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## USING SPECIAL EXERCISES TO DEVELOP SOME SKILLS OF THE SCOUTING TEAMS

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### Abstract

*The practice of scouting activities, both inside and outside the school, has a great role in motivating students to participate in the scouting movement in schools and seeking to register in their Scouting teams. The importance of the study lies in the use of special training for scouting skills. The study describes it, and make recommendations and suggestions, with significance in the development of scouting movement at the level of the governorate, and at the country level in general. The problem the research intended to address is the weakness of the performance of some students of scouting skills, which called on the researcher to identify the obstacles in the performance of these skills. The study aims at preparing an exercises program for scouting skills. As for the hypotheses of research, there are significant differences between the post and pre-tests of the groups. The experimental method was the main research method used in this study. The sample includes intermediate school students belonging to the scouting teams. Statistical analysis is used to address the obtained results. The most important results are the presence of significant differences between the pre and posttests in all groups, while the most important recommendation is the need to focus on the practice of scouting skills and how to master them by the students in the sample.*

**Keywords:** Scouting, Skills, Exercises.

**JEL classification:** I19, I12, I29

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### 1. Definition of the Research

#### 1.1 The introduction and Importance of the study

Scouting is a practical movement that based on learning: discipline, evaluation, respect others, love homeland and loyalty to the country. All these happened through practice, work and training. Scouting contains activities that peal the students, capture their attentions, satisfy their desires, and develop skills. In addition, they are acquired hand skills that are benefit for them and to their society, community and country. Schools aims at helping their students to grow up in a healthy way psychologically, mentally and socially to become good citizens whom can manage their responsibilities. To achieve these educational objectives requires

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radical changes in students' behavior. Through education that connected to practice and providing diverse opportunities for students to engage in guided scouting activities both inside and outside the school. The student at this stage needs to meet the demands of his growth so Scouting activities are very important because it has an educational function. Scouting activities play an integral role in home and school because it could have a significant role in complements the school's mission in relation to its curriculum and achievement. The practice of scouting activities, both inside and outside the school, has a great role in motivating students to join the Scouting Movement in schools and seek to participate in their Scouting teams. In the light of these indicators, the importance of the study is reflected in the use of special exercises for scouting skills. The researcher tries to present this study to reveal this reality, describes it, and makes the necessary recommendations and suggestions. It has a major role in the development of Scouting Movement at the levels of the governorate in particular and the country in general to be in the hands of workers in the field of scouting movement.

### **1.2 Research Problem**

The Scouting Movement aims at educating, developing individuals and preparing them from the educational and social aspects and upgrading their abilities to be good citizens in the service of their community by developing their good qualities. The practice of the scouting movement in the governorate of Basra centers on the schools, which are located in the center of the governorate where the scouting teams are formed, and they are contributing to the various activities of the movement, in addition they are participating in many other sports. The researcher noticed a weakness in the performance of scouting teams in scouting skills, which led the researcher to do this research to find out the obstacles in the performance of these skills.

### **1.3 Research objectives**

- 1- Preparation of scouting skills exercises.
- 2- Identifying the level of mastery of scouting skills among students (the research samples) participating in Scouting teams in their schools.

### **1.4 Research hypotheses**

- 1-There are significant differences between the pre and post-tests between the controlled and experimental groups.
- 2-There are significant differences between the post- tests of the controlled and experimental groups.

### **1.5 Research scopes:**

**1.5.1** Human scope: Scouting teams in intermediate schools in Basrah Governorate for the academic year 2016-2017.



1.5.2 Time scope :For the period from 25/10/2016 to 15/3/2017

1.5.3 Spatial scope: Intermediate schools in the center of Basra governorate

## 2. Research methodology and field procedures

### 2.1 Research Methodology:

The researcher used the experimental method as it suitable the nature of the research, the experimental approach "represents the sincerest approach to solve many practical problems in a scientific and theoretical manner (4: 217)

### 2.2 Community and sample of the research:

The researcher has chosen the samples of the study by the deliberate restricted method from intermediate school students in the governorate of Basra. They are belong to the Scouting teams in their schools for the 2017-2018 Academic Year. There are (40) schools, which are participating in scouting activities at the governorate, Where (4) schools have been selected, two schools are the experimental and the other two schools are the controlled by drawing lots between them. The scout teams consist of 24 students each. That is 10% of the 960 students, the overall community. The researcher also has conducted a process of parity between the controlled group and experimental one, by extracting the value of (t) calculated, which less than the tabulated (t) is. This is indicating that the equivalence of the sample members in the search variables, as it is shown in Table (1).

