Research Article

"Positive self-directed attention among outstanding students"

Nada Wasif Abdul Mohsen Al-Awadi, Dr. Raja Yassin Abdullah

Department of Educational and Psychological Sciences, Faculty of Education for humanities, Karbala University, Iraq.

Abstract

The current research aims to identify the positive self-directed attention to outstanding students in Karbala province, and the differences in the variable of positive attention directed to one self-according to the sex variable (male-female), the school stage (medium-preparatory), and the sample of research consisted of (400) students for the academic year (2020-2021) and to achieve the objectives of research use the descriptive curriculum, based on the theory of objective self-awareness to (Carver , scheier), the scale consists of in its final form after completing the conditions of honesty, stability and distinctive strength of (38) paragraphs divided into four dimensions (special self-awareness, general self-awareness, awareness of the body image, general awareness of the body image).

The results indicated that outstanding students have a positive attention to the high self, and the study revealed that there are no statistically significant differences between sex (male-female) and grades (intermediate -preparatory).

Problem of search

Individuals seek to adapt positively to life situations, which helps to think positive rationally that enables the individual to be calm and objective thinking due to positive self-directed attention, that individuals that have positive attention prefer selective attention to negative images and may maintain their well-being and stay away from negative stimuli, and individuals with positive attention show a self-mutation to address stimulants in a way that contributes to the organization of their feelings. (lsaacowitz,2006),

A study (lsaacowits,2005) of self-directed positive attention also found that individuals must be more optimistic about looking at positive images and staying away from negative images. Lsaacowits,2005:p405), focuses positive self-directed attention on permanent self-monitoring and improves well-being, on the contrary, if a person has negative self-directed attention becomes unable to adapt to situations and has a destructive and somewhat unacceptable response. (Boman et al .,2006) ,

contrary to studies dealing with positive self-directed attention, a series of studies found that the positive effect is increasing from increased self-attention, and another group has failed to find any relationship between positive impact and self-directed attention. (Salovey, 1992)

The researcher saw contradictions between the studies that were interested in this variable as the study (Mustafa, 2016) confirmed that students of the general diploma enjoy positive attention oriented to the self- directed results of the study (Abele et al., 2005) that positive mood enhance positive self-directed attention if the situation allows and is not busy with anything else and vice versa , if you are busy with something, the positive mood reduces positive attention directed to the self Gendolla et al., 2005.

The results of the study found negative self-directed attention and negative mood and applied to (47) university students the study found an effect of negative mood on negative self-directed attention and that the contradiction in previous studies is the problem of research.

Previous studies show that the most important thing that distinguishes outstanding students from other ordinary people lies in their mental characteristics, environmental conditions and family upbringing play an important role in the development and continuation of these characteristics. (Moses, 2004) and the main research problem was illustrated by the following: Do outstanding students enjoy positive self-directed attention?

Second: The importance of research :-

 The researcher's sense of the importance of research through the study of positive attention waves to the self where the positive attention wave of self , did not receive sufficient attention to its importance of distinguished students where it focuses on permanent self-monitoring that contributes to improving the level of well-being which is very interesting among distinguished students as generations of the future, where the researcher found only one Arab study talking about positive attention waves to the self ,

One of the studies that dealt with positive self-attention is the study (Mustafa, 2016), and positive self-directed attention increases the effort to do the best tasks (Gendolla et al., 2008) and reasonable tasks become more difficult, we find the individual that has positive self-directed attention focusing on internal ideas and feelings and recipes as well as ideas of himself as a social object, as well as focusing on his appearance as a social object among a group of individuals ,

Self-needs and desires are taken into account with the reactions to others in social compatibility and the individual's desire to influence the currency on others' self-impressions, as positive self-directed attention improves well-being as opposed to negative self-directed attention, it increases disorders, including anger (Brown et al., 2007)

The importance of studying positive self-directed attention is due to a relationship between positive self-attention and mission performance, and individuals with positive attention try to divert their attention away from the negative aspects of their environment and prefer to look at the organization of their thoughts and emotions successfully. (Helbig-Lang,Poels &Lincoln,2016)

The positive self-directed attention to distinguished students enables them to play their role successfully in the educational process and the importance of self-directed positive attention studies be due to a relationship between positive self-attention and task performance and more importantly does not cause positive self-directed attention to individuals strictly following the

goal only, individuals with positive attention organize the consideration of positive information and maintain and improve it.

