

DOI: <https://doi.org/10.54702/avh8ac44>**Attentional control as a function of predicting legal knowledge in female students' basketball**Hussein Hamza Jawad ⁽¹⁾✉, Raad Abdel Amir Finjan ⁽²⁾✉⁽¹⁾ General Directorate of Education in Babylon / Ministry of Education⁽²⁾ Faculty of Physical Education and Sports Sciences / University of Babylon**Received: 15/01/2024, Accepted: 16/02/2024, Published: 30/04/2024**This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), © Modern Sport**Abstract**

The main problem facing female students today is their need for a high level of attention and control over it, as it has an important role as it represents one of the important mental abilities in the cognitive aspect. From here, the research problem emerged in predicting legal knowledge in basketball in terms of female students' attention control, and the research aims To identify the correlation between attentional control and legal knowledge in female students' basketball, and to find an equation to predict legal knowledge in basketball in terms of female students' attentional control, the descriptive approach was used in both the correlational and predictive relationships styles to suit the nature of the study, and the research population was limited to fourth-year female students in the College of Physical Education and Sports Sciences - University of Babylon, for the academic year 2023-2024, numbering (39) female students, all of whom were chosen to represent the research sample. The attentional control scale was applied, consisting of (37) items representing (3) areas (attentional focus, attentional shifting, and Controlling the flexibility of attention), and a measure of legal knowledge consisting of (33) items prepared within the vocabulary of the educational curriculum for basketball law for students in the fourth stage. The research came out with a set of conclusions, including the contribution of attentional control in a good percentage to the legal knowledge of basketball for female students, and among the recommendations that the research came out with adopting the equation for predicting legal basketball knowledge as objective evidence in knowing the cognitive level of female students. The research supports the development of study programs and updating curricula in accordance with international standards approved by reputable universities.

Keywords**attentional control, legal knowledge, basketball.****Introduction:**

Sports psychology has become one of the sciences that has a distinctive and important role in the university educational environment, through diagnosing psychological phenomena among sports science students, and helping them achieve the best results during the study period. It accompanies the educational process from the first years of study until its end, as it Its main tasks are to study the factors associated with success and failure and predict their outcomes and the extent of achieving educational goals, which affect the cognitive, physical, and skill level... and others. Attentional control is one of the mental abilities that has a major role in the educational process

because the student urgently needs it in order to be able to learn, remember, or think about something that must attract her attention. Through it, she can focus on scientific lectures and follow up to direct behavior in the right direction. Many situations require attention and quick decisions in order to develop appropriate solutions to those situations. (Markos ,1994) believes that "attention in the sports field includes several methods and that reaching high sporting levels depends to a large extent on the growth and advancement of those methods and that every game needs these methods, but to varying degrees." (1). The cognitive field occupies a major and important aspect for female students, as it is the final result

of acquisition and achievement in university studies. Knowledge of the rules of basketball is one of the most important topics taught and cannot be neglected as it is a link between skill performance and the rules of the game. It is important to know the rules of the games because they precede skillful and tactical performance, and female students must have a high level of legal knowledge in basketball in order to prepare academic students who have good and appropriate capabilities that are consistent with the requirements for performing the legal aspects of basketball. (Al-Khouly, and Anan, 1999), believe that “success the true value of the athlete is confirmed in the combination of practicing the activity and knowledge, and it is necessary for every athlete to be familiar with the sports information and knowledge that pertains to the game he is practicing, and it is not reasonable for an individual to practice the activity with confidence without a wealth of legal knowledge to help him do that, and the cognitive aspect may be far away. The decisive factor between one individual and another. (3). The main problem facing female students today is their need for a high level of attention and control over it, as it has an important role as it represents one of the important mental abilities in the cognitive aspect. From here, the problem of research emerged in predicting legal knowledge in basketball in terms of attentional control for female students. The importance of the research lies in studying attentional control because of its major role in directing female students towards educational situations that are related to their behavior, as a variable through which their legal basketball knowledge can be predicted, to be of assistance to teachers in raising the educational level and improving the cognitive level. The research aims to identify the correlation between attentional control and legal knowledge in basketball for female students, and to find an equation to predict legal knowledge of basketball in terms of attentional control among female students. The researchers hypothesize that there is a significant correlation between attentional control and legal knowledge in basketball for female students, and legal knowledge of basketball can be predicted in terms of attentional control among female students.

