



CONSTRUCTING AND STANDARDIZING THE SELF-MONITORING SCALE IN LIGHT OF THE DESIRED BEHAVIOR AND ITS RELATIONSHIP TO THE SPORTS CONCERNS OF WEIGHTLIFTERS

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Abstract:

The study aimed to build and codify self-monitoring scales in light of desired behavior and sports fears. There is also a significant correlation between self-control in the light of the desired behavior and the mathematical concerns of the research sample, while the research areas included the human field. The human field: weightlifters in the central and southern region. The time range is determined: the period from 1/3/2024 to 1/5/2024. While the spatial field in the sports halls was weightlifting. Where the researcher built and codified self-control scales in the light of the desired behavior as well as sports concerns, and the researcher used the method (survey), and the research sample consisted of 150 players from the central and southern region weightlifting players and the (SPSS) system was used to obtain the results of the research, and the researcher concluded that there is an inverse correlation between self-control in the light of the desired behavior and sports concerns in the research sample, i.e. the greater the degree of self-control, the lower the degree of sports fears and vice versa. The researcher recommended the need to use the scale of sports fears in the periods preceding sports competitions to infer the psychological aspect of the players.

Keywords: building and codifying, self-control in the light of behavior, mathematical fears

1. Research introduction and importance

The mechanism of self-monitoring is an important means for players who are prone to psychological changes due to the change in physiological and social factors in order to deal with attitudes and behavioral variables and self-presentation to show a positive

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image in general. Significantly, self-monitoring of the individual athlete is refined according to the desired behavior, so the result is good in the player's orientation towards the performance of distinct sports skills. Especially in sports of a violent and routine nature, such as weightlifting, the player needs an ideal psychological state characterized by strength and insistence and is not afraid of performing the lifts alone or in front of the public. A good ideal condition should be far from the sports concerns that characterize weightlifting through injuries during training due to excessive loads or lack of concentration and warm-up alike. Hence, the importance of research lies in highlighting the importance of self-monitoring in light of the desired behavior and the extent of its relationship to sports concerns.

2. Research problem

The monitoring process carried out by the researcher of the research problem through the experience gained in this area on the importance of self-monitoring in the light of the desired behavior in monitoring the behavior of players during training, control and control in the face of sports fears and from here the researcher decided to study those variables to know the strength of the relationship between them for the purpose of reaching the ideal situation that the player reaches to face the worst sports fears for the purpose of reaching higher levels. The player's psychological self-reliance is very important because there is no experience or psychological knowledge from the coach. Most coaches have not undergone psychological rehabilitation programs, which reflects negatively on the players in particular.

2.1 Research objectives

- 1) Build and codify self-monitoring scales in light of desired behavior and sports concerns.
- 2) Identify the level of self-monitoring in light of the desired behavior and sports concerns of weightlifters.
- 3) Identify the nature of the relationship between self-monitoring in light of the desired behavior and sports concerns of weightlifters.

2.2 Research hypotheses

- There is a significant correlation between self-observation in the light of the desired behavior and mathematical concerns of the research sample

2.3 Research areas

- Human field: weightlifters in the central and southern regions.
- Spatial area: sports halls for weightlifting.
- Time range: the time period between 1/3/2024 and 1/05/2024.

2.4 Definition of terms

2.4.1 Self-monitoring

Marr (2012) defined it: as *"the ability to manage self-presentation by controlling expressive behavior in response to environmental information."*

2.4.2 Fear

English (1958) defines it as *"emotion resulting from intense arousal or something scary that actually exists or is expected to happen is dangerous and provoking pain."*

3. Research methodology

Many cases and phenomena can only be studied through an approach that fits the problem, as the nature of the problem is the basis on which the study methodology is chosen, so the researcher used the descriptive approach in the survey method.

3.1 Research community and sample

The research community was determined as weightlifting players for the southern and central regions for the years 2023 and 2024), which numbered 150 players, and the research sample was selected in a deliberate way so that the research sample became 140 players by 93.33% and 3 was excluded due to absence and were distributed as follows:

- 1) Exploratory experience 5 players and 3.33% of the research community.
- 2) The construction sample included 100 players and 66.66% of the research community.
- 3) The application sample included 25 players and a percentage of 16.66% to extract the significance of the differences between the arithmetic and hypothetical means.

3.2 Means of gathering information, devices and tools used

Arab and foreign references and sources, personal interviews with experts and specialists, a personal computer (laptop) type (Acer), manual electronic calculator, and dry pens.

