

# The relationship of focus attention to the performance of high jump events in the Fosbury way

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**Abstract:**

*The research aimed to develop in the digital level for every athlete and coach. To achieve this goal, psychological and physical capabilities must be invested with the help of other sciences that are related to the sciences of physical education. Since the arena and field games are considered one of the individual activities that were positively affected by the development of various sciences, including psychology and sports training. This was important, as the researcher addressed the high jump event, which needs a high level of focus and attention because it is highly jumped, exposed to a lot of external stimuli within the competition arena, including audio-visual, which relates to the level of performance of the high jump event for students. The problem lies in the fact that the teaching process or the curriculum lacks of emphasis on the personal characteristics of the student, including focusing attention, which affects the level of student performance.*

*Also, the study aimed to know the relationship between focus attention and the level of performance of the high jump of students*

*And the researcher assumed that there is a statistically significant correlation between attention and the level of performance of the students' high jump effectiveness.*

*As for the research methodology, the researcher used the descriptive approach, as the research consisted of (175) students in the College of Physical Education and Sports Science. They were randomly selected, where psychological research tests were identified (attention focus network) and a High jump test over a period of three days. The pilot study was conducted to learn about the progress and reception of the items of the test and powers of tools and devices.*

*The results were presented, analyzed and discussed. The presentation and analysis of the results and statistical treatments were dealt with and tabulated in a set of tables. The means and standard deviations*

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*were presented and then discussed in an accurate scientific manner and supported by the sources related to the subject of the study to achieve the research objectives.*

*The conclusions were as follows:*

*1. There are non-significant differences between the performance relationship and the concentration in noise.*

*2. There are non-significant differences between the relationship of performance and concentration in calm.*

*The researcher reached several recommendations, including:*

*1. The necessity of adopting developmental curricula and training methods that contributes to developing students' mental capabilities.*

*2. Give great importance to attention-focused exercises for their contribution in developing basic skills for students.*

**Keywords:** *Fosbury way , jump events.*

## **I. Introduce the research:**

### **1-1. Introduction and importance of research:**

Development and improvement of the digital level is an essential goal for every athlete and coach. To achieve this goal, all technical, physical and psychological capabilities of athletes must be invested with the help of other sciences that have a connection with the sciences of physical education. Arena and field games are among the individual activities that have been positively affected by the development of different sciences, including sports psychology and the use of methods and training methods to prepare athletes and raise the level of physical, skill and psychological.

And the effectiveness of high jump is one of the activities that require a high level of focus and attention. Since the high jump is exposed to many external stimuli within the arena of competitions, including what is audio, visual or physical. But the athlete or the student does not pay attention to all stimuli, but he chooses what interests him as attention is a test that prepares, or directs, a feeling and focus of a certain thing, in preparation for observing it, performing it, or thinking about it.

Success for students in the level of performance progress is determined largely by the high level of attention attribute growth. Attention during competitions and performance has a voluntary nature if students focus their attention on the effectiveness of the race and isolate itself from the surrounding influences, especially the ever-changing attention. Because it is linked to changing situations, at other times it is characterized by intensity and at other times dispersal, which leads to technical errors in performance. (68.3)

Since focus is one of the important psychological skills for students, it is the basis for the success of the education or training and competition process, distracting attention and lack of focus negatively affects the performance of all sporting events, especially the high jump event. Many students see the reason for the low level of their performance in the competition to lose focus and often hear them after the competition provide a justification for the poor level of performance or failure (that I lost my focus) and for this the importance of research came to study and know the relationship of focus and attention to the level of performance of high jumping activities for students through acquaintance.

During the researcher's follow-up of practical lessons for games, the square and the field, as it is training for this article, she noticed that focusing attention has a great impact on sporting events as it is one of the personal characteristics associated with physical characteristics that affect students' performance during practical lessons. The problem lies through the researcher's note of the lack of interest in the student's personal characteristics and is a focus attention, its inability to focus, a sense of place, time, and contribution during performance and poor performance due to losing their focus during the competition. This is one of the attributes that a higher jumper must have.

Therefore, the researcher decided to study the relationship between focus attention and the level of performance of the high jump effectiveness of students and the development of the most important appropriate solutions.