Method and procedures:

The descriptive approach was used in both the correlational and predictive relationships styles to suit the nature of the study, while the research population was determined by the fourth-year female students in the College of Physical Education and Sports Sciences - University of Babylon, for the academic year 2023-2024, who numbered (39) students, and all of them were chosen to represent the research sample.

In line with the research objectives and after reviewing similar and previous studies and research that dealt with the subject of attentional control, the scale prepared by (Al-Shammari, 2015) (4) was adopted and modified (Jassim, 2017) (6), as the scale consisted of: (37) items representing (3) areas: (attentional focus, attentional shift, attention flexibility control), and the answer alternatives were five-pointed (always, often, sometimes, rarely, never), and the correction key for the positive items (5, 4, 3, 2, 1) and for negative paragraphs (1, 2, 3, 4, 5).

The legal knowledge scale prepared by (Rmeid, 2021) (9) was adopted, as the scale consisted of (33) items prepared within the vocabulary of the educational curriculum for basketball law for fourth-stage students, and the correction key for the correct answer (one point) and for the answer The incorrect answer is (zero), and the answer alternatives are by choosing a correct answer from several choices, with the highest score on the scale being (33) and the lowest score being (zero).

The two scales (attentional control, legal knowledge) were applied to the sample of the exploratory experiment, which numbered (6) female students from the fourth stage in the College of Physical Education and Sports Sciences - University of Babylon, on Monday, corresponding to (11/12/2023), in order to learn how to answer. On the two scales and the most important obstacles that researchers face while applying the two scales, in addition to determining the time needed to answer, as it was found that the two scales are understandable and their paragraphs are clear and that they can be answered by the sample members. The average answer on the attentional control scale was (14) minutes, and on the legal knowledge scale (18) minutes, by calculating the minimum and maximum answer time and dividing them by (2).

For the purpose of verifying the research objectives and hypotheses, the two scales were applied to the research sample of fourth-year female students in the College of Physical Education and Sports Sciences - University of Babylon, who numbered (33) students, on Sunday, 17/12/2023.

After completing that, the two researchers conducted the scientific foundations for the two scales of the study, using apparent validity by presenting the items of the two scales to (7) experts and specialists to demonstrate their validity.

As for the reliability value, the researchers followed the method of dividing the attention

control scale into half by dividing the scale items into odd and even and finding the correlation value between them. The value of the two halves of the correlation based on the simple Pearson correlation coefficient was (0.677) and the total correlation was through the Spearman correlation coefficient (0.774). and the reliability coefficient for the legal knowledge scale was calculated using the Kuder-Richardson coefficient, which amounted to (0.785), which is a very good reliability value. The statistical package (SPSS) was used in statistical processing and extracting results.

Results:

Table .1 shows the values of the arithmetic means, standard deviations, hypothetical mean, calculated (t) value, and (sig) value.

Variables	Arithmetic means	Standard deviations	Hypothetical mean	T value Calculated	Level sig	Type sig
Attentional control	134.242	4.822	111	27.689	0.000	Sig
Legal knowledge	20.272	2.198	16.5	9.862	0.000	Sig

Table .2 shows the significance of the correlation coefficient and the percentage of contribution of attentional control to legal knowledge in basketball

Variables	Correlation coefficient value	Contribution percentage	Degrees of freedom	Standard error	F value Calculated	Level sig	Type sig
attentional control to legal knowledge	0.908	0.824	31-1	0.936	145.13	0.000	sig

Table .3 shows the predictive equation for basketball legal knowledge through attentional control correlation

Variables	nature of the constant coefficient	Constant coefficient value	T value Calculated	Level sig
Attentional control (Independent)	A	35.263-	7.645	0.000
	B	0.414	12.047	0.000
predictive equation	Legal knowledge = (value of constant coefficient + value of constant coefficient (b) x degree of attentional control)			

