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The Impact of Competitive/Comparative Learning Strategy for Learning Scout Camping Skill for Students of Physical Education and Sports Sciences

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Abstract--- *The scientific progress and rapid technological development have made the new mission of the university to take special care of the way of thinking for its students away from monotony. Scouts studied by students in the Faculty of Physical Education and Sports Science for the first phase within the vocabulary of the curriculum and not to use the strategy of competitive/ comparative learning in the teaching of scout education, a lesson that little known students face It is somewhat difficult when they study the scouting skills of this subject and this study is the first using the competitive/ comparative learning strategy to learn the scout camping skill for the first stage students at the University of Babylon. Therefore, the researchers decided to go into this study using the strategy of comparative competitive learning to give the spirit of competition among students and achieve better learning, and to identify the extent of the strategy to learn the skill of scouting camping for students of the first stage at the University of Babylon, for students.*

Keywords--- *Scout, Respiratory Post-tests, Competitive and Comparative.*

I. INTRODUCTION

Modern learning strategies are based on making learning more active and positive in determining the material to be learned, while delivering information to the learner in the best possible way, and motor learning depends on the effectiveness of the methods used in teaching motor skills, to reach the acceptable level of performance within the specified time, Which prompted workers in the field of motor learning to search for the best teaching methods and modern strategies in achieving the goal of learning motor skills.

The current era is witnessing tremendous progress in all areas of life, including technological, technical, educational and administrative fields, especially the scouting movement after its return to the world and lifting the ban on its external participation for more than twenty-six years, which increased the pace of rapid changes that plagued societies and all its institutions, perhaps the most important educational institutions In general, universities in particular that need to keep up with these changes and develop themselves to access models, strategies and methods that make the student begin the process of education in the appropriate and most useful way, which is consistent with the level of students in terms of difficulty and age and Individual differences[(1)].

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Research Objectives

The Research Aims

1. Identify the impact of the use of competitive learning strategy in learning scout camping skill for students of the first stage, Faculty of Physical Education and Sports Science University of Babylon.
2. Preparation of educational units including the skill of scouting camping and applied using the strategy of comparative competitive learning on the first stage students in the Faculty of Physical Education and Sports Science/ University of Babylon.
3. Identify the competitive advantage between the comparative learning strategy and the strategy followed by the professor in learning the skill of Scout Camping for Lab first stage, Faculty of Physical Education and the Sports Science University of Babylon.

Research Hypotheses

In light of the research objectives, the researcher assumes that:

1. The teaching methodology according to the strategy of comparative competitive learning has a positive effectiveness in teaching the skill of scouting camping for the first stage students.
2. There is a significant significance for the use of comparative competitive learning strategy in learning scout camping skill for students of the first stage.
3. The experimental group has an advantage in the post-tests in learning the skills of scouting camping for students of the first stage.

Research Areas

Human field: Students of the Faculty of Physical Education and Sports Science - University of Babylon - the first stage of the academic year 2018-2019.

Time domain: 25/11/2018 - 9/1/2019.

Spatial Field: Classrooms and outdoor playgrounds at the Faculty of Physical Education and Sports Science, University of Babylon.

II. RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research Methodology

The researchers used the experimental method with pre- and post-test, which is consistent with the specifications of the research and achieve the objectives of his study.

Experimental Design used in Research

The researchers used pre-and post-test experimental design to determine the effect of the independent variable on the dependent variables by comparing the pre-test results with the post-test results. While leaving the control group dependent on the curriculum applied by the professor of the material. As shown in Table (1).

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Table 1: Experimental Design used in the Research

Group Name	Pre-Test	Independent Variable	Post Test
Experimental group	Erecting and undermining the tent.	The curriculum prepared by the researcher yen ,according to a strategy of competitive learning.	Erecting and undermining the tent.
Control group	Erecting and undermining the tent.	The curriculum followed by the professor	Erecting and undermining the tent.

Society and Sample Research

The research community was determined by the students of the first stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2018-2019), and the number (140) students[(2)], where (10) students were excluded from repeaters, injured and learners of scouting skills, and then the survey was conducted on (10) Students from the community were also deported, while the sample of the research was (60) students, who were chosen by random method by a simple percentage of (50%) representing each of the two sections (B and C) of the community after exclusion. To initiate field research procedures, as shown in Table 2.

