



مجلة جامعة ذي قار لعلوم التربية البدنية  
مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



## *The Effect of an Educational Program According to the Task Analysis Strategy on Attention Concentration and Some Scouting Skills for Students*

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### **ABSTRACT**

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#### **Keywords:**

**Educational Program, Mission Analysis Strategy, Attention Focus, Scouting.**

The research aims to study the effect of an educational program according to the mission analysis strategy in focusing attention and some scouting skills in students, the research used the experimental method, where an educational program was designed according to the mission analysis strategy and applied to a sample of participants, the research community represented the students of the first stage for the academic year 2024-2025, which amounted to (760) students, the experimental research sample was selected by random lottery method, and the number of (20) students, and (20) students representing the group were selected The control group was selected in the same way, and (10) students representing the survey sample were selected, and after applying the educational program and obtaining the results and processing them statistically, the research concluded that the educational program designed according to the mission analysis strategy has a positive effect on improving the attention concentration and developing the scouting skills of the participants.

## 1. Introduction to the Research:

### 1-1 Introduction and Importance of the Research:

Recently, science has developed remarkably, and many fields have witnessed remarkable progress, including the science of motor learning, which focuses on understanding how individuals learn and develop motor skills, this research comes to explore the impact of an educational program according to the task analysis strategy in focusing attention and some detective skills in students, contributing to providing a deeper insight into how to apply motor learning strategies in different educational contexts. The educational program plays a pivotal role in achieving predetermined educational goals, such as enhancing students' critical and analytical thinking skills, as (Hashem, 2015, 32) believes that the educational program provides an organized and accurate framework for the educational process, which contributes to improving the quality of education in general. It helps in the development of a wide range of skills in learners such as effective communication skills and teamwork), and (Al-Saleh, 2012, 21) believes that an educational program (is a well-defined educational plan aimed at achieving clearly defined learning objectives as it includes a range of diverse educational activities and carefully prepared learning materials, which aim to impart knowledge, skills and attitudes to learners in an effective manner). Task analysis strategy is a systematic process of analyzing a task or function into its basic elements, with the aim of understanding the requirements and skills necessary to perform it effectively, as (Kempsch, 2020, 21) believes that the task analysis strategy is (one of the methods of individual education that is based on direct training on specific skills necessary to perform a given task through general guidelines for teaching processes that the teacher may follow to reach the best possible educational outcome), it aims to determine the requirements necessary to perform the task, such as: Skills, Knowledge and Abilities. It works to develop educational programs that aim to develop the skills and abilities necessary to perform the task, as (Smith, 2020, 34) believes that this strategy (depends on analyzing the educational tasks into sub-tasks from them and arranging these subtasks in ascending order from easy to difficult and from the simplest to the most complex, while identifying the relationships between these sub-tasks that are mastered and not mastered by the learner) (Hackett, 2015, 74) has defined it as "An analytical process that aims to identify the tasks and activities required to perform a particular function, and to determine the requirements and skills necessary to perform it", a focus of important mental processes (Mahjoub, 2002, 27) is defined as the process of "filtering of internal information so that only the required information enters, while the rest of the external stimuli do not enter after filtering", and (Al-Arabi, 1996, 278) defines it as "the ability to fix attention on a selected stimulus for a period of time, so when a particular stimulus is in the focus of attention, it means that Scouting skills are basic abilities that scouts master to perform scouting activities effectively, these skills include a wide range of practical and theoretical

abilities that enable scouts to adapt to different environments and situations, as expressed by (Ibrahim & Farhan, 2012, 174) that it is considered an authentic art of scouting, which gives it its distinctive and special character through camps and the various works done by scouts of different ages that stand out from Their talents, identities, and the extent of their proficiency in the various scouting life", (Ibrahim, 2012, 35) believes that "scouting skills are one of the essential and important factors for the success of scouting life and outdoor life , especially in scout camps, as some skills and the ability to master them directly depend on the scout's desire and enthusiasm to learn, train and practice regularly, with a focus on performance that works to improve them)). The importance of the research was to develop an educational program that contributes to improving the educational process through the development of effective educational programs based on the mission analysis strategy and helped to enhance scouting skills and improve the focus of attention among students, which enhances their ability to learn and benefit from educational programs.