3.3 Field research procedures

3.3.1 Basic steps for building the scale

The steps that can be followed when building the test or questionnaire are subject to many scientific steps, the most important of which are:

- Purpose of building the scale. The first step to building the scale is to clearly define the purpose of its construction and what is needed for it, and one of the objectives of building the scale is to identify the level of self-monitoring in light of the desired behavior as well as the level of sports concerns.
- Identification of the phenomenon to be studied. The phenomenon to be measured should be identified, and its concept and boundaries should be quite clear, and the phenomenon that the research aims to identify is the measure of self-monitoring in light of the desired behavior as well as the level of sports concerns.

- Determination of the method and basis for drafting paragraphs. The researcher adopted the Likert method in correcting paragraphs, and this method is one of the best ways to predict behavior or phenomenon for the following reasons:
 - Allows the greatest variation between individuals.
 - Easy to build and correct.
 - Collect a large number of paragraphs related to the phenomenon to be measured.
 - Allows the respondent to indicate the degree and intensity of his feelings.

By reviewing the literature on the nature of the scale structure and how to formulate paragraphs and benefit from interviews with experts and specialists, 35 items were formulated for the self-monitoring scale in light of the desired behavior and 32 items for the mathematical fears scale.

- Validity of scale paragraphs. After preparing the self-monitoring scale in the light of the desired behavior in its initial form, which contained 35, as well as the mathematical fears scale in its initial form with 32 items, the researcher did the following: the researcher analyzed the results of the scale using the percentage as a criterion for accepting or excluding the paragraphs of the scale, as the paragraphs agreed upon by (75%) or more of the arbitrators were accepted as valid and appropriate for the scale, and (Bloom) points out that "*the researcher must obtain approval by (75%) or more of the arbitrators in this type of honesty*", as well as the deletion of paragraphs that were The calculated degree (Ka2) is less than the tabular as the degree of (Ka2) was tabular at the level of significance 0.05 and at the degree of freedom is equal to 3.84 and Table 1 shows that.

Table 1: The percentage and score of Ka2 for the experts' answers to each paragraph of the self-control scale in light of the desired behavior

Self-monitoring scale in light of desired behavior						
t	Paragraphs	Agreeing	Disagreeing	Percentage	Ka value ²	Sig
1	1, 3, 4, 5, 6, 8, 9, 10, 11, 14, 17, 18, 21, 22, 23, 25, 28, 29, 32, 33, 34, 35	13	0	100%	13	0.00
2	24, 27, 31, 2, 7, 13, 24	12	1	92.3%	9.31	0.00
3	15, 16	11	2	84.61%	6.23	0.01
4	26, 30, 20, 19, 12	7	6	53.85%	*0.077	*0.782
Mathematical Fears Scale						
t	Paragraphs	Agreeing	Disagreeing	Percentage	Ka value ²	Sig
1	1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17, 19, 20, 21, 22, 25, 27, 28	13	0	100%	13	0.00
2	7, 12, 13, 18, 26, 30, 31, 32	12	1	92.3%	9.31	0.00
3	11, 23, 24, 29	7	6	53.85%	*0.077	*0.782

*Non-significant below 0.05

After deleting 5 of the paragraphs of the scale of self-control in the light of the desired behavior that was not agreed upon by experts and specialists, namely (12, 19, 20, 26, 30), the number of paragraphs became 30 paragraphs, while the paragraphs deleted for the scale of sports fears 4, which is 11, 23, 24, 29 and thus the number of paragraphs of the scale 28 paragraphs.

3.3.2 Selection of the rating scale

The appropriate grading scale for the two scales was presented to a group of arbitrators with experience and competence in the field of sports psychology, testing and measurement in order to indicate their opinions on the scale of appreciation, and the arbitrators agreed on the proposed scale of appreciation by 100%.

3.3.3 Method of correction of scale paragraphs

For the purpose of obtaining the total score for each individual of the sample given appropriate weights for the alternatives of the paragraphs of the two scales illustrate the importance of the paragraphs gradually, and by collecting the degrees of the respondent on the scale of the five-point estimate we get the total score for each individual, and since the paragraphs of the scale have been formulated in the negative and positive direction, the weights of the paragraphs have been determined from 1-5 degrees for the negative paragraphs and (5-1) for the positive paragraphs for each paragraph of the paragraphs of the self-control scales in light of the desired behavior and sports concerns of weightlifters.

3.3.4 Preparation of scale instructions

After finalizing the application of the two scales in the initial formula, the instructions for responding to the items were prepared. The instructions specified that the sample responses would be used solely for scientific research and that no one except the researcher would have access to them. Participants were asked to answer all items.

3.4 Exploratory experiment

After the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research at an appropriate time by applying it to a sample consisting of (5) players for the purpose of creating the reasons for success when applying the main test to the research sample and to ensure that the sample understands the paragraphs of the scale and in order to avoid any errors or difficulties when applying during the main test of the research, and the researcher has done many things, namely:

- 1) Clarify the answer method for the individual sample,
- 2) Know the difficulties facing the researcher and the assistant work team,
- 3) A clear picture of the researcher and the assistant team about the answers to the paragraphs of the scale.