Attention to some environmental signals may be very important and adaptable in ensuring the long-term survival of well-being, long-term consideration of optimism and disregard for completely negative alarms that are unable to adapt.

A study (lsaacowitz,2006) shows adolescents selectively inattentive to negative emotional images and suggest that individuals with positive attention deal differently with individuals with negative self-directed attention.

Distinguished students are one of the prominent elements that distinguish themselves from their colleagues by advancing in different fields, such as the field of study or one of the other areas of activities, i.e. they have special abilities in (innovation, achievement, intelligence, and mental abilities) and we may find in the field of study that students that excel in study have specific features of the most important (Abdul Hussein, 2015:126)

The applied and theoretical importance of this research :-

1- The current study provides the measurement tool positive self-attention to distinguished students and this represents a new addition to all the existing measures that can be used at the practical level.
2. Current studies can be used in several areas, most notably in education by focusing on positive self-attention.

3-The current study is concerned with the segment of the distinguished and they are an important segment of society and have a role in building society and paper.

4- Positive attention to the self helps individuals by increasing the ability to innovate and expands attention.

Third: Search objectives

The current search aims to identify:-

1- Positive self-directed attention from the point of view of distinguished students.
2- Differences in positive self-directed attention according to the sex and stage variables.

Fourth: Research aims

The current research is determined by outstanding school students in Karbala province for the academic year (2020-2021)

Fifth: Defining terms:-

Self-directed attention identifies Miravin (Muraven,2005), is an external (ostensibly or internally) orientation of internal attention or ideas.

1- Positive Self-attention

Carver identifies it (2012):- is a kind of self-regulation to make the individual's work more compatible with people's values, attitudes and goals for the individual (Carver,2012) the theoretical definition: The researcher adopted the definition of Carver (2012) as a theoretical definition of its dependence on it in building paragraphs of positive attention directed at oneself. Procedural definition: Is the degree to which the respondent receives by responding to the paragraphs of the self-directed positive attention scaled.

Theoretical framework:-

Duval and Wakeland's who first formulated original theory of objective self-awareness (1972), a couple of experimental social psychologists, first formulated the theory of objective self-awareness, suggesting that attention may fluctuate between home and abroad.

Self is the main component of the personality and the container of the different features of the individual that distinguish the individual from the rest of the individuals, and that each individual has a different view of himself and his concept from that self and his interest and there are some individuals focusing on themselves and looking at the world in terms of their personal benefit and in doing so they have attention oriented towards the self.

Self-directed attention is one of the basic concepts used in self-talk as one of the personal systems in modern psychology, where information is relevant to oneself to the other of personality and behavior that some of the basis of the theory is integrated to research the process and its relationship to certain processes. (Judge, Fatim and Hussein, 2002,50)

The old view of self-directed attention focuses on being negative geared towards internal information, such as negative self-images of the individual, high pathological physical sensations, negative self-perception and persistent physical anxiety symptoms, as well as a kind of thinking focused on disorders and their symptoms, causes, results and effects.

While the modern point of view of self-directed attention emanates from positive psychology, which considers that the thinking of human being correctly will make him able to transform his whole life, his circumstances must change, he must change the reason, and the reason is the way in which man uses his mind which is the means by which man thinks and imagines it in his mind,

Positive self-directed attention has emerged from positive psychology, focusing on the permanent self-monitoring of the individual that can be described as a form of positive self-directed attention where symptoms of disorders are reduced and well-being improves. (Brown et al.,2007)

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Carver & Scheier believes that positive self-attention is the catalyst that participates in the process of self-regulation, and there are a set of factors that stimulate this attention, and it is directed either inside (the same individual) or outside (the

Positive self-directed attention is attracted to external emotional signals, internal emotional signals, such as those of moods and emotions, which also draw our attentions to certain types of things when we are happy, we are quick to seize rewarding and positive alarms. (Tamir & Robinson ,2007)

Feelings can affect positive attention, as people in a happy mood have a widespread focus in their environment that also leads them to show feelings. (Biss & Hasher,2011) Positive self-directed attention can leave positive feelings if the behavior conforms to expectations the result here should be (pride, satisfaction).