**Table (1)**  
Shows the parity between the individuals of the research sample  
of the experimental group and the controlled one of the research variables

Variables	Experimental group		Controlled Group		Calculated T	Tabulated T	The level of Standardized
	Mean	Standard deviation	Mean	Standard deviation			
Horizontal Knot	5.41	1.68	5.40	1.62	0.04	1,98	Not significant
Sheep bend	6.033	1.33	6.04	1.75	0.04		Not significant
Close hitch	5.12	1.24	5.27	1.26	0.83		Not significant
Timber Hitch	5.16	1.71	5.28	1.68	0.5		Not significant
Square Lashing	6	1.33	6.01	1.32	0.05		Not significant
Diametral Lashing	5.85	1.17	5.65	1.20	1.17		Not significant



### 2.3 Means, devices and tools of collecting information

- 1- Sources and references
- 2- Projector (Data Show)
  - (A) Ropes
  - (B) Stick
  - (C) Benches

### 2.4 Identification of scouting skills

In order to determine the scouting skills of the research subject, the researcher has presented a questionnaire to (12) experts and specialists of ((1) appendix). For selecting the most important scout skills for the research sample, 75% of the experts' agreement have consider. Thus, (9) scout skills have chosen (6) of which were agreed upon (75%) and above. The researcher has ruled out three skills because they did not get the percentage of agreement. Table (2) shows this.

Table (2)  
Shows the ratios of agreement of experts and specialists

No	Skills	Agree	Disagree	Percentage
1	Horizontal Knot	10	2	83,3%
2	Tent Assembly	3	9	25%
3	Close hitch	11	1	91,6%
4	Tent Disassembly	7	5	58%
5	Square Lashing	9	3	75%
6	Diametric Lashing	10	2	83,3%
7	Diagonal Lashing	6	6	50%
8	Sheet bend	11	1	91,6%
9	Timber Hitch	12	0	100%

#### 2.4.1 Scout skills assessment

After identifying the scout skills of the research subject, the researcher has prepared a form for evaluation by three arbitrators, where the total score of the skill is determined from (1-10) degree, after which the average grades that have been set by the arbitrators for each skill is selected.

### 2.5 The Tests used in research (2: 67)

**2.5.1** The Scouting skills test (horizontal knot, sheet bend, close hitch, timber hitch, square lashing, and diametric lashing).

- **Name of the test:** Scout skills test (horizontal knot, sheet bend, close hitch, timber hitch, square lashing, and diametric lashing).

- **The purpose of the test:** is the doing of scouting skills (horizontal knot, sheet bend, close hitch, timber hitch, square lashing, and diametric lashing more quickly and accurately.

- **Tools used:** 24 ropes and poles



**-Description of the test:** A group of boy scouts stand in a straight line and in their hands a rope to make the desired knot. When the referees are whistling. The boy scouts make the knots, hitches and lashes one after the other, the referees evaluate each one separately.

**Registration:** The grade is calculated from (1-10) according to the speed and accuracy of each type of skills required.

**Unit of measurement:** degree.

## **2.6 Pilot Experiments:**

**2.6.1** The first pilot experiment: The researcher has conducted the pilot experiment on scouting teams of two schools are the Intermediate Qamar Bani Hashem for Boys and Intermediate Altoefany for Boys to identify the obstacles of the research and work to maintain them, and that was on 28/10/2017.

**2.6.2 The second pilot experiment:** The researcher has conducted the second pilot experiment for four days on the research sample, which was assigned to a school every day, where the scouting skills were presented to the Scout teams for the purpose of identifying and practicing them so that they have knowledge of the research skills and how to evaluate them by experts, and the degree to which they are given

## **2.7 Main experimental**

**2.7.1 Post-tests:** The tests have been conducted on the controlled and experimental groups for two days.

**The first day:** The test has been conducted on the students of the controlled group at 3 p.m. at 6/11/2017

**The second day:** The test has been conducted on the students of the experimental group at 4 pm at 7/11/2017

## **2.7.2 Exercises used:**

After the completion of the post-tests, the researcher has initiated the proposed exercises on a day and for 12 weeks by one unit per week. The physical education lesson has one class per a week in the schools. The units are (12) units. The period of the lesson is (45) minutes, 20 minutes of it is the application of the main section of the teaching unit. The rest 25 minute of the lesson is for the teacher of physical education. These exercises have included two schools of experimentation. The researcher has used a module for the experimental group to present the scout skills for the scouters in each school.