The researcher found that the paragraphs were appropriate, and the average time spent answering may range between 10 and 20 minutes for each scale separately.

3.5 Main experience

The researcher aimed to conduct the main experiment to build the scales of self-monitoring in the light of the desired behavior as well as the scale of mathematical fears in their final form on the research sample, and after collecting the forms, analyze the results statistically to find the discriminatory power of each paragraph in order to exclude and delete the non-discriminatory paragraphs and find the correlation coefficient for the paragraphs, and in order to achieve this, the researcher applied the two scales to the construction sample, which numbered 100 players.

3.6 Statistical analysis of paragraphs

The process of building the scale requires an analysis of its paragraphs, and in order to obtain paragraphs that meet the purpose, the analysis process must include a set of procedures conducted by the scale designer after the process of sorting the answer sheets, and that the use of appropriate statistical methods is largely determined according to the method of designing the research and the type of data that will be collected, so it was used:

- Discrimination indicators,
- Scientific indicators of the scale.

3.7 Indicators of discrimination

For the purpose of calculating paragraph discrimination coefficients, the researcher used two methods:

- The two terminal groups,
- Internal consistency method.

3.7.1 Indicators of Discrimination

To calculate paragraph discrimination coefficients, the researcher employed two methods. (1).

The detection of discriminatory power is done by knowing the total score of the respondents' answers, and then the forms are arranged in descending order, after which two peripheral groups are selected by 27% of the total sample that was measured, a higher group represented by the individuals with the highest scores, and a lower group represented by the individuals with the lowest scores. Then, the test (t-test) was applied to two samples. Two words to identify the statistical significance of the difference between the averages of the upper and lower groups of the paragraphs of the scale and promised the value of T calculated and the value of (sig) an indicator of the validity of paragraph (3), where the number of forms obtained the highest grades (27) form as well as the lower number of forms approved (54) form and it became clear through the results of the

analysis that all paragraphs of the scale distinctive, using the Statistical Package for the Social Sciences (SPSS). Table 2 shows:

Table 2: The arithmetic means, standard deviations, calculated (t) value and significance level of self-control scale in light of the desired behavior

Self-monitoring scale in light of desired behavior						
t	Top Group		Lower Group		Calculated t-value	Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.638	0.692	1.762	0.761	13.326	0.000
2	4.681	0.476	1.318	0.476	23.401	0.000
3	4.310	0.449	1.478	0.575	16.415	0.000
4	4.585	0.602	1.420	0.603	20.579	0.000
5	4.672	0.527	1.641	0.516	17.396	0.000
6	4.263	0.482	1.718	0.916	11.590	0.000
7	4.474	0.549	1.636	0.657	15.883	0.000
8	4.827	0.455	1.318	0.476	24.242	0.000
9	4.318	0.476	1.818	0.732	13.415	0.000
10	4.681	0.787	1.733	0.825	14.617	0.000
11	4.454	0.509	1.272	0.455	21.826	0.000
12	4.318	0.476	1.818	0.732	13.415	0.000
13	4.272	0.455	1.545	0.509	18.708	0.000
14	4.545	0.509	1.636	0.726	15.372	0.000
15	4.863	0.351	1.590	0.666	20.384	0.000
16	4.263	0.482	1.718	0.916	11.590	0.000
17	4.474	0.549	1.636	0.657	15.883	0.000
18	4.827	0.455	1.318	0.476	24.242	0.000
19	4.318	0.476	1.818	0.732	13.415	0.000
20	4.681	0.787	1.733	0.825	14.617	0.000
21	4.454	0.509	1.272	0.455	21.826	0.000
22	4.318	0.476	1.818	0.732	13.415	0.000
23	4.272	0.455	1.545	0.509	18.708	0.000
24	4.545	0.509	1.636	0.726	15.372	0.000
25	4.863	0.351	1.590	0.666	20.384	0.000
26	4.715	0.115	1.434	0.561	27.131	0.000
27	4.525	0.128	1.755	0.866	20.016	0.000
28	4.328	0.496	1.363	0.492	20.221	0.000
29	4.863	0.351	1.136	0.351	35.194	0.000
30	4.367	0.325	1.202	0.432	27.320	0.000

Significant at the significance level of ≤ 0.05 .

Table 2 shows that all paragraphs are significant for those paragraphs under the level of significance (0.05%) between the upper and lower groups Therefore, these items must be accepted as part of the scale, resulting in a total of 30 items in the scale. Therefore, these items must be accepted as part of the scale, resulting in a total of 30 items in the scale.