Individuals who have positive attention feel the desire for an unhappy self-image, and hate uncertainty and ambiguity when thinking about themselves and therefore should avoid turning their attention to areas of self-unrelated, individuals who have positive attention by generalizing past experience, individuals can quickly access the guidelines that lead to adaptation, especially when there is no time to think,

An immediate response (e.g. threat and challenge) is needed. Therefore, the model assumes that positive attention focuses on the coherent areas of self-structure when using self-knowledge as a mechanism for regulating cognitive, emotional and behavioral processes.

 (Strawinska, 2010) Carver believes that positive self-attention helps the individual achieve his goals, know his potential and focus these possibilities in full in order to achieve the goal through self-control, and differs from the negative pathological attention on the wave of self, when the individual draws positive attention to themselves, they are in the light of the criteria of the amulets and the goals evaluate their work.

Carver, 2012) may facilitate positive attention to achieve desirable results and is associated with high levels of positive moods with higher incomes, more successful social interactions and longer lifespans, and positive self-attention controls the attention of geeks, optimists and fun people whose focus is more broadly unlike worried people whose focus is narrowly. In positive self-attention, individuals focus on their own aspects after positive events and avoid focusing on negative events.

Individuals with positive self-directed attention interpret things in a positive way and the process of perception of the individual is positive and interpreted in an objective way, creating positive feelings such as happiness and calm, as opposed to negative self-directed attention. Potegal, Stemmler,and pielberger,2010))

1-public self-awareness

2-private self – awareness

3-public awareness of body image

 It is said that private self-awareness is the tendency to focus on the inner thoughts and feelings of the individual. (Buss &Carver &Glass ,Scheier,1976)

The general concerns with aspects of behavior that needs desire or reactions of others are taken into account and influenced by the desire for social consensus or the desire to consider the impact of a procedure on others' self-impressions Carver & Scheier, 1987)

While public awareness of the body defined as a usual tendency to focus on and care for the external appearance of the body, the body's awareness is the tendency to focus on internal physical sensations, the efficiency of the body deals with the evaluation of the body such as assessing the strength, effectiveness and agility of the body. (Carver ,2012)

First: Research Methodology:-

 The researcher used the descriptive approach that is based on monitoring the phenomenon and interpreting it as an appropriate approach to the nature of the current research, if it is based on describing the relationships that exist on phenomena and their interpretation and analysis. (Obeidat et al., 2000: 247)

Second: Research Population Research Community:-

 For the purpose of identifying the research sample, the research community was identified and the student data were obtained from the Karbala Education Directorate according to the latest statistics for the current academic year and the task facilitation books as described in supplement (1) of outstanding students of both sexes (male-female) for the academic year (2020-2021) of (1,154) by (400) students, By (313) males in middle school and (279) males in middle school and (291) females in the middle stage and (271) females in the middle stage

Table (1)

Members of the research community divided by sex and grade

S	Name of school	grade	Number	sex	Total
1-	Nazek Al-Malaka	First	109	Females	562
		Second	120		
		Third	61		
		Fourth	76		

		Fifth	100		
		Sixth	95		
2-	Al-Thra	First	112	Males	592
		Second	130		
		Third	71		
		Fourth	80		
		Fifth	92		
		Sixth	107		
3-	Total			154	

Third: Research Sample:-

The research sample was selected by 28 percent. From the whole community as the best tight sample of a society over (1000) is to reach the sample size (0.25%) where the percentage of the research sample about (34.66) chose the same researcher in the same way Randomness with a proportional distribution of the two schools and the gender variable (male-female) and the school stage (middle-middle-preparatory) if the research sample reaches (400) students (Al-Jabri, Sabri, 2015)