Table 2: Shows the Distribution of Students of the First Stage of the University of Babylon to the Experimental and Control Groups

the University	Stage	The sample	Number	percentage
		Experimental Division b	30	% 25
		Control Division c	30	% 25
		Total	60	%50

Means, Tools and Devices used in the Research

Means used to Collect Information

- Note
- Arab and foreign sources
- The interview
- Questionnaire

Devices and Tools used in Research

- Electronic stopwatch type (Cassio) measuring to the nearest 1/100 second (3)
- Camera (3) type (Sony)
- HP Laptops (1)
- Manual calculator type (CasIo) number (1)
- Hammer weight (109 kg) to hammer pegs (2) and wood hammer (2)
- 20 iron pegs.
- Plastic basket (3).
- Scout tent weight (180 pounds) number (2) full equipment
- Various ropes (cotton) to make the contract length (40 m).

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- Wood Saws (2)

III. FIELD RESEARCH PROCEDURES (PROCEDURES FOR DETERMINING VARIABLES)

Characterization of Scout Skills Tests

Camping skill test (pitching and undermining the tent)

Objective of the test: To measure the extent to which students learn the skill of pitching and undermine the tent[3].

Tools used: Scout tent number (1) with all accessories.

Method of Performance: A group of 10 students from the experimental group stands on a straight line and in front of the scout tent three meters from the tent and after hearing the start signal, the testers erect the tent within the following steps:

- Open the tent and the lining facing the sky.
- The laboratories are deploying the tent for the purpose of placing the outrigger or the middle bridge.
- Installation of the three columns by the number of laboratories (3) and the rest distributed on the ropes.
- The testers pull the tent from a certain direction with the installation of three columns from the inside by three testers who are inside the tent.
- The laboratories number (4) hammer pegs of the tent in the corners of one of the two sides and then raise the tent columns and tighten the ropes in the other corners.
- The rest of the pegs are placed straight and the wedge beats at an angle of 90 according to the rope suture in the tent.
- Pull the remaining ropes from the ground and connect from the wedge to the tent to gain aesthetic for the tent.

After the end of the process of erecting the tent comes the role of the group to undermine it stands the same group of laboratories (10) and three laboratories enter the tent and hold the basic pillars and then the rest will break the contract from the pegs and loosen the ropes and then go to the two labs holding the ropes columns tent on the ground and take out the columns from the middle outrigger and then take out the outrigger and collect the ropes inside the tent except one rope wraps the tent after the full folding clean the tent and then the two laborers on the other end of the tent folding the tent and wrapped and tightening the remaining rope to the outside and put it with the bag[4].

Exploratory Experience

The experimental experiment was applied for two days 6-7 / 11/2018 at ten in the morning for an hour and a half on a survey sample of the students (10) students from the first stage in the Faculty of Physical Education and Sports Science - University of Babylon, as it was intended from this experiment Exploratory Application of an educational unit according to the strategy of comparative competitive learning.

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- Identify the obstacles that may face researchers when implementing educational units in accordance with the strategy.
- Recognize the time it takes to apply the skill.
- Identify the appropriateness of the time allocated to the sections of the educational unit and the possibility of implementation.

Application Module

The application was applied to the students of the basic research sample and the number of (60) students representing the research groups of the people (bc) under study in each group (30) students from each division, on Sunday, 18/11/2019 The sample of the research was briefly defined For the scouting skills were discussed the mechanism of implementation of the strategy and what are the objectives of the duties of students in the application of steps[5]. The tariff was at 8.30.

Table 3: Shows the Value (F) of the Two Groups for the Purpose of Equivalence for the Pre-Tests

Variables	Contrast Source	Degree of Freedom	Total Squares	Average Squares	Value (F) Calculated	Significance Level	Significance
Camping (erecting and undermining the tent)	Between groups	2	0.23	27.95	0.23	0.78	random
	Within the groups	85	9 .0	5 0.4			

Through the table above shows us the level of significance for the test (F) higher than (0.05) this indicates the equivalence of the research sample and as the table shows us the level of significance for the test (F) higher than (0.05) this indicates the equivalence of the research sample.