The exercises have been applied as follows.

- 1- One day per a week at 3:00 pm
- 2- Exercise period 45 minutes
- 3- The number of training days monthly 4 times.



- 4- The period of exercise exercises 12 units, equivalent to three months.
- 5- The number of repetitions for each exercise skill as follows:  
 Knot: (25) repetitions    hitch: (25) repetitions    lashing: (25)

recurrences

### 2.7.3 Post-tests

After completing the experiment, the researcher has conducted the tests on the experimental and controlled groups at 14/3/2018 where the researcher followed the same method of performing pre-tests under the same circumstances and using the same tools and with the help of the assisting team.

### 2.8 Statistical methods

To achieve the research objectives (3: 271), the researcher has used the following statistical methods: (spss) system version (21) to extract the results.

1. The arithmetic mean.
2. Standard deviation
3. T-test, for correlated equal samples.

### 3. Presentation· discussion and analysis of results

3.1 Presentation and discussion of the pre and post-tests of the controlled group.

**Table (3)**  
**Shows the means, standard deviations and the calculated and tabulated (t)**  
**For the pre and post-test of the controlled group**

Variables	Pre-test		Post-test		Calculated (T)	Tabulated (T)	Significance Level
	Mean	Standard deviation	Mean	Standard deviation			
Horizontal knot	5.40	1.62	6.10	1.65	2.05	1,71	Significance
Sheet bend	6.04	1.75	6.18	1.85	0.37		Insignificance
Close hitch	5.27	1.26	5.64	1.22	1.25		Insignificance
Timber Hitch	5.28	1.68	5.90	1.74	1.77		Significance
Square Lashing	6.01	1.32	6.12	0.95	0.47		Insignificance
Diametral Lashing	5.65	1.20	6.01	1.60	1.5		Insignificance

Table (3) shows that the value of the mean of the horizontal knot is (5,40) and the standard deviation is (1.62). While the mean value of the post-test is (6,10) and by standard deviation (1.65). In the pre-test of the Sheet bend, the value of the



mean is (6.04) and the deviation is (1.75). However, the post-test's mean is (6,18) and deviation is (1.85). The test of the close hitch, the mean reaches in the pre-test (5.27) and stander deviation is (1.26). Meanwhile the mean of the post-test is (5.64) and the deviation is (1.22). In the test of the Timber Hitch in the pre-test, the mean was (5,28) and the deviation (1.68). In the post-test, the mean is (5.90) and the deviation (1.74), while the mean was in the pre-test of the Square Lashing is (6.01) and the deviation is (1.32). The post-test mean is (6,12) and deviation is (0.95). In addition, the mean of the pre-test of the diametral lashing is (5.65) and deviation is (1.20), in contrast with the post-test, the mean is (6.01) and the deviation (1.60). The calculated value (T) in all the tests is greater than the tabulated (1,98), and this indicates there are significant differences in the horizontal knot and timber.

### 3.2 Presenting and discussing the pre and post-tests of the experimental group

**Table (4)**  
Shows the means, standard deviations and the calculated and tabulated (t)  
For the pre and post-test of the experimental group

Variables	Unit of measurement	Pre-test		Post-test		Calculated (T)	Tabulated (T)	Significance level
		Mean	Standard deviation	Mean	Standard deviation			
Horizontal knot	Degree	5.41	1.68	8.71	1.72	9.42	1,98	Significance
Sheet bend		6.033	1.33	96.7	1.20	7.38		Significance
Close hitch		5.12	1.24	7.33	1.13	9.20		Significance
Timber Hitch		5.16	1.71	8.42	1.11	11.24		Significance
Square Lashing		6	1.33	8.01	0.99	9.83		Significance
Diametral Lashing		5.85	1.17	8.40	1.7	8.50		Significance