From Table (3) regarding the predictive equation or the expected degree of legal knowledge through attentional control, it was shown that it is possible to know the expected degree of legal knowledge in terms of attentional control, as it is clear from the table the significance of the regression slope parameters by testing them with the value (t), which appears to be significant when The significance level is (0.000), which indicates the

high possibility of predicting legal knowledge through attentional control, and the following example shows this:

If we assume that the score of one of the students on the attentional control scale was (134), then her expected score on legal knowledge in basketball would be as follows:

Legal knowledge of basketball = (-35.263) + (0.414 x 134)

$$= (-35.263-) + (55.476)$$

$$= 35.263 - 55.476 = 20.213$$

This is a score very close to the arithmetic mean of the sample in legal knowledge of basketball if we know that the arithmetic mean for it was (20.272), which indicates that there is the possibility of prediction.

Discussion:

It appears from the results that there is a significant correlation between attentional control and legal knowledge in basketball among female students, meaning that the higher the level of attentional control, the higher the level of legal knowledge in basketball. The reason for this is that the female students have a good degree of attentional control, as their answers to the legal knowledge test were good. Also, as (Al-Faramawy and Hassan, 2009) believe, "controlling attention makes learners accept their situation even if they are exposed to emotional pressure. This acceptance helps them to be prepared, alert, and enjoy a very high level of attention, describing attention as one of the psychological skills that is related to knowledge of the rules of the game." (5).

Attentional control is one of the important factors in the educational process, as it is one of the pillars of learning, and attention to it contributes to raising the level of legal knowledge among female students. It is difficult to have learning without attention, as it is considered one of the basic conditions for learning, as it is the key to learning, remembering, and thinking, as (Al-Khatatneh, Abu Asaad, and Al-Karaki, 2015) "Attention has an important role in transferring information from sensory memory to short-term memory, and increasing attention to the information leads to greater cognitive awareness and linking it to previous experience, which is transferred to long-term memory. Also, attention is necessary for the recall process from the memory store, so... Information that does not receive sufficient attention will not be recorded in memory, because the degree of attention and connection with previous experience will be the depth of the impression in memory" (7)

Attentional control enables female students to regulate behavior and build a knowledge base, which contributes to raising their abilities to perform to their best. (Alwan and Kazem, 2020),

believe, "The student who is able to monitor himself is the one who has positive internal orientations towards the educational process and is therefore able to plan." To learn and organize himself." (8). Establishing a predictive equation for legal knowledge in basketball through attentional control is an important practical step in order to know the degree of legal knowledge among female students through attentional control due to their close connection with each other. This indicates that attentional control has a very important role and basis in legal knowledge, as it requires high concentration from students when learning the rules of basketball, and requires the ability to focus attention on important information and distinguish that input information and process it so that its outputs are correct, describing attention as one of the psychological skills that is related to the level of learning that many lessons require, as well as being aware of the influences which occurs during the lesson, and that the process of reaching the ideal level does not come unless the student has a sufficient store of the requirements of legal knowledge and the associated attentional control, as (Al-Khouly, and Abdel-Ati Al-Shafi'I , 2000), "The game of basketball It is one of the sports games in which the success of the players' performance is linked to theoretical and practical construction, as providing the athlete with information and knowledge about the game that he works to integrate with what he learned previously achieves access to creative thinking that is reflected during performance, especially since the rhythm of play changes and this requires concerted action. Mental with motor work in order to form a correct response to different situations" (2).

A study (Nadeema et al.) indicated" Through the results, conclusions were reached, the most important of which is the preference for the experimental group in the applied exercises for metacognitive education used in the educational curriculum for performance, which had an effective role among the members of the experimental group". (10). A study (Suhar) indicated Some of the significant results found in this study are the presence of statistically significant differences between the pre and posttests of the experimental and control groups in mental motivation and learning the skills for the

aforementioned skills. The papers found the necessity of conducting a study-divided method of education in other stages of study and searching for new and diverse methods in proportion to each of these stages. (11).