Table (2)

Search sample broken down by gender

S	Name of school	sex	Total
1-	**Nazek Al-Malaka**	**Females**	**264**
2-	**Al-Thra**	**Males**	**136**
3-	**Total**		**400**

Fourth: Research instruments:-

First: Positive Self-attention wave self-attention scale the researcher adopted steps in building a measure of positive self-directed attention:

1- Defining the concept of positive self-directed attention:-

The first step in building psychological measures is to define the concept of the variable to be measured, and the concept of positive self-attention has been defined in the current research, according to the theory of objective self-awareness where Arafa Carver (2012) is a type of

self-regulation to make the work of the individual more compatible with people's values, attitudes and goals desired by the individual (Carver,2012:50)

1- Determining the dimensions of positive attention waves to the self:-

The theory and the theoretical definition of positive attention to the self adopted are seen as consisting of four dimensions:-

The first dimension:

special self-awareness: as your consciousness means is the transient state of attention to the internal aspects that make up the special self and this may mean that the individual is focused on the internal and non-common aspects of Carver & Scheier, 1987))

The second dimension are general self-awareness:-

general self-awareness relates to aspects of behavior in which the needs, desires or reactions of others are taken into account and influenced by a desire for social consensus or a desire to consider the impact of a procedure on others' self-impressions

The third dimension are self-awareness of the body image:-

It relates to the efficiency of the body that deals with the evaluation of the body such as assessing the strength, effectiveness and agility of the body.

The fourth dimension: awareness of the public body as a usual tendency to focus on the external appearance of the body to take care of it. (Carver & Scheier, 1987).

1-   Drafting paragraphs:-

The researcher (38) prepared a paragraph to measure positive self-attention wave adopted according to the theory adopted.

4- Identify paragraphs and how to correct positive self-attention:-

The measure of positive self-directed attention consists of (40) paragraphs formulated by the researcher based on the theory of objective self-awareness, the paragraphs of the scale were divided into four dimensions, by (10) paragraphs per dimension and the researcher relied on the method of Lykert in determining alternatives,If five-step alternatives are placed in front of each paragraph of the scale and they (apply to it perfectly, apply to it a lot, sometimes apply to it, apply to it slightly, do not apply to it at all) but when correcting the paragraphs of the respondent on the scale according to the above sequence, they start with (5, 4, 3, 2, 1), respectively.

5. The validity of the paragraphs for the measure of positive self-attention:-

To ascertain the validity of the paragraphs in the positive self-attention scale, the researcher presented the paragraphs to (30) arbitrators of specialists in education and psychology and asked them to estimate the validity of each of the four paragraphs of the dimensions of the scale, where the opinions of the arbitrators were statistically analyzed by the Kay box, and promised each valid paragraph when the value of the kay box calculated is higher than its scheduled value (3.841) and table (3) explains this.

Table (3)

k-square values as to extracting the percentage of approved professors judged on the paragraphs of the positive self-attention

S	Paragraphs	Number of approvals	Number of disapprovers	Ka's calculated value	k-scheduled value	Result
1	2,4,5,6,7,13,10,16,17,18,21,23,24, 26,28 ,30 32,34,38	30	0	30	3,841	Function
2	3,8,12,15,19,20,22,25, 27,29,31,33 ,40	29	1	26,13		
3	1,9,11,35	28	2	22,53		
4	36,37	27	3	19,20		
5	14,39	26	4	16,13		

It is clear about the table above that all paragraphs received a higher value than the tabulation, indicating their validity, as well as amending some of the paragraphs amended by the arbitrators in the measure of positive attention.

6. Self-positive attention scales instructions:-

The researcher made sure in her formulation of the instructions in the scale in order to be simple, clear and accurate, as well as not to mention what measures the measure, as she asked the respondent to point out one of the five alternatives to the paragraphs of the scale and answer them objectively and honestly, with no names mentioned, because the answers are for

the purposes of scientific research and that the answer will not be seen by anyone but the researcher.

