social interaction refers to reciprocal and mutual influence. Since they are trying to achieve individual or collective goals, humans and groups influence each other.

Social interaction outcomes are reflective of the social life we lead together regarding values, roles, and action. This signifies the different types and ways through which people communicate. So, social interaction is very essential for social life to exist.

## Conclusion

Based on the results, the researchers concluded the following:

- There is a good correlation between creative self-efficacy and female students' academic achievement in motor learning.
- Many female students significantly impact one another through social interaction which thus affect academic performance in motor learning.
- Among male students, a more robust link exists between creative self-efficacy and academic achievement in motor learning than among female students.
- A stronger relationship could be found in male students than female students between social interaction and academic achievement in motor learning.

## Recommendations

The researchers recommend the following:

- Further research can be conducted on creative self-efficacy, social interaction and academic achievement among boys and girls in different subjects.
- In a general context and specially in schools and universities create a society which strengthens and promotes creative self-efficacy and social interaction of the same.

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