Table 3: The arithmetic means, standard deviations, calculated value (t) and significance level for the mathematical fears scale

Mathematical Fears Scale						
t	Top Group		Lower Group		Calculated t-value	Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.454	0.509	1.272	0.455	21.826	0.000
2	4.318	0.476	1.818	0.732	13.415	0.000
3	4.272	0.455	1.545	0.509	18.708	0.000
4	4.545	0.509	1.636	0.726	15.372	0.000
5	4.863	0.351	1.590	0.666	20.384	0.000
6	4.263	0.482	1.718	0.916	11.590	0.000
7	4.474	0.549	1.636	0.657	15.883	0.000
8	4.827	0.455	1.318	0.476	24.242	0.000
9	4.318	0.476	1.818	0.732	13.415	0.000
10	4.681	0.787	1.733	0.825	14.617	0.000
11	4.454	0.509	1.272	0.455	21.826	0.000
12	4.318	0.476	1.818	0.732	13.415	0.000
13	4.272	0.455	1.545	0.509	18.708	0.000
14	4.545	0.509	1.636	0.726	15.372	0.000
15	4.863	0.351	1.590	0.666	20.384	0.000
16	4.715	0.115	1.434	0.561	27.131	0.000
17	4.525	0.128	1.755	0.866	20.016	0.000
18	4.328	0.496	1.363	0.492	20.221	0.000
19	4.638	0.692	1.762	0.761	13.326	0.000
20	4.681	0.476	1.318	0.476	23.401	0.000
21	4.310	0.449	1.478	0.575	16.415	0.000
22	4.585	0.602	1.420	0.603	20.579	0.000
23	4.672	0.527	1.641	0.516	17.396	0.000
24	4.263	0.482	1.718	0.916	11.590	0.000
25	4.474	0.549	1.636	0.657	15.883	0.000
26	4.827	0.455	1.318	0.476	24.242	0.000
27	4.318	0.476	1.818	0.732	13.415	0.000
28	4.681	0.787	1.733	0.825	14.617	0.000

Significant at the significance level of ≤ 0.05 .

From Table 3, we find that all paragraphs are significant for those paragraphs below the level of significance (0.05%) between the upper and lower groups. Therefore, we must accept these paragraphs of the scale, resulting in a total of 28 paragraphs.

3.7.2 Internal consistency of paragraphs

This honesty consists through the preparation of a test consisting of a number of dimensions to measure a phenomenon, and the sum of the scores of these dimensions is the total score of the test, and to calculate the sincerity of the internal consistency of this test used for this purpose Pearson's correlation coefficient, by finding the correlation between the scores of each paragraph and the total degree of the scale, and relied on the responses of the construction sample of 100 players.

3.7.3 Relationship of the paragraph to the overall score of the scale

The correlation coefficient (Pearson) was used by the statistical bag (SPSS) between the paragraphs of the scale and the total score of the two scales, and Table (4 and 5) shows this. Table 4 shows the degree of correlation of the paragraph with the total degree of self-observation scale in light of the desired behavior and the level of significance.

Table 4: The degree of correlation of the paragraph with the total degree of self-observation scale in light of the desired behavior and the level of significance

Paragraph sequence	Correlation coefficient	Significance level	Paragraph sequence	Correlation coefficient	Significance level	Paragraph Sequence	Correlation coefficient	Significance level
1	0.595	0.000	11	0.760	0.000	21	0.745	0.000
2	0.686	0.000	12	0.775	0.000	22	0.698	0.000
3	0.752	0.000	13	0.822	0.000	23	0.675	0.000
4	0.673	0.000	14	0.696	0.000	24	0.722	0.000
5	0.722	0.000	15	0.679	0.000	25	0.759	0.000
6	0.759	0.000	16	0.745	0.000	26	0.557	0.000
7	0.557	0.000	17	0.675	0.000	27	0.722	0.000
8	0.759	0.000	18	0.722	0.000	28	0.696	0.000
9	0.675	0.000	19	0.759	0.000	29	0.679	0.000
10	0.782	0.000	20	0.557	0.000	30	0.745	0.000

From Table 4, we find that all paragraphs are related to the overall score of the self-control scale in light of the desired behavior.

Table 5: The degree of correlation of the paragraph with the total degree of the scale of mathematical fears and the level of significance

Paragraph sequence	Correlation coefficient	Significance level	Paragraph sequence	Correlation coefficient	Significance level	Paragraph Sequence	Correlation coefficient	Significance level
1	0.745	0.000	11	0.759	0.000	21	0.557	0.000
2	0.675	0.000	12	0.557	0.000	22	0.722	0.000
3	0.722	0.000	13	0.759	0.000	23	0.696	0.000
4	0.759	0.000	14	0.675	0.000	24	0.679	0.000
5	0.557	0.000	15	0.782	0.000	25	0.745	0.000
6	0.760	0.000	16	0.595	0.000	26	0.745	0.000
7	0.775	0.000	17	0.686	0.000	27	0.698	0.000
8	0.822	0.000	18	0.752	0.000	28	0.675	0.000
9	0.696	0.000	19	0.673	0.000	29	0.722	0.000
10	0.679	0.000	20	0.722	0.000	30	0.759	0.000

From Table 5, we find that all paragraphs are related to the overall score of the mathematical fears scale.

