THE RELATION BETWEEN MORALE & METACOGNITIVE THINKING SKILLS WITH SELF-CONSISTENCY FOR YOUNG RUNNERS

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Abstract

To achieve the main goal of the study which is: to determine the relation (strength, direction) in results of running athletes in Middle Euphrates clubs in self-consistency and their results at the scales of morale and metacognitive thinking skills, the researchers conducted a main trial on a random sample consisting of 60 runners through the application of three scales measuring (self-consistency, morale and metacognitive thinking skills). After taking necessary measures regarding determining the level of the sample of the study at the said scales through their statistical data and extracting the nature of relation between the studied variables, results showed that respondents of the sample of the study enjoy high levels of self-consistency, morale and metacognitive thinking skills as well as there is a direct relation between them which allows the possibility to extract a predicting equation trough which the quantitative estimation of self-consistency for runners with significance of their evaluations in morale and metacognitive thinking skills.

Keywords: running, Middle Euphrates, young runners,

1. INTRODUCTION

One of the priorities of advancing in skill performance in any sport games is to remember a lot of factors which contribute to reach high levels of players. Among these actors, there is the psychological factor. Since this psychological factor is related to characteristics, features and psychological conditions of the athletic personality to develop it and reach high achievement. In addition, results of competitions need requirements such as self-consistency, morale and metacognitive thinking skills. Participants in athletics, including runners, are asked to have morale to respond competition requirements and winning supported by sense aspects, information reception and their knowledge development, so they depend on metacognitive thinking skills which support self-consistency. These ideas are important in their personality as they help them continue perform their activity for certain periods regardless of the surrounding circumstances.

From previous illustration, it can be noticed that the psychological factor is very important in the training process as there is an indication that psychological preparation is one of the pillars on which training process is based as well as other training aspects. This means that this factor is concerned with studying the athletic personality, its psychological features (i.e: anxiety, stress and emotional motivation) and their relation to sport achievement. Therefore, it can be said that the psychological factor may affect sport achievement sometimes positively and sometimes negatively.

Morale with its dimensions (self-confidence and self-evaluation, cooperation with group, work satisfaction, ambition and perseverance), metacognitive with its dimensions related to individual's thinking and controlling his mental processes related to information storage, remembering and restoring as well as developing self-concept skills which affect sport consistency are considered bases on which an athlete's personality is based as they achieve a case of harmony and balance within his emotional, mental and physical components helping him maintain himself. This is the main goal for the athlete who struggles to get a unified regulation for self-protection. The first motivation for any behavior by individuals is to keep correct self-conception. It transforms trials to be consistent with his previous idea about oneself which prevents inconsistency as he sticks to his self-concept regardless of his perception of weakness or ignorance keeping his self-consistency. From previous explanation, the study gets its significance. The study attempts to set suitable answers for the problem of the study which appear in lacking runners any aspects related to self-consistency, morale and metacognitive thinking skills will inevitably affect their abilities negatively which is negatively reflected in their performance and efficiency. This problem needs from researchers to carry out practical treatments that cope with requirements of each game or event with different situations from others in elements of level determination and related characteristics.

Many researchers tackled variables of this study, but it is different in some of its goals, sample sizes as well as results. Accordingly, it can be said that this study is one of the studies which sought to build relation and contribution of morale and metacognitive thinking skills in self-consistency for young runners in athletics.

To continue their task in solving such a problem, the researchers have to examine the following hypotheses:

1- There are statistically significant direct differences between results of scales of morale and metacognitive thinking skills with self-consistency for young runners in athletics at Middle Euphrates clubs, Iraq.
2- It is possible to extract a predicting equation trough which the quantitative estimation of self-consistency for runners in athletics at Middle Euphrates clubs, Iraq.

2. Methodology (Topic of the Study)

To find solutions for the study problem, the researchers carried out the following:

1- Adopting the descriptive method with surveying and linking relations as a way to answer the problem of the study and achieve its goals.
2- Population f the study represents young runners in athletics at Middle Euphrates clubs, Iraq (87 young athletes) to choose 60 of them randomly as a sample representing population of the sample.
3- Choosing the three scales of the study: self-consistency scale (45 sections distributed on three fields: self-awareness, self-achievement and commitment), morale scale (57 sections distributed on 5 fields: self-confidence, work satisfaction, affiliation and cooperation with the group, ambition and perseverance) and scale of metacognitive thinking skills (52 sections for three fields: planning, control and assessment).
4- Ensuring validity of research scales and their suitability to abilities and possibilities of research sample individuals sample of young runners through an exploratory trial including (determining validity of each scale, time duration of delivering and receiving answering forms, diagnosis of difficult and vague sections, determining objectivity of answers, extracting coefficients, statistical analysis, and other).
5- For the purpose of conducting the main trial on individuals of the sample of the study (60 young runners), the three scales were applied on them during a period more than 20 days due to a regular method to help researchers achieve goals of the study without any barriers or damage. They took into account the procedures followed in exploratory work.
6- When applying scales on sample respondents, necessary measures were taking such as preparing results recording forms, unifying recording, consecutive work in examining players, considering protection and safety in implementation).
7- After finishing the main trial, researchers moved to data collection for statistical treatment using the following statistical methods: arithmetic mean, standard deviation, standard error, skewness, flattening, Pearson correlation coefficient, alienation coefficient, the T test, the F test and SPSS analysis.

3. Results of the Study:

1- Statistical estimations of results of the study at scales of self-consistency, morale and metacognitive thinking skills.

