

Study the Cognitive Independence and the Mental Motivation in the Administrative and Technical Staff in The Department of Sports Talent

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Abstract

identify the relationship between cognitive independence and mental motivation for the administrators and technicians of the specialized schools. The Department of Sports Talent in Baghdad. The importance of research in dealing with a new topic not studied in the Iraqi environment. The research sample consisted of (119) individuals. The research problem will determine by the level of cognitive independence and mental motivation of the technicians and administrators of the Department of Sports Talent in the specialized schools in Baghdad. To achieve the goal of the research, the researcher used the test of cognitive independence and the Ismailia measure of mental motivation. Between cognitive independence and psychological motivation. The Research Problem What is the level of cognitive independence of technicians and administrators of the Department of Sports Talent in the specialized schools in Baghdad? The research aims to know the level of cognitive independence and mental motivation among technicians and administrators of the specialized schools in the Department of Mathematical Talent, and the relationship between them. Statistical treatments have been made for the data obtained from the two research tools to achieve the search results, and the researcher will display the results that he reached through the application of the research tools as well as an explanation and analyze the results.

Keywords: Cognitive Independence: Mental Motivation: psychological: Sports: Talent.

Introduction:

The development of psychological studies and the emergence of multiple psychological sciences, including cognitive psychology, has led to the beginning of interest in individual differences increasing in the field of information circulation and processing. One of the most critical gaps is cognitive methods that are important in aspects of life, as it empowers individuals to describe and distinguish the technique that the mental processes should be carried out. The cognitive independence method deals with the individual capacity to understand where that is independent or separate from the surrounding field as a whole, And "Wtekken" was the pioneer of researchers in the field of cognitive methods, where he explained that the cognitive style is a comprehensive feature that presents itself, and appears in the individual's cognitive and mental capabilities, and the personality as well. In them, and then use them ⁽⁴⁾.

Cognitive independence indicates the methods that distinguish individuals in their solution to problems, and it focuses on individual differences in different knowledge processes, such as perception, thinking, perception and remember, meaning that it deals with the individual's way of cognitive activity and not the content or type of this activity. Cognitive independence is also an essential factor in Personality study, as it is useful in measuring the cognitive and non-cognitive components of the personality, and therefore it can be considered as one of the determinants of personality, as it is considered habits for processing information, that is, a distinct method for individuals in their interpretation of the environment and the extent of response to it ⁽⁸⁾, Mental motivation is one of the modern and ancient concepts at the same time, it is old, as it dealt with as a "promiscuous" aspect of thinking (the concept of "disposition") and under various names such as desire, tendency, inclination, predisposition and ability to think. The concept of mental motivation can be

counted as a "modern" concept in terms of the results of brain research and operations and care for patterns of thinking in the brain, and an extension of cognitive psychology in the interpretation of human behavior by revealing the types of treatments for sensory perceptions performed by the brain, and the internal factors that stimulate individual thinking. It raises it toward mental behavior toward a specific situation or topic⁽³⁾. The importance of studying cognitive methods in psychology comes from "it contributes in a great way of revealing individual differences between individuals, not only in terms of cognitive dimensions and components but emotional and emotional. Also noteworthy is that it reflects the individual's most preferred method of organizing what he practices from an activity, whether cognitive or emotional, without paying attention to the content of this activity and its components"⁽¹⁾. The following questions determine the research problem:

- What is the level of cognitive independence of technicians and administrators of the Department of Sports Talent in the specialized schools in Baghdad?
- What is the level of mental motivation for technicians and administrators of the Department of Sports Talent in the specialized schools in Baghdad?

Thus, the research aims to know the level of cognitive independence and mental motivation for technicians and administrators of the Department of Sport Talent in Specialized Schools in Baghdad and to know the relationship between cognitive independence and the psychological motivation for technicians and administrators of the Department of Sports Talent in Specialized Schools in Baghdad, and the researcher assumes that there is a correlation between cognitive independence and mental motivation for technicians and administrators of the Department of Sport Talent in Specialized Schools in Baghdad. The researcher defined the areas of research as follows: Spatial Field: Specialized schools, Sports Talent Department, Baghdad. Time Field: the time ranged from 3/1/2019 to 6/5/2019. The human Field: The technicians and administrators of the Department of Sports Talent in the specialized schools in Baghdad.

The researcher defines the research terms by defining variables as follows:

Cognitive independence: It defined by Al-Sharqawi defined as how the individual perceives the situation or the subject and its details, that is, it deals with the individual's ability to perceive a part of the field as something independent or separate from this surrounding field as a whole, i.e., deals with the individual's ability to analytic perception (Al-Sharqawi, Cognitive methods in Arab psychology research and its applications in education⁽¹⁾).

Mental motivation: is defined by Ordan and Giancarlo (Urda & Giancarlo, 2001) is the mental stimulation internally "for the individual to engage and participate in cognitive activities that require the widespread use of mental processes to find a solution to problems, make decisions or assess situations"⁽⁶⁾.

2. Methods:

The researcher used the descriptive approach to its relevance to the nature of the research and to reveal the relationship between its variables and know the correlation between them and their representation in digital form. The research community included technicians and administrators of specialized schools, the athletic talent department in Baghdad, who numbered (119) individuals. As for the research sample, it divided into the following: -

Poll Surveys: The poll surveys consisted of (25) individuals from the technicians and administrators of the specialized schools, the Department of Mathematical Talent in Baghdad, to verify the scientific foundations of the research tools, as they were randomized and excluded from the main experiment.