### **1-2. Research problem:**

By informing and following up the researcher of practical lessons for games, the square and the field being training for this article, I noticed that focus of attention has a great impact on sporting events as it is one of the personal characteristics associated with physical characteristics that affect students' performance during practical lessons and the problem lies through the researcher's note of the lack of interest in the student's personal characteristics. It is the focus of attention, its inability to focus, a sense of place and time, and contribution during performance, and the poor level of performance as a result of losing their focus during the competition, and this is one of the characteristics that a higher jumper must have.

Therefore, the researcher decided to study the relationship between focus attention and the level of performance of the high jump effectiveness of students and the development of the most important appropriate solutions.

### **1-3. Research objective:**

1- Identifying the correlation between concentration of attention and the level of performance of the high jump effectiveness of students.

### **1-4. Research imposition:**

1- There is a statistically significant correlation between focus attention and the level of performance of students' high jump effectiveness.

### **1-5. Research fields:**

1- Human areas: students of the fourth stage of the College of Physical Education and Sports Science / University of Baghdad for the academic year 2017-2018

2- Spatial domain: the track and field / College of Physical Education and Sports Science.

3- Timeline: 5/12/2017 \_ 30/1/2018

### **1-6. Defining the terms:**

Attention is defined as " preparing the senses to receive stimuli", which is a case that precedes performance and adapts skills according to the individual's experience with attention towards the activity practiced, and is considered an excitement and guidance for the focus of psychological processes (86.4)

## **II. Research methodology and field procedures:**

### **2-1 Research Methodology:**

The researcher used the descriptive approach to suit the nature of the research and because it is characterized by the exact and control of the studied variables where it is possible to make a deliberate change in some of them and control other variables. So, it is considered the only research method that explains the relationship between the effects for a reason accurately. (129: 6).

### **2-2. Research sample:**

In order to achieve the objectives of the research, the selection of the sample had to be appropriate with the nature of the problem. The research sample consisted of (20) students from the fourth stage, (Section E) from the original fourth stage whole number which were (175) students so the research sample was (4.7%).

### **Means, tools and devices used in the research:**

#### **2-3. The methods of collecting Information :**

- Personal interviews.
- Observation and experimentation.
- The assistant researcher working team.
- Tests and measurements.
- Form for collecting information and emptying the test results.
- pilot study
- The Internet.
- Focus, attention Questionnaire.

#### **2-4 devices and tools:**

- Stopwatch.
- One personal computer (no laptop), Dell type .
- High jumping device.
- Racecourse and Square.

#### **2-5. Exploratory experience:**

The assistant researcher working team under the supervision of the performance of the pilot study, under the supervision of the researcher, conducted the exploratory experiment on (20) fourth stage students on Sunday, 10 December 2015. And the purpose of the pilot study was.

- To know the difficulties and problems of the researcher.
- Validity of the devices and tools used.
- Ensure suitability of used tests.
- Stand on the efficiency of the assistant team.
- Find out how long the tests take.

#### **Field procedures:**

##### **The exams:**

The assistant team, under the supervision of the researcher, conducted the tests on the research sample on Sunday 17-12-2015 2015 for focus and attention tests in the noise

(The external arena) The test was taken back to the internal classroom (quiet) on Monday 18/12/2015.

As for the performance test for the high jump, it was carried out on Tuesday, 19/19/2015 at ten in the morning on the sample of the research which amounted to (20) students.

##### **Test identification:**

Attention Focus Test (189: 8) The study required finding a degree of concentration for each student and this is what called the researcher to use the correction test for attention, which is known under the title (Borden-Enfemov).

The test is one of the tests for athletes and is used to measure (5) aspects of attention are (sharpness, focus, distribution, stability, loading). It was presented to the experts to know the suitability of the research sample and opinions were identical in the ability to apply it to the research sample.

Measuring components:

(Borden-Enfemov) test to measure the manifestations of attention, which is a form containing (31) lines of Arabic numbers distributed in the form of groups, each group consists of (2 to 5) numbers and each line contains (10) groups and the total number of numbers (40) numbers. Thus, the test contains (1240) numbers, and the numbers of this test were put in a codified order and sequence, as it was taken into consideration to be irregular in distribution and also unequal in order to avoid the possibilities of memorization.