3.7.4 Persistence

Stability means "*the extent of accuracy by which the test measures the phenomenon subject of measurement*", and stability is one of the basic elements in the preparation of tests and the adoption of their results. There are several ways through which the stability coefficient can be extracted, chosen by the researcher among them:

3.7.4.1 Cronbach's alpha method

To assess stability, the Cronbach's alpha equation was applied to the scores of the construction sample, which consisted of 100 participants. The stability coefficient for the self-control scale was found to be 0.765, indicating a very high level of reliability. In contrast, the stability coefficient for the mathematical fears scale was 0.732. This suggests that as the stability coefficient of a test approaches the ideal value of 1.0, it reflects a stronger reliability of the test.

3.7.4.2 Half-segmentation method

The method of half-segmentation is one of the most used stability methods in paper and pen tests, and in this method, it is possible to obtain two degrees for each individual by dividing the test into two halves, such as the first half includes the odd numbers and their number (15), and the second half on the even numbers and their number (15) for the measure of self-control in light of the desired behavior, and on that we get two degrees for each individual, and the link between these two degrees (the degrees of the two halves of the test) is the internal consistency of half of the test only and not for the test as a whole (3), if the Pearson correlation coefficient was 0.936 and in order to obtain the value of the stability coefficient for the whole scale, the researcher used the Spearman-Brown equation, using the statistical bag (SPSS), and its value was (0.916) and this is a high indicator of the stability of the self-control scale in light of the desired behavior. As for the scale of sports fears, the first half included odd numbers (14), and the second half on even numbers. And their number (14) and thus we get two degrees for each individual and the correlation between these two degrees, where the coefficient of correlation Pearson is 0.895 and in order to obtain the value of stability of the scale as a whole and thunder researcher use the equation Spearman-Brown, where the value was 0.889 and thus is a high indicator of stability.

3.7.5 Objectivity

The researcher believes that the clear instructions and the existence of a model on how to answer, as well as the clarity of the phrases and ease of interpretation, the multiplicity of alternatives to answer, and the exclusion of questionnaires in which the answer to the same paragraph is repeated or in which the answer to all paragraphs is not completed all this makes the answer to the paragraphs of the scale objective.

3.8 Statistical methods

The researcher used the following statistical systems:

- Microsoft Excel system to download and separate data and calculate adjusted Z-T and T standard scores.
- Ready-made statistical bag (SPSS. Ver 21).

3.8.1 Deriving standard scores for self-observation scales in light of desired behavior and mathematical fears

After calculating some statistical indicators for a sample (rationing) for self-control scales in the light of the desired behavior and the scale of mathematical fears using the statistical program (SPSS), it was found that the torsion coefficient indicates that the degrees are distributed closer to the moderate distribution of their small value and close to zero and Tables 6 and 7 show that.

Table 6: The statistical coefficients of the rationing sample of the self-control scale in light of the desired behavior

Sample size	Arithmetic mean	Standard deviation	Broker	Torsion coefficient	Highest value	Lowest value	Extent
100	115.7	13.78	96	0.456	140	80	60

Table 7: The statistical coefficients of the rationing sample of the self-control scale in light of the desired behavior

Sample size	Arithmetic mean	Standard deviation	Broker	Torsion coefficient	Highest value	Lowest value	Extent
100	115.5	12.57	64	-0.673	133	79	53

The Za'i rank criteria and the modified T criteria, corresponding to the raw scores, were calculated for the two scales of self-control scale in light of desired behavior and mathematical fears scale, and Tables 8 and 9 show this.