7-Experience and clarity of instructions and paragraphs :-

The researcher applied to a random sample of (20) students from the schools of the distinguished, and it became clear that the instructions and paragraphs of the scale are understood in the sample.

8- Conducting statistical analysis of the positive self-attention paragraphs. . The researcher relied on two methods of analysis of paragraphs:-

A. The distinctive power of the two-party style (Contrasted Groups) To calculate the distinctive strength of the positive self-attention paragraphs, the researcher relied on the style of the two peripheral groups by adopting the following steps:

• The grades obtained by the 400 sample members were arranged from the highest to the lowest grade.

• Selected (27%) from the top group and (27%)From the lower group to represent the two extremist groups, and in light of the determination of this percentage as the number of members of the upper group (108) form, and the number of members of the lower group (108).

The t.test was used for two separate samples and calculated the arithmetic average and standard deviation, and then applied the next test to show the difference between the upper and lower extreme groups and each paragraph of the scale of (40) paragraphs and therefore on a basis found.

Table (4)

The discriminatory power of the self-directed measure of positive attention using the extreme eyes

No. of Paragraph	Upper group		Lower group		T.test
	Standard deviation	Arithmetic medium	Standard deviation	Arithmetic medium	
1	1.03	4.17	1.17	3.22	6.30
2	0.83	4.39	1.01	3.28	8.82
3	1.12	3.6	1.22	2.79	5.13
4	0.85	4.3	1.19	2.94	9.67
5	0.67	4.79	1.35	3.61	8.13
6	0.82	4.19	1.11	3.17	7.64
7	0.85	4.3	1.19	2.94	12.39
8	0.53	4.72	1.05	3.73	8.79
9	0.83	4.46	1.3	3.06	9.48

10	0.94	4.13	1.18	3.03	7.60
11	1.05	3.99	1.29	2.8	7.48
12	1.33	3.44	1.21	2.26	6.86
13	1.41	3.24	1.22	2.14	6.14
14	0.72	4.76	1.05	4.5	2.11
15	1.25	3.79	1.24	3.29	2.96
16	1.09	4.39	1.47	3.36	5.48
17	1.13	4.2	1.21	3.34	5.42
18	1.5	3.18	1.52	2.42	3.70
19	1.35	3.35	1.23	2.26	6.21
20	1.53	3.4	1.4	2.56	4.18
21	1.03	4.27	1.43	3.02	7.36
22	1	4.39	1.38	3.32	6.49
23	0.63	4.71	1.38	3.63	7.44
24	0.88	4.44	1.3	2.76	11.12
25	1.59	3.1	1.21	1.9	6.24
26	1.09	4.21	1.4	3.23	5.75
27	0.67	4.74	0.96	4.46	2.46
28	1.13	3.85	1.29	2.63	7.38
29	1.01	4.24	1.25	2.79	9.38
30	0.86	4.58	1.32	4.15	2.88
31	1.49	3.32	1.35	2.94	1.97
32	1.34	3.73	1.37	3.33	2.16
33	1.25	2.38	1.36	2.48	-0.57
34	1.37	3.25	1.42	3.14	0.59
35	1.21	4.21	1.34	3.73	2.78
36	0.99	4.12	1.18	3.04	7.32
37	1.32	3.44	1.21	2.31	6.55
38	1.23	3.75	1.27	2.29	8.60
39	0.6	4.66	1.19	3.22	11.22
40	0.65	4.69	1.26	3.15	11.35

From the table above, all paragraphs are distinguished because their calculated T values are higher than the T-schedule of 1.96 at the level (0.05) and the degree of freedom (214) except the two paragraphs (33-34).

A. Paragraph grades relationship of total degree (internal consistency)

The researcher used Pearson's link coefficient. (Person Correlation Coefficient)) Therefore, to calculate the correlation between the grades in each paragraph of the scale of its overall grade, the researcher used the sample of statistical analysis of 400 and the value of Pearson's scheduled correlation coefficient of (0.098) at the level (0.05) and the degree of freedom (398) and table (5) explains this.