### **1-2 Research Problem:**

It has been observed that traditional educational programs do not adequately meet the needs of these students, which calls for the need for more effective educational strategies, hence the need to study the impact of an educational program according to the task analysis strategy on focusing attention and some scouting skills among students, with the aim of improving their performance and achievement in this field. Here come the following two questions:

First: What is the effect of an educational program according to the task analysis strategy on the focus of attention and some scouting skills among students? Can a mission analysis learning program effectively improve students' attention focus and scouting skills?

Second: What results can be shown through the application of an educational program according to the task analysis strategy on the focus of attention and scouting skills in students?

### **1-3 Research Objectives:**

- 1- Preparing an educational program according to the task analysis strategy aimed at improving the attention focus and some scouting skills of the students.
- 2- - Identify the impact of an educational program according to the task analysis strategy in improving students' attention concentration and scouting skills.

### **1-4 Research Hypothesis:**

- 1- There are statistically significant differences between the average scores of students in the experimental group and the control group in

attention concentration and some detective skills and in favor of post-tests.

- 2- There are statistically significant differences between the average scores of students in the experimental group and the control group in scouting skills in favor of the experimental group in the post-tests.

### 1-5 Research Areas:

- 1- Human Field: Students of the first stage at Diyala University for the academic year 2024-2025 Faculty of Physical Education and Sport Sciences.
- 2- Temporal Domain: From 8/10/2024 to 5/12/2024.
- 3- Spatial Field: Scout Camp at the Faculty of Physical Education and Sport Sciences, Diyala University.

## 2. Research Methodology and Field Procedures:

### 2-1 Research Methodology:

The experimental approach was used by designing the two equal groups, experimental and control.

### 2-2 Research Population and Sample:

The research population was determined by the deliberate method, which are (760) students of the first stage, and the research sample was selected by random lottery, (20) students representing the experimental group, (20) representing the control group, and (10) students representing the survey sample were selected, and homogeneity and parity were made for the research sample.

Table (1)

Shows the homogeneity between the sample members (height, mass, age)

Torsion coefficient	Broker	Standard deviation	Arithmetic mean	Unit of Measurement	Variables	t
0.08	170	3.73	170.9	poison	Length	1
0.83	68	5.81	68.6	kg	Mass	2
0.80	18	1.36	18.7	Sunnah	lifetime	3

Table (2)

Shows the equivalence between the experimental and control groups

Significance	Tabular T Value	Value (v)	Standard deviation	Arithmetic mean	Groups	Variables
Insignificant	2.024	0.507	18.98	85.37	Experimental	

			17.55	82.44	Officer	Focus Attention
Insignificant	2.024	1.898	0.107	0.495	Experimental	Square Knot Skill
			0.069	0.441	Officer	
Insignificant	2.024	0.408	0.074	0.654	Experimental	Closed wedge tie skill
			0.095	0.643	Officer	
Insignificant	2.024	1.582	0.887	4.168	Experimental	Country Course Skill
			0.498	3.808	Officer	

### 2-3 Devices, Tools, and Means of Information Collection in the Research:

#### 2.3.1 Devices and tools used in the research:

- Laptop(1)
- Mass and Length Measuring Device(1).
- (Sony Digital) Japanese-made camera (3).
- (2) stopwatch.
- Wooden sticks.
- Whistle number (1).
- Tape measure.
- Colorful slings of different size and size.
- Cotton and fibrous ropes of different size and size.

#### 2.3.2 Means of Information Collection:

- Arab and foreign references and sources.
- Associate Staff
- Data registration and offloading forms .

### 2-4 Tests used in the research:

Table (3)

Shows the tests used in the research

source	auditions	Changers	t
(Sami, 2002, 38)	Attention Concentration Test	Focus Attention	1
(Hussain, 2018, 88)	Square Knot Test	The square node	2

(Ibrahim, 2012, 160)	Closed Adenosis Tie Test	Closed sphenoid ligament	3
(Ibrahim, 2012, 162)	Country Course Test	Country Session	4

### 2.5 Exploratory Experiment:

A survey experiment was carried out on 3/11/2024, the sample of the experiment included 10 students from the first stage outside the main sample, with the aim of verifying the validity of the methodological procedures and tests used, and ensuring the accuracy and consistency of the results, which contributes to enhancing the quality of scientific research.

### 2-6 Pre-Tests:

Within the framework of enhancing the accuracy of the research, the pre-tests were carried out on 10/10/2024, where the research team applied the specified methodological procedures and documented them accurately, with the aim of ensuring consistency and reliability in the post-tests and achieving accurate research results based on sound scientific foundations.

