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Effect of the Six Thinking Hats Exercises on Situational Embarrassment and Performing some of Skills on Vaulting Table in Gymnastics

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Abstract

Study aimed to estimate the effect of the six thinking hats exercises on situational embarrassment and performing some of skills on vaulting table in Gymnastics. The study was conducted on twenty four student's male of second class, Faculty of Physical Education\ University of Koya, subject of current study were assigned into two groups (control and experimental). Situational embarrassment was measured by situational embarrassment measurement, stand on arms skill and jump with opening legs skills were measured by a questionnaire form. Six training sessions, 2 units a week were conducted. Data was analyzed by using mean, standard deviation and paired and unpaired T-test, results of the measurements showed situational embarrassment, stand on arms skill and jump with opening legs skills values of 2.155, 4.961, and 4.160 in control group and 4.335, 7.770, and 8.510 in experiment group respectively. Situational embarrassment measurement reported in the literature ranges from 109.16-106.41. Comparatively high improve in situational embarrassment values found in experimental group 104.91-96.66. However, the six thinking hats improved experimental group students in all measurements of present study.

Key wards: Six thinking hats, exercise, situational embarrassment, skill, gymnastic.

1. Introduction

The faculty years are serious in the development of advanced social behavioral, cognitive and motor abilities. Students enter the faculty with many needs in order to development appropriately, many student educational leaders approve that the goal of teaching is to stimulate and guide the development of student in his specialist so that they will function in life activities. Teachers, who deal with students in some way, must explore the developmental processes as they relate to the education of younger's (Ahmad, 2003). Students of physical education need opportunities to development of exercise and move in different games. They need daily exercise to learn and coordinate the large muscles in their arms and legs, and the small muscles in their hands fingers in gymnastic game. This is why physical activity and exercise are essential elements for gymnastic players.

Thinking hats are active and practiced learners with a natural interest. They are unique methods; affect situational embarrassment and develop performing some of the skills. Students enter their faculty years with a significant background of physical education experiences, these experiences are formed within their coaches (Ali and Samer, 2006). All gymnastic players have specific ways in which they tend to learn successfully. Learning, to be effective, requests to be built on what a student already knows. It is also essential to realize the ways in which students teach (Jassem, 2010). Mossa (2009) stated that gymnastic is a basic platform of other games and it helps learners to have the knowledge, attitudes and skills necessary to create and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

Gymnastic skills will contribute to ongoing health and the enjoyment of life and leisure. In addition, gymnastic is one of the games in which students participate individually in performance of skills and a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, grace, balance and control, so learner has to have high motor capacities to help him to perform these requires. Vaulting table is one of gymnastic apparatuses that requires physical skills such as strength, speed and technical skills including jumping, open jumping and landing that is learned from the second class of faculty physical education.

Vibration of skills performance results in learner delay then will be caused situational embarrassment which concurrences the performance of learners and causes emotional problems lead to a feeling of fear and low self-esteem. To treatment of these situations with different types and balance thinks, learner must be made a fast solution and thinking about consists of situation and expert that had them to change placing and new situational because of thinking is one of more important mental processes which play direct role on teaching universities students of basic skills. Present study will add new instruments for thinking on learning skills. More research is needed to evaluate the effects of the six thinking hats exercises on situational embarrassment and performing some of skills on vaulting table in Gymnastics. In particular, there is a need for more evidence about thinking hats that benefits mental and cognitive outcomes. There is evidence that thinking hats can have a positive and profound effect.

In some respects, such an effect is unique in areas of gymnastic players development such as some of gymnastic skills development (Kareem & Samar, 2010), and learning development (Noor, 2005). Our main aim is to investigate the effects of the six thinking hats exercises on situational embarrassment and performing some of skills on vaulting table in Gymnastics.

2. Methodology

Experimental research design method was used in present study because it is more suitable to the nature of the study and resolves the problem of the study.

2.1 Subject

The study was conducted on twenty four student's male of second class, Faculty of Physical Education\ University of Koya, subject of current study were assigned into two groups (control and experimental). Situational embarrassment was measured by situational embarrassment measurement, stand on arms skill and jump with opening legs skills were measured by a questionnaire form. Six training sessions, 2 units a week were conducted. Study was led on October 1, 2013 to February 15, 2014.

2.2 Situational embarrassment criterion

Criterion of situational embarrassment includes 119 paragraphs with 4 keys (Fully similar, great similar, somewhat similar, never similar) its degree ranging (1, 2, 3, and 4), the highest degree is (465) and lower degree is (119), whereas neutrality degree is (297.5) (Ban, 2007).

2.3 Motor skills and their tests

Standing on arms skill and jumping with opening legs skills were chosen as shown in figure (1) and (2) and researchers depended on evaluation of a virtual construction of movement through assessment of performance of motor skill. Movement was divided in main parts (Preparatory, principle, and final), for this reason, researchers prepared a questionnaire to estimate the specific motor skills. We depended on Hoder (2006) and Saad (2013) in estimating, the evaluation consisted of (10) degrees distributers to parts of skill. 3 experts were estimated tests depending on evaluation form which prepared before starting of experience.