Table (5)

Statistical analysis of the paragraphs of the self-directed positive attention scales using the overall degree relationship method

Paragraph	Coefficient of correlation	Paragraph	Coefficient of correlation	Paragraph	Coefficient of correlation	Paragraph	Coefficient of correlation
1	0.31	11	0.40	21	0.40	31	0.11
2	0.47	12	0.39	22	0.34	32	0.11
3	0.29	13	0.32	23	0.44	33	
4	0.50	14	0.10	24	0.55	34	
5	0.42	15	0.20	25	0.33	35	0.13
6	0.4	16	0.30	26	0.28	36	0.39
7	0.61	17	0.34	27	0.12	37	0.33
8	0.46	18	0.25	28	0.39	38	0.46
9	0.50	19	0.34	29	0.46	39	0.54
10	0.45	20	0.24	30	0.14	40	0.54

B- The relationship of the paragraph to the overall degree of the field:-

 In order to achieve this type of honesty, the total score of each of the 400 analysis forms were calculated as indicated and according to the dimensions of the scale (special self-awareness, general self-awareness, special awareness of the body image, public awareness of the body image),

The Pearson correlation coefficient was then calculated between each paragraph and the total of the one area in which the paragraph is located, showing that all paragraphs was functioning because their value was higher than Pearson's scheduling value of (0.098) at the level (0.05) and the degree of freedom (398).

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Table (6)

Statistical analysis of the paragraphs of the self-directed positive attention scales using the method of relationship the degree of the paragraph to the overall degree of the area to which it belongs

Paragraph	Coefficient of correlation	Significance	Paragraph	Coefficient of correlation	Significance	Paragraph	Coefficient of correlation	Significance	Paragraph	Coefficient of correlation	Significance
Private self –awareness			Public self-awareness			Public awareness of body image			Private awareness of body image		
1	0.42	function	11	0.38	function	21	21	function	31	0.25	function
2	0.59	function	12	0.67	function	22	22	function	32	0.27	function
3	0.43	function	13	0.66	function	23	23	function	33	Fell into distinction	
4	0.58	function	14	0.25	function	24	24	function	34	Fell into distinction	
5	0.48	function	15	0.41	function	25	25	function	35	35	function
6	0.58	function	16	0.23	function	26	26	function	36	36	function
7	0.64	function	17	0.25	function	27	27	function	37	37	function
8	0.57	function	18	0.26	function	28	28	function	38	38	function
9	0.59	function	19	0.61	function	29	29	function	39	39	function
10	0.56	function	20	0.47	function	30	30	function	40	40	function

C- The relationship of the field to the field and the field
to the overall degree:-

in ordered to achieve this kind of honesty, by extracting the correlation of individual respondents' grades between each dimension of the dimensions of positive self-attention and the overall degree of scale, and in order to achieve this was relied upon the sample of statistical analysis formed from (40) 0) Students, using Pearson link coefficient, all paragraphs was found to be functioning because their value was higher than Pearson's scheduling value of 0.098 at 0.05 and freedom (398).

Table (7)

Statistical analysis table of the paragraphs of the self-directed positive attention scales using the field in the field and the field in the overall degree

Field ⟍ Field	Private self – awareness	Public self- awareness	Public awareness of body image	Private awareness of body image	Self-directed positive attention
Private self – awareness	1	0.39	0.32	0.58	0.81
Public self- awareness	-----------	1	0.24	0.27	0.68
Public awareness of body image	-----------	---	1	0.32	0.65
Self-directed positive attention	-----------	---	---	1	0.73

Indicators of honesty and stability of the measure of positive self-attention

First: Indicators of honesty Provides two types of honesty in the self-directed positive attention scale: First: the apparent honesty of positive self-directed attention

Virtual honesty is the general appearance of the scale or test in terms of paragraphs, how they are formulated, how clear and objective they are, and how appropriate the test or scale is for the purpose for which it was developed. (Azzawi, 2008: 94).

2. Construct Validity:-

The sincerity of construction is the theoretical framework of measurements and tests (theoretical stage) for the development of the test or the scale and is also directed to the test service itself in the sense of moving from the suspicion that the scale measures the attribute prepared to measure it and this is different from other types of honesty. (Samadi and Al-Darabi, 2004: 201) This type of honesty has been achieved through the following indicators: -

1- Calculating the discriminatory power of the scale paragraphs as in table 4.