### 2.7 Main Experience:

The experiment lasted for 8 weeks, where 8 educational modules designed according to the task analysis strategy were applied, there were two groups: an experimental group that received the educational program according to the task analysis strategy and its steps (1- Setting goals, 2- dividing the main educational task into small units, 3- Identifying the sub-skills that the learner is able to perform and which are difficult ones, 4- Starting teaching with the sub-task that the learner does not master within the sequential sub-task group. The educational program includes 8 educational modules, each module targets a specific aspect of attention focus and scouting skills. The educational modules will be designed according to the task analysis strategy, which focuses on dividing tasks into small and organized steps to enhance understanding and implementation, the duration of the module was (90 minutes) distributed over the sections of the educational module as follows: For the preparatory section: its total time is (20 minutes), the main section: its total time is (60 minutes), and finally the final section: its total time is (10 minutes).

### 2.8 Post-tests:

After the completion of the educational program, post-tests were conducted to measure the effect of the program on the focus of attention and scouting skills in the participants, on Thursday, 5/12/2024, and the results

were compared with the results of the pre-tests to determine the extent of improvement and effectiveness.

## 2.9 Statistical Methods:

The SPSS statistical package was used to analyze the data and compare the results of pre- and post-tests.

## 3 Presentation and discussion of the results:

### 3.1 Presentation and discussion of the results of the experimental group:

Table (4)

Shows the results of the experimental group in the research variables

Significance	Error Percent age	Value (v)	Post-testing		Pre-test		Unit of Measurement	N	Variables
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean			
Moral	.0000	11.83	15.85	61	18.98	85.37	degree	20	Focus Attention
Moral	.0000	24.249	0.158	0.884	0.107	0.495	degree		Square Knot Skill
Moral	.0000	14.837	0.306	1.574	0.074	0.654	degree		Closed wedge tie skill
Moral	0.000	33.288	0.985	9.193	0.887	4.168	degree		Country Course Skill

Table (5)

Shows the results of the control group in the research variables

Significance	Error Percent age	Value (v)	Post-testing		Pre-test		Unit of Measurement	N	Variables
			Standard	Arithmetic mean	Standard	Arithmetic mean			

			deviat ion		deviat ion				
Moral	.0000	3.20	16.01	73.37	17.55	82.44	degree	20	Focus Attent ion
Moral	.0000	17.6 50	0.067	0.561	0.069	0.441	degree		Squar e Knot Skill
Moral	.0000	12.4 59	0.093	0.772	0.095	0.643	degree		Closed wedge tie skill
Moral	0.000	10.1 74	0.663	5.083	0.498	3.808	degree		Count ry Cours e Skill

### 3.1.1 Discussion of the results:

Table (4) shows that there are positive differences between pre-tests and post-tests and in favor of post-tests in the research variables, the reason for this is that the educational program according to the task analysis strategy is an effective educational tool in enhancing the focus of attention and scouting skills in students, as the task analysis strategy is considered a powerful tool in education, as it enables teachers to break down complex tasks into their basic elements, which makes it easier for students to understand and master them. This strategy not only helps improve academic performance, but also enhances students' critical thinking and problem-solving skills, and this is what Suleiman sees (Suleiman, 2020, 143-145) ( The educational program according to the task analysis strategy improves students' ability to concentrate and attention, and enhances their scouting skills by dividing tasks into small, organized steps). This strategy focuses on analyzing tasks into their basic elements, which makes it easier for students to understand and implement them accurately), and (Baad Al-Fattah, 1997, 479) (following scientific steps in the preparation of educational programs, organizing and applying, which is based on well-thought-out plans, leads to the effective realization of the learning process. The primary goal of the educational program is to enable individuals to acquire, master, and develop new skills in the future, as learning is the process through which information or skills are acquired through practice and repetition), as well as the strategy of task analysis as an effective educational tool in enhancing students'



attention focus and scouting skills, and emphasized this (Kempsch, 2020, 25) "dividing tasks into small, organized steps, students can improve their concentration and enhance their scouting skills. Scientific sources indicate that the task analysis strategy contributes to enhancing critical thinking and problem-solving in students", and from the above, the researcher believes that the task analysis strategy is an effective and useful educational tool, especially when applied in a thoughtful and organized manner, and can contribute to improving learning outcomes and enhancing students' educational experience.