The above table presents that the value of the mean of pre-test of the horizontal knot is (5,41) and the standard deviation is (1.68), the mean value in the post-test is (8.71) and the standard deviation is (1.72). In the pre-test of the conductive node, the value of the mean is (6,033) and the deviation is (1.33). While the mean of post-test is (7.96) and deviation is (1.20). The test of the medial band, the mean in the pre-test is (5.12) and the stander deviation is (1.24). However, the mean of the post-test is (7.33) and the stander deviation is (1.13). Concerning the timber hitch in the pre-test the mean is (5, 16) and the deviation is (1.71), as the post-



test, the mean is (8.42) and the deviation is (0.99). While the mean in the tribal test of the square cycle is (6) and the deviation is (1.33), the mean of the post-test is (8.10) and deviation is (0.99) The arithmetic mean is not In the post-test, there was a mean (8,4) and a deviation (1.7). The calculated value (T) in all tests was greater than the scale (1,98), indicating significant differences for all research tests.

**Table (5)**  
Shows the means, standard deviations and the calculated and tabulated (t) value for the post tests of the controlled and experimental groups

variables	Pre-test of controlled group		Post-test of the experimental group		Calculated (T)	Tabulated (T)	Significance level
	Mean	Standard deviation	Mean	Standard deviation			
Horizontal knot	6.10	1.65	8.71	1.72	11.34	1,71	Significance
Sheet bend	6.18	1.85	9.67	1.20	8.09		Significance
Close hitch	5.64	1.22	7.33	1.13	9.94		Significance
Timber Hitch	5.90	1.74	8.42	1.11	12		Significance
Square Lashing	6.12	0.95	8.01	0.99	13.5		Significance
Diametral Lashing	6.01	1.60	8.40	1.7	9.95		Significance

### 3.3 Discuss of the results

Table (5) discusses the scouting skills of the controlled and experimental groups in the post-tests and for all the skills. The differences are in favor of the experimental group because the calculated value of T is greater than their tabulated value. This is indicating the differences. The researcher has attributed this to the repetition of the scouting skill exercises of for more than once. This leads to increase the accuracy of the performance of scouting skills as well as increasing physical and motor abilities. The diversity in the use of exercise, especially when it is constructed on scientific basis, leads to the process of excitement and thrills the desire of Scouts to develop their skills. (Mustn 1981) confirms that the basic and necessary skills base in learning properly depends on the process of interest in a number of iterations and the variety of exercises in the process of mastering the skill (6: 81). The researcher explains that these differences are because of the use of the correct training, which leads to positive learning of the skill. Therefore, the Scouts are motivated to work consistently and competed with the team and further they work on the accuracy and reach the mastery of skill. As (Azmi 1991) confirms that the training works on the right learning process And to master the skill easily and in a positive situation and have a great desire to work within the group, especially when the prevailing spirit of competition by increasing the motivation of the Scouts to learn the proper





performance of skills (5: 37). The researcher also attributed the cause of the differences to the exercises used in the units that contain the various scouting activities to be suitable with the abilities, levels and age of the scouts. This is what Thiab (2007) said that the exercise if is well selected, used and evaluated can work to thrill the scouter and raise his interest, expand his experience and helps him to understand and increase his thinking and creativity by learning and developing his scouting abilities (7: 73). Sobhi and Shalash (1997) confirm that practice and exerting effort during training with increasing repetitions and continuity are considered necessary in the process of training and learning. It is considered an assisting and necessary factor through interaction of the individual with skill and control of his movements during performance (1: 130)

#### **4. Conclusions and recommendations**

##### **4.1 Conclusions**

In the light of the research results, the researcher reaches the following conclusions:

- 1- The exercises that are used have a positive effect on the development of skills of scouting
- 2- The results revealed that experimental group had better results than the control group in mastering Scout skills.
- 3- The results of the research did not show an evolution in the scouting skills in the control group.
- 4- The using exercises assist in the decreasing of learning and motor coordination.

##### **4.2 Recommendations**

Through the results, the researcher recommends the following:

- 1- The use of exercises which are related to scouting skills have a significant role in increasing the knowledge of Scouts for these skills.
- 2- The necessity to use special exercises for the other scouting activities, which contribute to their development.
- 3- Conducting research on different scouting skills and on different age samples.

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