Table 8: The raw grades and the corresponding adjusted Z and T grades
 for the rationing sample of the self-control scale in light of the desired behavior

Raw grade	Standard Grade Za'i	Adjusted T Grade	Raw grade	Standard Grade Za'i	Adjusted T Grade	Raw grade	Standard Grade Za'i	Adjusted T Grade
80.00	-2.5901	24.09	115.00	-.05080	49.49	123.00	.52975	55.30
80.00	-2.5901	24.09	116.00	.02177	50.22	124.00	.60232	56.02
80.00	-2.5901	24.09	116.00	.02177	50.22	124.00	.60232	56.02
85.00	-2.2276	27.72	116.00	.02177	50.22	124.00	.60232	56.02
85.00	-2.2276	27.72	116.00	.02177	50.22	124.00	.60232	56.02
87.00	-2.0823	29.17	116.00	.02177	50.22	124.00	.60232	56.02
87.00	-2.0823	29.17	116.00	.02177	50.22	124.00	.60232	56.02
88.00	-2.0106	29.90	116.00	.02177	50.22	124.00	.60232	56.02
88.00	-2.0106	29.90	116.00	.02177	50.22	124.00	.60232	56.02
91.00	-1.7925	32.08	117.00	.09434	50.94	125.00	.67489	56.75
94.00	-1.5744	34.25	117.00	.09434	50.94	125.00	.67489	56.75
94.00	-1.5744	34.25	117.00	.09434	50.94	125.00	.67489	56.75
99.00	-1.2110	37.88	118.00	.16691	51.67	125.00	.67489	56.75
99.00	-1.2119	37.88	118.00	.16691	51.67	125.00	.67489	56.75
99.00	-1.2110	37.88	119.00	.23948	52.39	126.00	.74746	57.47
100.0	-1.1393	38.61	119.00	.23948	52.39	127.00	.82003	58.20
101.0	-1.0666	39.33	119.00	.23948	52.39	127.00	.82003	58.20
101.0	-1.0666	39.33	119.00	.23948	52.39	128.00	.89260	58.93
102.0	-.99419	40.06	120.00	.31205	53.12	129.00	.96517	59.65
103.0	-.92162	40.78	120.00	.31205	53.12	129.00	.96517	59.65
103.0	-.92162	40.78	120.00	.31205	53.12	130.00	1.03773	60.38
105.0	-.77649	42.24	121.00	.38461	53.85	130.00	1.03773	60.38
106.0	-.70392	42.96	121.00	.38461	53.85	134.00	1.32801	63.28
108.0	-.55878	44.41	121.00	.38461	53.85	134.00	1.32801	63.28
108.0	-.55878	44.41	122.00	.45718	54.57	134.00	1.32801	63.28
109.0	-.48621	45.14	122.00	.45718	54.57	134.00	1.32801	63.28
111.0	-.34107	46.59	122.00	.45718	54.57	135.00	1.40058	64.01
111.0	-.34107	46.59	122.00	.45718	54.57	135.00	1.40058	64.01
111.0	-.34107	46.59	122.00	.45718	54.57	135.00	1.40058	64.01
111.0	-.34107	46.59	122.00	.45718	54.57	135.00	1.40058	64.01
112.0	-.26850	47.31	123.00	.52975	55.30	135.00	1.40058	64.01
113.0	-.19594	48.04	123.00	.52975	55.30	135.00	1.40058	64.01
113.0	-.19594	48.04	123.00	.52975	55.30			
115.0	-.05080	49.49	123.00	.52975	55.30			

Table 9: The raw grades and the adjusted Z and T degrees
 corresponding to the rationing sample of the mathematical fears scale

Raw grade	Zawiya degree	Adjusted T Grade	Raw grade	Zawiya degree	Adjusted T Grade	Raw grade	Zawiya degree	Adjusted T Grade
91.00	-1.9555	30.47	113.00	-.20281	47.97	123.00	.59252	55.93
91.00	-1.9555	30.47	113.00	-.20281	47.97	123.00	.59252	55.93
92.00	-1.8731	31.27	113.00	-.20281	47.97	124.00	.67206	56.72
92.00	-1.8731	31.27	114.00	-.12328	48.77	124.00	.67206	56.72
95.00	-1.6341	33.66	114.00	-.12328	48.77	124.00	.67206	56.72
97.00	-1.4755	35.25	114.00	-.12328	48.77	125.00	.75159	57.52
97.00	-1.4755	35.25	115.00	-.04374	49.56	125.00	.75159	57.52
98.00	-1.3951	36.04	115.00	-.04374	49.56	125.00	.75159	57.52
98.00	-1.3951	36.04	115.00	-.04374	49.56	125.00	.75159	57.52
99.00	-1.3168	36.84	115.00	-.04374	49.56	125.00	.75159	57.52
99.00	-1.3168	36.84	116.00	.03579	50.36	125.00	.75159	57.52
99.00	-1.3168	36.84	116.00	.03579	50.36	125.00	.75159	57.52
100.0	-1.2365	37.63	117.00	.11532	51.15	125.00	.75159	57.52
100.0	-1.2365	37.63	117.00	.11532	51.15	126.00	.83112	58.31
101.0	-1.1571	38.43	118.00	.19486	51.95	126.00	.83112	58.31
101.0	-1.1571	38.43	118.00	.19486	51.95	126.00	.83112	58.31
101.0	-1.1571	38.43	118.00	.19486	51.95	126.00	.83112	58.31
104.0	-.91861	40.81	119.00	.27439	52.74	127.00	.91066	59.11
104.0	-.91861	40.81	119.00	.27439	52.74	127.00	.91066	59.11
104.0	-.91861	40.81	120.00	.35392	53.54	127.00	.91066	59.11
105.0	-.83908	41.61	120.00	.35392	53.54	128.00	.99019	59.90
106.0	-.75954	42.40	121.00	.43346	54.33	128.00	.99019	59.90
106.0	-.75954	42.40	121.00	.43346	54.33	128.00	.99019	59.90
107.0	-.68001	43.20	121.00	.43346	54.33	130.00	1.14926	61.49
107.0	-.68001	43.20	121.00	.43346	54.33	131.00	1.22879	62.29
107.0	-.68001	43.20	122.00	.51299	55.13	131.00	1.22879	62.29
108.0	-.60048	44.00	122.00	.51299	55.13	132.00	1.30833	63.08
108.0	-.60048	44.00	122.00	.51299	55.13	132.00	1.30833	63.08
109.0	-.52094	44.79	122.00	.51299	55.13	134.00	1.46739	64.67
109.0	-.52094	44.79	122.00	.51299	55.13	135.00	1.54693	65.47
110.0	-.44141	45.59	122.00	.51299	55.13	135.00	1.54693	65.47
110.0	-.44141	45.59	123.00	.59252	55.93	139.00	1.86506	68.65
111.0	-.36188	46.38	123.00	.59252	55.93			
111.0	-.36188	46.38	123.00	.59252	55.93			