### 3.2 Presentation and discussion of the results of the two groups in the post-tests:

Table (5)

Shows the statistical differences between the two groups in the post-tests

Significance	Error Percent age	Value (v)	Control Group		Experimental Group		Unit of Measurement	N	Variables
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean			
Moral	.0000	7.12	16.01	73.37	15.85	61	degree	20	Focus Attention
Moral	.0000	7.521	0.067	0.561	0.158	0.884	degree		Square Knot Skill
Moral	.0000	10.019	0.093	0.772	0.306	1.574	degree		Closed wedge tie skill
Moral	0.000	13.845	0.663	5.083	0.985	9.193	degree		Country Course Skill

#### 3.2.1 Discussion of the results:

The results indicate that there are statistically significant differences between the experimental and control groups in the post-tests, where the experimental group showed better performance, these results can be explained by the effectiveness of the program according to the strategy used

in the experimental group, which may have contributed to improving the performance of the participants, as the task analysis strategy is a valuable tool in improving the learning process and enhancing students' understanding of complex concepts and skills by dividing tasks into small and organized steps, students can gradually build their understanding Methodically, this strategy also helps in identifying weaknesses and continuous improvement, which enhances learning efficiency, and according to a study (Zaitoun, 2015), effective educational strategies can improve students' performance and increase their understanding of concepts. Ali, 2018 also pointed out that the use of educational programs can contribute to enhancing students' skills and abilities, and the reason for the apparent improvement in students' performance in the experimental group is due to the clarity of purpose in the educational modules: It contributes to directing the efforts of students and motivating them to achieve those goals, and this is in line with (Allawi, 2001, 194) as he believes that "when the educational goals are in line with the abilities and needs of the students, and the positive interaction between the teacher and the students contributes to creating a supportive and stimulating learning environment, which leads to improving the performance of students and increasing their understanding of the concepts", and finally, the researcher believes that the strategy of task analysis contributes to In improving students' attention focus, focusing on specific details of the task and helping to reduce distraction. It also enhances students' ability to solve problems and think critically, making them more independent in their learning.

#### **4. Conclusions and Recommendations:**

##### **4- 1Conclusions:**

- 1- The use of the educational program according to the task analysis strategy contributed to the superiority of the experimental group over the members of the control group in focusing attention and some scouting skills.
- 2- The use of a task analysis strategy has improved students' ability to focus and attention, leading to improved performance in scouting skills.

##### **4.2 Recommendations:**

- 1- Conduct further research on the effects of task analysis strategy on student learning and skill development.
- 2- Provide opportunities for students to practice and apply scouting skills in different contexts.

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#### Appendix (1)

Explains an important assessment form

## Name Lab Today History

Total	Rating Scores										Evaluation Themes	t
	10	9	8	7	6	5	4	3	2	1		
											Precision in performance	1
											Durability at work	2
											Performance Time	3
											Total	4

Rectifier's Name: Signature:

## Appendix No. (2)

## Demonstrates a sample module

Week / Second Unit / First

Grade / First Stage

Number / (20) Students

Day &amp; Date / Sunday 22/10/2024 Unit Time (90m) Tools: Sticks &amp; Ropes, Data Show

Objective of the unit: - Apply the educational program in improving attention concentration and knot skill.

- Spreading the spirit of competition and keenness among students.

Observations	Details of the Vocabulary of the Module	Time	Divisions of the Unit
Explain the material and present it adequately for the required skill.	Determining the goal of the unit (the subject of the unit) is the skill of the knot, explaining it in detail, presenting it in the form of a video and detailed pictures about the skill to the students, and applying it by the teacher to them, which increases their interaction and concentration of attention.	12D	Educational Aspect

The teacher makes sure that all students are properly warmed up.	Warm-up/walk, jog, then jogging, stretching the shoulder, elbow and wrist muscles)	8D	Urbanization Department
Emphasizing the performance of the skill correctly	Applying the educational program according to the strategy of analyzing the task After determining the goal, the goal or skill of the lesson was divided into small units and the difficult part of the skill was started at the beginning of the unit and practiced on it by the students, and when it was mastered and finished, moving to the other part, thus sequencing the parts of the skill, and then grouping the parts and performing the skill in one sentence.	60 KD	Main Section
The student should feel the spirit of competition and cooperation	A small recreational game and then perform the greeting and departure	10D	Concluding Section