The test is explained to students by observing the measurement paper as follows:

Look at the paper in your hands so that you notice the numbers well, and try to find the number you are required to cross out with a diagonal line with a pencil, and you must observe the speed and accuracy as much as possible because the test period is only one minute, and you will cross out each number that begins with the two numbers (97) and begins in lines one after the other and from left to right.

The test begins with a word that is prepared when you hear it. The (the student) takes the test paper placed in front of it upside down with one hand and the pencil with another hand, and then the word "start" is given so the student will start at the moment the stopwatch is running, search and write-off will begin to install (97).

Conditions: The test time is only one minute, upon hearing the word stop, the student places a vertical mark next to the numbers it reaches.

The student performs the test twice the first time in a quiet place, but the second time in the external arena (noise) for a period of (1 minute)

Correction method and calculation of results:

In order to reach the degree of concentration, the researcher carried out the following procedures:

The following indications are extracted from the test form:

N = the total visible number (the number of numbers that were looked at) at the beginning, the size up to the word stop

N = number of numbers (97) crossed out correct.

S = number of errors (number of numbers crossed out is wrong).

A = number of forgotten numbers.

The following formula is applied:

Correct crossed out numbers - wrong crossed out numbers

\_\_\_\_\_ × numbers viewed

Correct crossed out numbers + the number of forgotten numbers

This equation applies once in the case of noise and once in a state of calm, after which it starts

By calculating the degree of focus and attention, symbolized by (T), which is the difference in the first case (1) and the second case, as in the following formula:

$$T = H_1 - H_2.$$

**High jump efficiency test by Fosbury method:**

The purpose of the test: to measure the highest height.

Tools: high jump device.

Performance specifications: The student performs the jumping two attempts for each student from the specified height to start the race (110 m).

Registration: The student records the best height reached in meters from the two attempts.

Statistical means:

The researcher used the statistical bag (Spss).

**III. Presentation, analysis and discussion of results:**

**3-1 presents the results of the correlation between performance and effectiveness.**

Table (1)

Shows the values of the mean, standard deviations, correlation coefficient of performance, and noise concentration

result	sig	R	SD	mean	variable
Not sig	0.651	0.108	0.11	1.30	The highest height
			6.83	11.53	In nose

In Table (1), the mean of the highest performance increase (1.30) and the standard deviation reached (0.11), while the mean in the noise reached (11.53) and the standard deviation (6.83) while the correlation coefficient reached (0.108) and the sig value (0.651). This indicates that there is non-significant correlation between performance and concentration in noise. This indicates a weak level of focus of the student in noise according to the level of performance and success in applying effectiveness.

Focusing attention requires the big thing in student numbers especially that the success of the event depends on the correct physical and mental numbers of the student, which helps him direct focus and attention together towards performance or effectiveness. (27.26: 1)

Table (2)

Shows the mean, the standard deviations, and the coefficient of correlation between performance and focus quietly

result	sig	R	SD	mean	variable
Not sig	0.970	0.009	0.11	1.30	The highest height
			3.34	8.36	In calm

Table (2) shows that the mean is not on the height (1.30) and the standard deviation (0.11), but in the calmness, the mean (8.36) and the standard deviation (3.34) indicate that there is an unrelated correlation between performance and concentration in calm. As the correlation coefficient reached (0.009) and the moral value (0.970), this indicates a weak level of concentration in performance and a weakness in the relationship of focus to performance when the student is calm.

The researcher believes that the effectiveness of high jump requires the student to focus on performance to avoid and not make mistakes during the performance of the skill. Abdul Sattar Jabbar Al-Damad states that the individual, through various senses, receives many stimuli from the external or internal environment that he recognizes and realizes then to make the decision to continue and not to continue to guide His awareness of stimuli and perceptive information, and this process requires him to make the decision to pay attention to all or some of these perceptions, which reduces technical and performance errors. (45.3)

#### IV. Conclusions:

1. There are non-significant differences between the performance relationship and the concentration in noise.
2. There are non-significant differences between the relationship of performance and concentration in calm.



## **V. Recommendations:**

1. The necessity of adopting developmental curricula and training methods that contributes to developing capabilities.
2. Give great importance to attention-focused exercises for their contribution to developing basic skills for students.
3. The necessity of conducting similar research for other activities and samples.

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