3.8.2 Standard levels of self-observation scales in light of desired behaviour and mathematical concerns

To complete the procedures for codifying the scale and finding the scores and standard levels to reach a codified tool that can be relied upon in measuring the phenomenon subject of measurement, and after extracting the standard degrees of Zai and T, work has been done to find the standard levels by which the results of the two scales can be controlled Self-control in the light of the desired behavior and the scale of mathematical fears and Tables 10 and 11 show the standard levels of the two scales.

Table 10: The standard levels, categories, frequencies and percentage of the self-control scale in light of the desired behavior

T	Levels	Categories	Duplicate	Percentage
1	Weak	(20-35)	12%	12%
2	Acceptable	(36-50)	23%	23%
3	Medium	(51-75)	65%	65%
Total			100	100%

Table 11: The standard levels, categories, frequencies and percentage of the mathematical fears scale

T	Levels	Categories	Duplicate	Percentage
1	Weak	(20-35)	5	5%
2	Acceptable	(36-50)	39	69%
3	Medium	(51-75)	56	56%
Total			100	100%

3.9 Main experience

After the completion of the construction of the two scales and their legalisation by the researcher, the two scales were applied in their final form to the main sample on Saturday 16/3/2024.

3.10 Statistical methods

The researcher used the statistical bag (SPSS V.21) for statistical information and the Excel program for presentation, analysis and discussion of the results. The table displays the arithmetic means and standard deviations of the variables discussed in the article.

Table 12: Hypothetical and arithmetic means, standard deviation, calculated T value, and Sig value of self-observation scales in light of desired behavior and mathematical concerns

Variables	Number of scale paragraphs	Hypothetical mean	Arithmetic mean	Standard deviation	(T) Calculated	Sig
Self-monitoring	30	90	115.7	13.78	37.162	0.00
Sports concerns	28	84	106.5	12.57	33.435	0.00

Table 1 shows the number of paragraphs of the self-control scale (30) and the hypothetical mean (90) while the arithmetic mean was 115.7 and the standard deviation was 13.78, while the value of (T) calculated was 37.162 and the level of significance (0.00), which is less than the level of significance of 0.05 and this indicates the existence of significant differences between the two averages in favor of the arithmetic mean of the research sample. While the number of paragraphs on the mathematical fears scale was ,28 and a hypothetical mean was 84, while the arithmetic mean was 106.5 the standard deviation 12.57, while the value of (T) calculated was 33.435, and the level of significance (0.00), which is less than the level of significance (0.05) and this indicates the existence of

significant differences between the two averages in favor of the arithmetic mean of the research sample.