The researcher reached the conclusion that harmonic exercises have an impact on the development of motor abilities, as well as the emergence of differences between pre and post-tests of the variables in accordance with the specificity of motor ability-skill and the purpose of the tests in terms of time and degree. (12). The researcher concluded that the competitive exercises of the performances influence developing the transitional speed and agility, as well as it proved its effect on all research variables, the research variables showed differences in favor of the experimental group in the posttests, a development was showed in the control group but not at the level of the experimental group in the research variables. (13).

The results were reached the conclusions and the most important: 1 - that the exercises have a special impact in the development of concentration of attention Fastness of performance of chest handling and accuracy of free throw of stability in the experimental group (14). Through the results, conclusions were reached, the most important of which is the preference for the experimental group in the applied exercises for metacognitive education used in the educational curriculum for performance, which had an effective role among the members of the experimental group. (15). There are significant differences between the pre and post-tests for the post-tests of the research variables for each of: (the ability to motor linkage, the ability to balance, the ability to estimate the situation and the skill of peaceful shooting in basketball) (16).

Conclusions:

- There is a significant correlation between attentional control and legal knowledge of basketball for female students.
- Attentional control contributed a good percentage to the legal knowledge of basketball for female students.
- Deriving a predictive equation for the legal knowledge of basketball through attentional control among female students.

Recommendations:

- need to pay attention to attentional control while teaching basketball law, which would raise the level of legal knowledge.
- Adopting the equation for predicting legal knowledge of basketball as objective evidence in determining the cognitive level of female students.
- Conduct similar research on different samples (students, players, teachers, referees).
- The teacher uses techniques and methods to arouse the students' attention so that they can absorb the information.

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The beneficiary of the research: University of Babylon - College of Physical Education and Sports Sciences

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Appendix (2)
Attentional control scale

No.	Paragraphs	No.	Paragraphs
1	I remember to perform the skills constantly.	20	When I accomplish a certain skill, I am given the same time to perform another skill that I cannot accomplish at the same time.
2	My mind turns to what is around me while performing the skills.	21	I can move on to another skill while keeping my attention on the main skill.
3	I have difficulty performing skills in a timely manner.	22	When I am assigned a sudden task, it does not affect my completion of the previous performance.
4	I find it difficult to concentrate when performing skills because I am thinking about other things.	23	I develop my responses in performing a specific skill in light of the main goal of the game.
5	I lack focus while playing.	24	I make my decisions while playing easily and smoothly.
6	My mind gets distracted when performing skills.	25	I adjust my responses during play in light of the teacher's feedback.
7	I find it easy to perform skills when asked to do so.	26	I am able to perform a certain skill while playing depending on sudden playing conditions.
8	I have difficulty organizing when it comes to performing skills.	27	When I try to focus on performing a specific skill, I find it difficult to limit my thoughts to it.
9	It is not easy for my thoughts to be distracted when performing skills.	28	It is difficult for me to change my perception from one skill to another.
10	When I focus my attention on performance, I ignore my feelings of hunger and thirst.	29	It makes it easier for me to switch between two different tasks.

11	My thoughts get distracted when a colleague participates in making the decision with me.	30	I make my decisions in emergency situations while playing easily and smoothly.
12	I tend to perform skills without trying to think too hard.	31	When I find it difficult to perform a certain skill, I turn to another skill.
13	I need enough time to think about performing a skill before starting another.	32	I do not feel bored while performing the skill, even if it is past the end of the exercise
14	I can switch from one skill performance to another quickly.	33	While playing, I can distribute my attention to all my teammates.
15	I can find a solution to more than one problem at a time	34	My responses change while performing a particular skill depending on the changing playing conditions.
16	When something interrupts me while doing an assignment and distracts my attention, I can quickly return to it.	35	I am able to exclude any external influences that affect my performance of the skill.
17	I find it difficult to accomplish tasks that require completion at the same time.	36	I can choose an appropriate response depending on the variables of play.
18	I find it difficult to distribute my attention between performance and the teacher's feedback.	37	I perform the skills required of me logically.
19	I can perform several skills at once.		