2- The method of the relationship of the overall degree of each area and the overall degree of the scale as in the table(7) 3. The relationship of the paragraph to the overall degree of the scale as in table (5)

4- The relationship of the paragraph to the overall degree of the field as in table (6)

Second: stability indicators(Reliability Coefficient) :-

The concept of stability is the extent to which scale or test scores are free of irregular errors that distort the scale, to what extent the test measures the true amount of the attribute it aims to measure, the test scores are constant if the test measures a particular characteristic in a coordinated measure in the different circumstances leading to measurement errors (Ajili and others, 2001: 139).

To extract stability: Alpha coefficient cons In order to find stability according to this method and its application, all the students' answers be subjected to a sample of statistical analysis of 400 students and then used the equation (Alpha) Kronbach which reached the stability factor (Alpha) (0.77). The graph distribution of the search sample as shown in the form of (6)

Statistical indicators of the positive self-attention:-

scale Statistical indicators of the positive self-wave attention scale were extracted from the Statistical Bag of Social Sciences (SPSS) as shown in table(9)

Table (9)

Descriptive statistical characteristics of the research sample on the self-directed positive attention scale

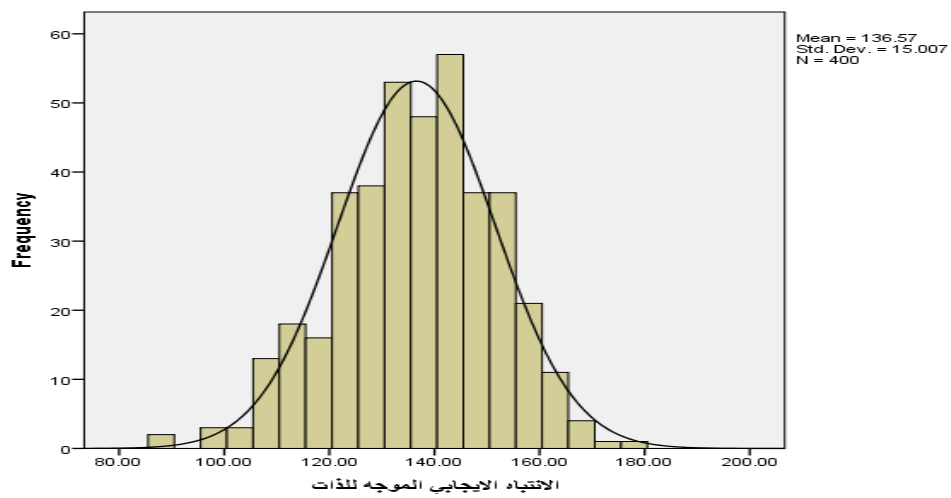| S	Indicator	Its value
1	Arithmetic medium	136.57
2	Mediator	137
3	Manner	134
4	Standard deviation	15.01
5	Torsion	-0.28
6	Kurtosis	-0.02
7	Minimum	88
8	Maximum	177

As described in form (6)

figure (1) after the statistical indicators of the sample members for positive self-directed attention Description of the positive self-wave attention scale in its final formulation

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The measure of positive self-directed attention consists of (40) paragraphs and (5) alternatives (which apply perfectly to it, many apply to it, sometimes apply to it, do not apply to it at all) and have downward correction scores (5, 4, 3, 2, 1,) respectively for positive paragraphs (, 1, 2, 3, 4, 5), respectively for reverse paragraphs.

Therefore, the highest overall score possible for the scale to be obtained by the respondent is (200) degrees and the lowest possible score (40), and the scale was applied as finally electronically and continued for two days to apply it to the search sample 19/2/2021 and to 21 February 2021

Display , interpret and discuss results:-

This chapter includes a presentation of the findings of the research in accordance with the sequence of its objectives set in the first chapter after the conduct of statistical analyses of the data, obtained through the application of search tools to the most sample, and then the interpretation of the results from light of the theory of the adopted model and previous studies related to the research variables, where a set of recommendations and proposals was come up as follows :

Objective (1): Identifying positive self-directed attention to the point of view of distinguished students.