Perform the Main Experiment

After completing the tribal tests, the educational units were implemented on the control and experimental research groups in order to achieve the research objectives, starting on Sunday (25/11/2018) until (30/12/2018) and it was applied to the research groups and both according to the strategy being studied. And the steps it contains to implement them. The educational units were prepared by the researcher and using the literature of teaching methods and scout education, and the number of educational units (8) teaching units according to the strategy to be taught. The educational unit time was (90d) *, the components of the educational unit were divided into three main sections preparatory section time (10d) included taking attendance and warm up, the main section time (70d) and included the educational part (20d) and the applied part (The final section (10d) ensures the performance of games related to the skill that has been taught[6].

Post-tests

After the tests were conducted for the skill of scouting camping on the research sample of (60) students from the first stage - Faculty of Physical Education and Sports Science University of Babylon, where researchers were keen to create the same conditions used in the tribal tests[7]. And on 9/1/2019 corresponding to Wednesday at (10) am.

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Statistical methods used in research

The researcher used statistical bag (SPSS) to process the data in the following topics:

- Arithmetic mean.
- Standard deviation.
- Toki.
- Test (t) for correlated samples.
- Test (t) for independent samples of unequal number.
- Analysis of variance
- Pearson test.

Fourth Topic

View, analyze and discuss results

The results of the research are presented in tabular form because they are an explanatory tool for the results of the research.

Presentation of the Results of the Research Variables for the Pre and Posttests of the Research Groups for the Scout Camping Test.

Table 4: Shows the Arithmetic Media, the Standard Deviations between the Pre and Post-Tests, the Calculated and Tabulated Value (T) and the Significance Level of the Research Groups for the Test (Camping (Erecting and Undermining the Tent)).

Landmarks Statistical / **Groups**	**Measuring Unit**	**Tribal**		**After Me**		**Calculated (V) Value**	**Significance Level Sig**	**Significance**
		Q	± P	s	±P			
Experimental	Degree	3.40	0.88	7.95	0.86	18.51	0.00	moral
Officer	Degree	3.30	0.57	5.60	0.94	9.97	0.00	moral

Table (4) shows the results of the pre-test of erecting and undermining the tent of the strategy. The calculated value (t) was (15,22), which is greater than the value of (t) tabular value which is (2.00) below the significance level (0.05) and the degree of freedom (58) which indicates The presence of significant differences between the pre and posttests in favor of the post test.

The results of the test of erecting and undermining the tent of the control group of the calculated value (t) (9, 97), which is greater than the value of (t) tabular value (2.00) below the level of significance (0.05) and the degree of freedom (58), which indicates the existence of significant differences between The pre and posttests in favor of the posttest[(8)].

Discuss the Results of the Research Variables for the Pre and Posttests of the Experimental Group

The results presented in Table (4) show that there are statistically significant differences between the pre and posttests in the scout camping test according to the strategy of comparative competitive learning. It is one of the basic stages through which the class groups formed by the professor interact and the work inside them has been lost.

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A lot of research has confirmed that the student has a desire to communicate and interact with his classmates. The continuity of social interaction through the work of students in groups through educational units increased their motivation in learning and the ability to make decisions and criticism and solve problems in a collective way. The practical cognition consists of the learner practice of activity in building knowledge and arranging the learning process by himself and learns if he finds himself in a practical situation where he works and distinguishes and experiments and discover concepts himself and ask questions and try to find answers [(9)]. That knowledge cannot be transmitted to the minds of learners text but must be active interaction and participation with The social environment and linking the thinking of the mind to practical practices close to the skill to be learned from the information I receive and from this perspective, the effectiveness of learning is a process (adapting previous experiences with new experiences). Researchers attribute the superiority of the group that studied the strategy of competitive learning over the control group in learning to erect and undermine the Scout tent on a basis that includes the learner's knowledge of certain educational positions through which he exercises questions and plans to answer them himself and compares his performance with the results he and his colleagues achieved in the light of this must do not overlook the role of the professor of material in helping him to build his skill knowledge by directing his experiences [(10)].

IV. CONCLUSIONS

1. The strategy of comparative competitive learning has an effect on the superiority of the experimental group over the control group in the post-test in the skill of scouting camping (erecting and undermining the tent) for students of the first stages.
2. The results achieved by the tests proved the effectiveness of the educational units through clear learning in the performance of students of the experimental group.

Ethical Clearance: People identified as potential research participants because of their status as relatives or carers of patient's research participants by virtue of their professional role in the university and departments.

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