Table (1): statistical estimations of the sample respondents of runners at the studied three scales

Serial	Scales	Sample size	Mean	S.D	Standard error	Skewness	Flattening
1	Self-consistency	60	144.80	16.38	2.115	0.063	- 0.818
2	Morale	60	130.62	5.29	0.683	- 0.021	- 0.494
3	Metacognitive thinking skills	60	162.55	17.43	2.25	0.521	- 0.699

Table (1) refers to results of sample respondents of young runners at the three scales came with relatively fair estimations especially at scales of (standard error, skewness and flattening) despite their different values at each scale. For example, at skewness we find the sample has lower skewness coefficients (±1) which refer to fair levels and not extreme ones in results as well as sample distribution in the studied variables. The same thing applies while evaluating the standard error and flattening if their values are all at zero,

2- Correlations between Sample Results at the Studied Scales

The main goal of this study is to determine quantitative assessment of self-consistency, morale and metacognitive thinking skills for sample respondents. This goal cannot be achieved unless by determining simple correlations between the studied variables and this is done by Pearson correlation coefficient as shown in table (2):

Table (2): interrelations for runners' results at the studies scales

Serial	Studied scales	Self-consistency	Morale	Metacognitive thinking skill
1	Self-consistency	————	0.133	0.292
2	Morale		————	0.041
3	Metacognitive thinking skill			————

Table (2) shows that relation between results of self-consistency and morale for runners was (0.133) which is a reasonable relation but insignificant as it gives an indication that a player's morale corresponds with self-consistency. Self-consistent players can be shown through their cooperation with others, self-confidence and work satisfaction. All of these are fields for morale. As for relation between self-consistency and metacognitive thinking skills, its value was (0.292) which is a value that shows that they move at the same direction. This also shows that when players have skills of planning, implementation and evaluation, this increases his self-consistency. As for relation between morale and metacognitive thinking skills, its value was (0.041) which shows a little consistency between them.

We can notice that there is a significant relation between self-consistency and both morale and metacognitive thinking skills separately. Since what matters to us is the compound relation between them to get the predictive equation, researchers found the relation (0.316). In order to estimate significance of correlation coefficients, they used the T test for correlation coefficient's significance to find results showing significance as shown from table (3):

Table (3): relation of sample results at self-consistency scale with both results of scales of morale and metacognitive thinking skills together

Variables	Correlation Coefficient (R)	R^2	Alienation $\sqrt{1- R^2}$	Trust in R coefficient	T counted value	Significance level	Statistical significance
Self-consistency + morale	0.133	0.0177	0.991	0.009	1.731	0.089	Insignifi cant
Self-consistency + metacognitive skills	0.292	0.0853	0.956	0.044	2.537	0.014	Signific ant
Self-consistency + morale + metacognitive skills	0.316	0.0999	0.9001	0.0999	2.284	0.026	Signific ant

Table (3) represents important indications as shown to determine trust in correlation coefficients which is the basis in prediction of counted processes.

Using prediction $\sqrt{1- R^2}$ shows reasonable trust percentages: (0.0999, 0.044, 0.009) consecutively.

This will surely allow the researchers to build an equation formula to estimate significant self-consistency and what players get at morale and metacognitive thinking skills.

3- Predictive value of self-consistency, morale and metacognitive thinking skills for runners

Extracting the predictive value of the studied variables comes through an advanced statistical method used to determine the relation between (self-consistency, morale and metacognitive thinking skills) which means skewness here. Skewness is studying the relation between dependent and independent variables to enable the researcher to predict values of the dependent variable at certain future levels for the independent virile as well as linear equations as shown in the following table:

Table (4) contents of the relation between self-consistency with morale and metacognitive thinking skills

Variables	Coefficients		Correlation coefficient	Relation nature	* F	Contribution
morale + metacognitive thinking skills	Nature	Value				
	Consistent (a) (b1) (b2)	139.878 0.374 - 0.270	0.316	Multiple	3.167	0.10

*** At significance level less than (0.05)**

Table (4) enables the researchers to depend on coefficients in building equation for the contribution of self-consistency, morale and metacognitive thinking skills according to the following:

Skewness equation = a + b s + b1 s1

As

Self-consistency = 139.9.878 + 0.374 x morale value + (0.270-) x value of metacognitive thinking skills

With application on arithmetic means of all variables, we can get:

144.84 = (162.55 × - 0.270)+130.62× 0.374 + 139.878

This result is close to the arithmetic mean of self-consistency scale (144.80) and this shows that there is no difference between arithmetic means (achieved and predicted) at self-consistency scale for runners (144.84) at the equation, while the achieved self-consistency value was (144.80) that assert significant correlation between (self-consistency, morale and metacognitive thinking skills) for runners.

In order to determine significance of correlations between the said variables at value of (0.316), both researchers used the F test and reached results showing that the counted value of the F percentage is (3.167) at significance level less than (0.05) which may express significance and, at the same time, it is a proof of the effect of self-consistency, morale and metacognitive thinking skills on running events.

4. Conclusions

1- Results of the study showed that the sample of the study has high levels with good distribution of runners at scales of (self-consistency, morale and metacognitive thinking skills).
2- There are direct significant relations between results of the sample at self-consistency, and metacognitive thinking skills and insignificant at self-consistency with morale.
3- There is a direct statistically significant relation between variables of the study that enabled quantitative estimation of runners' self-consistency with significance of their estimations at morale and metacognitive thinking skills.

5. References

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