Appendix (3)

Legal knowledge scale

- The radius of the central circle is measured from the outer edge.
(a) 1.70 m (b) 1.80 m (C) 1.56 m.
- The 3-point throw line is from the center of the basket to the ground:
(a) 6.10 m (b) 6.15 m (C) 6.75 m.
- If one of the players is injured and unable to continue the match, the decision is:
(a) The match ends with this team losing.
(b) He is replaced unless the number of players on the team is less than two.
(c) Wait until the player is processed.
- In cases where the law does not specify a free throw shooter, the shooter shall be:
(a) Team leader. (b) A player chosen by the coach. (c) A player chosen by the referee.
- After the team's final free throw, the ball bounced off the hoop and was touched by one of the players from the same team and entered the basket. The decision is:
(A) Two points are scored (B) One point is scored (C) The free throw is repeated.
- A player accidentally throws the ball into his team's basket. The decision is:
(a) A point is awarded to the opposing team.
(b) Two points are awarded to the opposing team.
(c) An onside throw-in is counted and points are recorded as if they were scored by the captain of the opposing team.
- A player intentionally scored in his team's basket. The decision is:
(a) Two points are awarded to the opposing team. (b) One point is awarded to the opposing team.

- (c) It is considered a violation and the injury is not counted.
8. The player who enters the ball from the side or from the final boundary must not spend more time than:
(A) (3 seconds) (B) (4 seconds) (C) (5 seconds)
9. A player puts the ball into the opponent's basket directly from a side throw. The decision is:
(a) (Only two points are counted) (b) Three points are counted) (c) A violation is counted against him.
10. The team is considered to have withdrawn if it is unable to prepare (5) players ready to play after - - - the starting time:
(A) (10 minutes) (B) (20 minutes) (C) (15 minutes)
11. If the match ends in failure, the result will be for the team that was awarded the victory and is not ahead.
(a) (2-zero) (b) (20-zero) (c) (10-zero).
12. If the match ends in withdrawal, the result shall be:
(a) (40-zero) (b) (30-zero) (c) (20-zero)
13. After a time-out has been granted to the team in possession of the ball in its back court in the last two minutes of the fourth period, play will resume from:
(a) From the middle of the field in front of the scoring table.
(b) From the middle of the field near the scoring table.
(c) The coach chooses either the back or front court
14. The conversation ends for the player when:
(a) The player holds the ball with both hands. (b) He passes the ball to a teammate
(c) He shooting.
15. If both of the player's feet are in the air and he descends with both at the same time, whichever one is allowed to be the anchor foot:
(a) The right foot (b) The right foot for the right foot and the left foot for the left foot.
(c) From the opponent's front court and from the throw-in line.
16. A player controlled the ball while sitting on the ground and then tried to stand up while holding the ball. The decision is:
(a) A foul against the player (b) A technical foul against the player (c) The match continues.
17. The player may not remain for more than - - - continuous seconds in the area forbidden by competitors:
(A) (4 seconds) (B) (4 seconds) (C) (3 seconds)
18. The team must move the ball from the frontcourt through
(A) (5 seconds) (B) (7 seconds) (C) (8 seconds)
19. The violation of returning the ball to the backcourt does not apply to a player who jumps from his frontcourt and establishes new possession for his team while still in the air:
(A) He then lands in his team's frontcourt.
(b) He then lands in his team's backcourt.
(c) He then lands in his opponent's front area.
20. The principle is defined as the space occupied by a player on the ground and includes the space above the player
(a) Cylinder (b) Triangle (c) Cube
21. The defending player has established the preliminary position of legal defense when:
(a) He is facing an opponent with both feet on the ground.
(b) The ball is lost from his team and becomes in the possession of the other team.
(c) The other team gets a free throw.
22. Any flagrant misconduct by an excluded player, substitute coach, assistant coach or team supporter:

- (a) Misconduct error (b) Technical error (c) Disqualification error
23. The penalty for a technical foul against the player is:
(a) Two or three free throws while in possession of the ball (side entry) and the perpetrator is disqualified.
(b) Three free throws with possession of the ball. (c) Free throw.
24. A player who commits personal fouls must leave the field immediately.
(a) (3 errors) (b) (4 errors) (c) (5 errors)
25. A player whose fouls exceed the prescribed limit must leave during:
(A) (30 seconds) (B) (15 seconds) (C) (45 seconds)
26. When a team that commits four fouls is within one quarter, all of its players' personal fouls will be punished by:
(A) Three free throws (B) Two free throws (C) One free throw.
27. The new 24-second device is stopped and will not be reset when a team in control of the ball allows a throw-in from the front court and the 24-second device displays:
(A) (14) seconds or more (B) (13) seconds or more (C) (8) seconds or more.
28. In the mechanics of arbitration, what is meant by the strong side is the side in which it is present
(a) Referee (C,L) (b) Referee (T,L) (c) Referee (C,T)
29. Among the duties of the second referee (U2) during the jump ball:
(a) Issuing violations to jumping players while executing the jump ball.
(b) Monitoring the eight players while executing the jump ball.
(c) Return the jump ball when the jump ball is executed incorrectly.
30. The referee (T) who called the foul in the front area reports it to the scoring table and then moves to:
(1) The side near the table. (b) The reverse side of the table.
(c) The area close to the final boundary of the playing field.
31. After the jump ball is made and the direction of play is towards the right of the scoring table, the position of the referee (R) is
(A) (T) (B) (C) (C) (L)
32. During the execution of the free throw, the referee's position is (C)
(A) On the opposite side of the registration table.
(b) On the side near the registration table.
(c) On the side near the opponent's basket.
33. When a defensive foul is called by the referee (C), the move after giving the foul to the scoring table is:
(a) The opposite side of the table. (b) The side near the table.
(c) Return to the same place.

التحكم الانتباهي كدالة للتنبؤ بالمعرفة القانونية في كرة السلة للطلّبات**حسين حمزة جواد 1 ، رعد عبد الامير فنجان 2****1 وزارة التربية / المديرية العامة لتربية محافظة بابل****2 جامعة بابل / كلية التربية البدنية و علوم الرياضة**

مستخلص البحث

ان المشكلة الأساسية التي تواجه الطالّبات اليوم هي حاجتهم الى مستوى عالي من الانتباه والتحكم به ، إذ له الدور المهم إذ يمثل احدى القدرات العقلية المهمة في الجانب المعرفي ، من هنا برزت مشكلة البحث في التنبؤ بالمعرفة القانونية في كرة السلة بدلالة التحكم الانتباهي للطلّبات ، ويهدف البحث الى التعرف على العلاقة الارتباطية ما بين التحكم الانتباهي والمعرفة القانونية في كرة السلة للطلّبات ، وإيجاد معادلة للتنبؤ بالمعرفة القانونية بكرة السلة بدلالة التحكم الانتباهي لدى الطالّبات ، استخدم المنهج الوصفي بأسلوب العلاقات الارتباطية والتنبؤية لملائمته طبيعة الدراسة ، وتحدد مجتمع البحث بطلّبات المرحلة الرابعة في كلية التربية البدنية وعلوم الرياضة – جامعة بابل ، للعام الدراسي 2023 - 2024 ، والبالغ عددهم (39) طالبة ، وتم اختيارهم جميعهم ليمثلوا عينة البحث ، وطبق مقياس التحكم الانتباهي المتكون من (37) فقرة يمثلن (3) مجالات (التركيز الانتباهي ، التحول الانتباهي ، التحكم بمرونة الانتباه) ، ومقياس المعرفة القانونية المتكوّن من (33) فقرة مُعدّة في ضمن مفردات المنهج التعليمي الخاص بقانون كرة السلة لطلاب المرحلة الرابعة ، وخرج البحث بمجموعة من الاستنتاجات منها مساهمة التحكم الانتباهي بنسبة جيدة في المعرفة القانونية بكرة السلة للطلّبات ، ومن التوصيات التي خرج بها البحث إعتناء معادلة التنبؤ بالمعرفة القانونية بكرة السلة كدليل موضوعي في معرفة المستوى المعرفي للطلّبات ، ويدعم البحث استحداث البرامج الدراسية وتحديث المناهج وفق المعايير العالمية المعتمدة في الجامعات الرصينة .

التحكم الانتباهي ، المعرفة القانونية ، كرة السلة**الكلمات المفتاحية**