3.11 Presentation, analyze and discussion of the results of the correlation between self-observation in light of desired behavior and mathematical concerns

Table 13: the results of the arithmetic means, standard deviations, calculated and tabular values of (t) for the search variables

Variables	Unit scaling	Arithmetic mean	Standard deviation	Value (t) Calculated	Value (t) Tabular	Significance
Self-monitoring	Grade	115.7	13.78	-87.55	0.000	D
Sports concerns	Grade	106.5	12.57			

Degree of freedom (n-2) and level of significance (0.05)

It is noted from Table 13 that the arithmetic mean of the self-control scale was 115.7 and the standard deviation was 13.78, while the arithmetic mean of the mathematical fears scale was 106.5 and the standard deviation was 12.57, and the value of the simple correlation coefficient (Pearson) between them was -87.55 at the significance level of 0.000, and below the significance level (0.05), which means that there is an inverse moral relationship between the scales of self-control and sports fears. This is confirmed by Snyder. The observation of the individual to himself and comparing his behavior and expressions with others in social situations in order to modify and adjust his verbal and non-verbal behavior. From this, we infer that the self-control of the players themselves keeps the player away from the error that he avoids and is apparent in the studied behavior and ultimately sends in the soul reassurance, which reflects negatively on sports concerns as the obstruction between the variables is inverse. This is confirmed by Zegor. Fear permeates the physical balance and greatly harms mental health, which has become a centre of importance no less than what is allocated to physical health, where fears are psychological and physical disorders.

4. Conclusions and recommendations

4.1 Conclusions

The existence of an inverse correlation between self-observation in the light of the desired behavior and sports fears in the research sample, i.e. the greater the degree of self-control, the lower the degree of sports fears and vice versa. Players of the southern and central regions have a positive degree of self-control based on the results of the researcher.

4.2 Recommendations

The necessity of using the sports anxiety scale in the lead-up to sports competitions to assess the psychological aspects of athletes, strengthen the relationship between coaches and players to identify the most significant obstacles that players face; conducting similar studies on other sports activities.

Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix 1: Self-monitoring scale in light of the desired behavior in its final form

T	Paragraphs	At all	Rarely	Sometimes	Often	All the time
1	I can control my emotions in difficult situations					
2	I can describe exactly what happens to me in training.					
3	I find it difficult to imitate players during training					
4	When I'm with the players, I'm in their pure interest.					
5	I am not affected by the temptations offered to me					
6	Show my behavior that expresses what is inside me					
7	I commit to implementing the plans that I put in me					
8	Make sure to deal with things so I don't make a mistake					
9	I think about the positive things and stay away from the negative ones					
10	I can get rid of all negative thoughts					
11	I feel a lack of interest from the coach					
12	I feel interested when my colleague talks to me					
13	I'd like to share the conversation with the players.					
14	I share my colleagues' feelings of fear and anxiety					
15	I try to stay away from sports gatherings					
16	Leave the discussion with the coach in anger					
17	Listen a lot before expressing my opinion					
18	I feel ineffective with those around me					
19	Stay away from situations that I think are embarrassing					
20	I find it difficult to conduct a dialogue with the players					
21	I can control my anger.					
22	I can't find anyone to talk to him and exchange words with him outside of training					
23	Stay away as much as possible from bickering between players					
24	I feel special among the players					

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25	I find it hard to form new relationships					
26	I feel my self-confidence is weakening					
27	I try to calm any player in anger					
28	I prefer to stay away from others in the hour of anger					
29	Avoid making some proposals in critical situations					
30	I feel strange about the players.					

Appendix 2: Final Mathematical Anxiety Scale

T	Paragraphs	At all	Rarely	Sometimes	Often	All the time
1	I feel afraid of the regulations, laws and instructions of the tournaments					
2	I'm afraid to lift high weights before competitions.					
3	I'm afraid of losing family support when I fail the results of the competitions.					
4	I feel unconfident in my abilities when applying difficult skills					
5	The difficulty of some motor skills makes me afraid of injury					
6	I feel afraid as a result of my trainer's neglect of me when performing some lifts					
7	I feel scared when doing other sports activities					
8	The failure of a colleague to perform correctly the skill disrupts my performance					
9	I hesitate to perform athletic skills in front of the coach					
10	I'm afraid that my performance will not rise to the level of my colleagues' performance					
11	I am worried about the lack of interest of the club management in my distinguished results					
12	I claim injury when I'm not ready to compete					
13	I hesitate to do exercises on old equipment					
14	I'm worried about not taking the time to warm up					
15	I feel I need enough time to adjust to my athletic surroundings.					
16	Some of my colleagues share my fear when performing lifts in front of the public					
17	I worry when I see my colleagues' injuries.					

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18	I feel like the old coaching methods of coaches are exhausting me.					
19	I feel scared when my fitness declines					
20	I hesitate to implement composite training groups					
21	I am worried about the criticism of others for my performance					
22	I feel anxious and nervous not to create a suitable place to train and warm up					
23	I get scared when I remember painful sports injuries.					
24	Commit to training on lifts for fear of failure					
25	I am worried about the transition from general preparation to special training					
26	Not paying attention to the availability of safety means makes me feel afraid					
27	Avoid competitions for fear of failure					
28	I fear performance on some sports equipment because they are not valid					

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