Main Experiment: The primary sample of the experiment consisted of (94) individuals from technicians and administrators of specialized schools, Sports Talent Department in Baghdad, with a percentage estimated at (78.9%) from the research community. The researcher used the following tools to achieve the research goal:

This measure was initially prepared by (Oltma Raskin and Witken) to measure the cognitive independence style (independence relying on the field), and Anwar Al Sharqawi and Suleiman Al Khudari Sheikh (1977) have rebuilt it to suit students, adolescents, and adults. So, this scale consists of three sections, and they are as follows:

The first section: It is training, and its score is not calculated in the assessment of the subject, and it consists of seven easy paragraphs.

The second section: Consisted of nine grades of difficulty.

The third section: It also consists of nine grades of difficulty, and this section is considered equivalent to the second section of the test.

Each of the paragraphs in the three sections is a complicated or complex shape and includes within it a simple form, and the examiner is asked to discover it and set its limits on the last page of the test, and is taken into account in organizing the test that the examiner cannot see the simple shape as well as the complicated or complex shape that it includes at the same time One for each of the three test sections is a specific time, which is two minutes for the first section, and five minutes for the second section, in addition to another five minutes for the third section ⁽⁷⁾.The researcher used the Pearson correlation coefficient between each of the paragraphs of the scale and the overall degree of the scale to verify the validity of the internal consistency, as all paragraphs showed a high correlation except for paragraph (18).

The researcher used the discriminatory force to verify the validity of the scale, as the overall scale of the scale was arranged in ascending order, and 27% of the number of 25 probationers were selected from the higher answers as well as 27% of the lower answers

The researcher used the half-hash to verify the stability of the scale by dividing the test items into two parts according to the number of the paragraphs, the paragraphs with individual numbers are one section, and the articles with even numbers are another section, after which the correlation coefficient was calculated between the two parts,

The researcher used the “Cronbach's Alpha” method to verify the stability of the scale, h44e found that the scale has a high degree of stability, as shown in Table (1).

Table (1) : Shows that there is a correlation between cognitive independence and mental motivation

Scales	sample	Correlation Coefficient	sig	Significance
Cognitive independence	94	*0.207	0.045	moral
Mental Motivation	94			

Mental motivation scale:

Diana Ismail Kahil prepared this scale, and the scale may be in its final form of (67) items distributed on four dimensions: mental focus and includes (17) paragraphs, and the orientation towards learning and includes (17) paragraphs, and creative problem solving "It include (17) Paragraph, and cognitive integration comprises (16) paragraphs, as each of the positive paragraphs is given the following weights:

(4) Degree for each alternative choice: Absolutely agree.

(3) Degree for each alternative choice: somewhat agree.

(2) Degree for each alternative choice: somewhat disagree.

(1) Degree for each alternative choice: Not at all agree.

As for the negative paragraphs, they are corrected oppositely, and accordingly, the degrees of the answer to the whole scale paragraphs are extracted to extract the total score for each respondent, and thus the highest degree expected of the respondent is (268), and the lowest degree expected of the respondent to obtain is (67).

⁽⁵⁾.The scientific foundations of the mental motivation scale:

The researcher used the Pearson correlation coefficient between each paragraph of the scale and the overall degree of the scale to verify the validity of the internal consistency, as all of the paragraphs showed a high correlation. The researcher used the discriminatory force to verify the validity of the scale, as the overall degree of the scale was arranged in an ascending order and (27%) were selected from the number of (25) probationers from the top answers as well as (27%) of the lower answers. The researcher used the half-hash to verify the stability of the scale by dividing the test items into two parts according to the number of the paragraphs, the paragraphs with individual numbers are one section, and the paragraphs with even numbers are another section, after which the correlation coefficient was calculated between the two parts.

The researcher used the "Cronbach's Alpha" method to verify the stability of the scale, as it was found that the scale has a high degree of stability, as shown in Table (6).

3. Results:

The research aims to know the level of cognitive independence and mental motivation among technicians and administrators of the specialized schools in the Department of Mathematical Talent, and the relationship between them. Statistical treatments have been made for the data obtained from the two research tools to achieve the search results, and the researcher will display the results that he reached through the application of the research tools as well as an explanation and analyze the results.

To answer the research hypothesis, which provides for the identification of "cognitive independence and mental motivation for technicians and administrators of the Department of Sports Talent in Specialized Schools in Baghdad," the researcher used the hypothetical medium and compared it to the arithmetic mean of the two scales and their fields.

To answer the research hypothesis, which states, "There is a correlation between cognitive independence and mental motivation for technicians and administrators of the Department of Mathematical Talent in Specialized Schools in Baghdad," the researcher used the Pearson correlation coefficient to find out the relationship between cognitive independence and mental motivation as shown in Table (1).

4. Discussion:

It is clear from Table (1) that there is a correlation between cognitive independence and mental motivation, and the researcher attributes this to the fact that the individual is exposed to many and multiple situations in life in general, his work in particular. Therefore the individual must have the ability to perceive these attitudes and their nature to Confront them, just as the mental motivation that an individual possesses indicates his desire and tendency to use his abilities in thinking, which express broad knowledge processes and these processes enable the individual to describe thinking in decision-making and problem-solving.

Hence, the awareness of the individual is affected by his mental motivation, so he learns to focus attention on the stimulus that enhances or satiates his motives, so that if the individual does not drive a specific awareness that he intends to ignore, and thus the individual's enjoyment of a high level of cognitive independence may increase the chances of success in life, and with Focus on developing mental motivation The individual can transfer and apply his skills in his working life when the situation requires the use of these skills.

5. Conclusions:

- ❖ Focusing on the development of mental motivation consists in the individual.
- ❖ The possibility of transferring and applying his skills in his working life.

6. Practical applications:

It is useful to identify the most relevant psychological variables Among workers and learn about their skills
A specific psychological may be more effective Success in performing mathematical duties.

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