To achieve this goal, the researcher applied the self-directed positive attention measures to the 400 individuals of the research sample, and the results showed that their average score of the scale was (136.57) degrees and a standard deviation average (15) degrees, when balancing this averaged with the hypothetical medium)

For the scale of (114) degrees, it was found that the computational medium was higher than the hypothetical medium and to know the statistical difference was used using the t-test for a single sample showing that the difference was statistically and in favor of the calculation average, as the calculated T value was higher than the table T value of (1.96) with a degree of freedom (399), a semantic level (0.05) and a table (16) indicating this.

Table (16)

The next test of the difference between the average sample and the hypothetical average of the positive self-directed attention scale

Sample size	Arithmetic average	Standard deviation	Hypothetical average	Calculate T-value	Schedule T-value	Degree Of freedom	Level of significance
399	1.96	30.08	114	15	136.57	400	function

The result of table 16 indicates that the research sample has positive self-focused attention at a high level.

It is clear from the table above that the members of the research sample of distinguished students have positive attention wave of self high, and the theory of objective self-awareness explains positive attention to the self that individuals who have positive attention seek to meet the desire to form a positive vision of themselves and maintain them, and are represented by generalizing previous experience, interpreting things in a positive way and the process of perception of the individual in a positive way and interpreted in an objective way, which creates positive feelings such as happiness and calmness, contrary to negative attention Self-directed.

The researcher believes that students that are distinguished from being highly intelligent and have a suitable study environment, where they have repeated positive thinking in their feelings and emotions and this supports positive self-directed attention.

Objective 2: Identify differences in positive self-directed attention according to sex and grade variables:-

To achieve this goal, the researcher used way Anova Two binary variability analysis to identify the differences in positive self-directed attention according to the sex and stage variables by relying on the computational circles and standard deviations described in the tables (18,17).

Table (17)

Arithmetic averages and standard deviations of the self-focused positive attention scale according to gender and stage variables

Variables	No.	Arithmetic average	Standard deviation
Mention intermediate	72	135.56	13.32
Mention preparatory	64	137.09	15.99
Mention all	136	136.28	14.60
Female of intermediate	123	135.38	15.05
Female of preparatory	141	137.89	15.35
Whole females	264	136.72	15.24

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Whole intermediate	195	135.45	14.40
Whole preparatory	205	137.64	15.52
Total	400	136.57	15.01

Table (18)

Results of the analysis of bilateral variability to reveal the indication of differences in positive self-focused attention according to the sex and stage variables

Source of contrast	Total squares	Degree of freedom	Average squares	F-Value	Significance
Sex	8.164	1	8.164	0.036	Non-function at the level 0.05
Grade	471.331	1	471.331	2.089	=
Sex Grade	20.868	1	20.868	0.092	=
Mistake	89344.440	396	225.617	---	----
Total	7550400	400	---	---	----

Table results (18, 17) indicate the following:-

1- There is no statistically significant difference in positive self-focused attention according to the sex variable, with the calculated p.m. value (0.036) which is lower than the scheduled ph value of (3.84) at the indicative level (0.05) and the degree of freedom (1-396).

1- There is no statistically significant difference in positive self-focused attention according to the phase variable, as the calculated .F- value (2.089) is lower than the scheduled p.m. value of (3.84) at the indicative level (0.05) and the degree of freedom (1-396).

2. There is no interaction between the variables (sex and stage) with a calculated P.I. value (0.092) which is lower than the scheduled p.m. value of (3.84) at the indicative level (0.05) and the degree of freedom (1-396).

The researcher believes that positive attention to the self is not affected by sex and the school stage, because distinguished students enjoys a close study environment within the same school in middle and middle school, as well as learn in schools that provide educational activities that make them aware open and generate positive thinking while focusing on themselves, individuals with positive attention enjoy a broad mentality and more productive through various situations that may be verbal or visual.

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