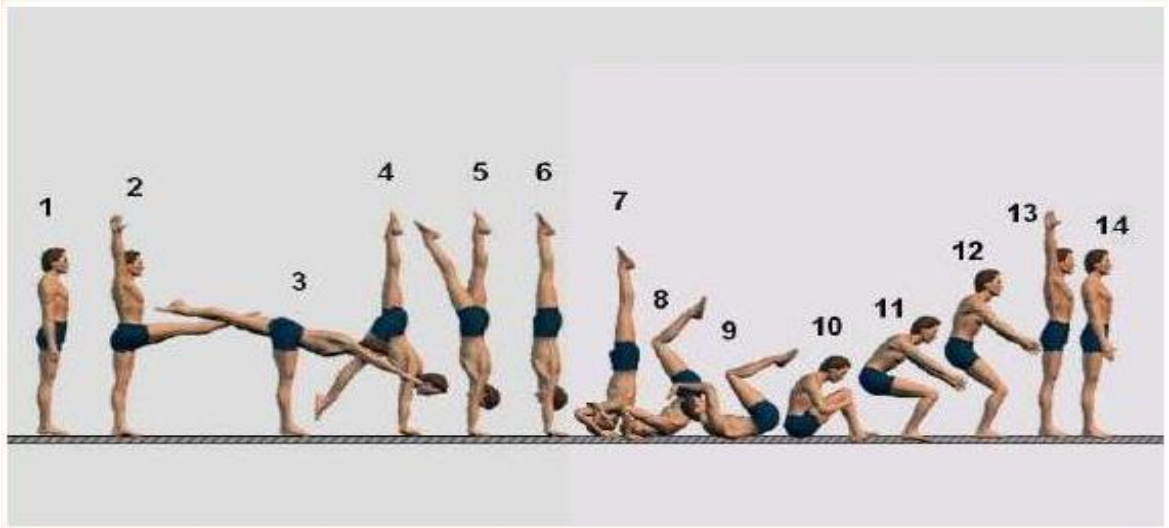

Figure .1 Shows standing on arms skill

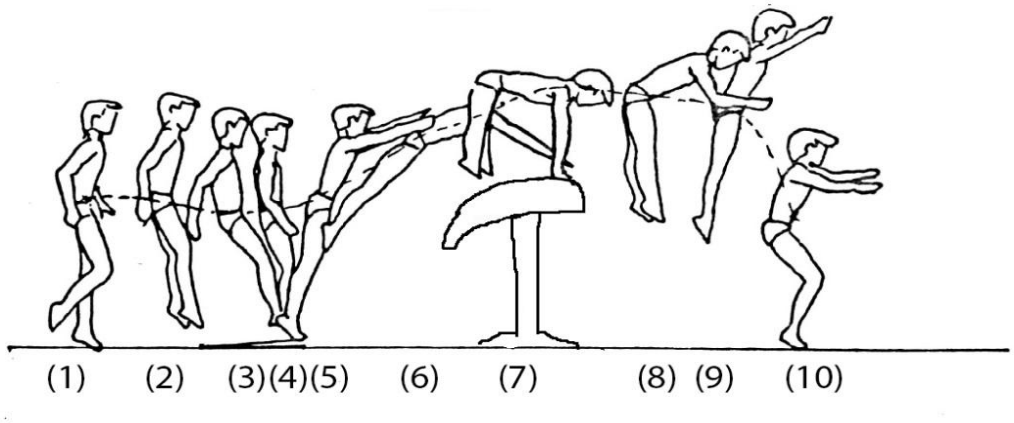

Figure .2 Shows jumping with opening legs skills

2.4 Pre-tests

Pre-tests of two motor skills were conducted before starting of teaching program; two learning units of each skill were given to the subject. Tests conducted on October 1, 2013.

2.5 Main experiment procedure

Main experiment was started after completing of pre-tests; actually experimental group started using a thinking hats exercise 2 teaching units a week for 6 weeks a period, 12 learning units in total. Principle part of learning unit was used to carry out the exercises. We used practical and teaching parts of main part for a period of 40 minutes.

2.4 Post-tests

Post-tests of two motor skills were conducted the same conditions of pre-test on February 15, 2014.

2.5 Statistical analysis

SPSS was used to analyses results of present study and we used mean, standard deviation, independent T-test and dependent T-test.

3. Results and discussion

Significant differences showed between pre and post-tests in skills of standing on arms and jumping with open two legs of the control group, where T value was 4.160 and 4.961 respectively. No significant differences appeared in situational embarrassment between pre and post-tests of control group, where T value was 2.155.

Table (1)
Shows tests of control group

Variables	Pre- tests		Post-tests		T-test	Significant
	Mean	SD	Mean	SD		
Opening jumping	2.583	0.792	4.166	1.094	4.160	S
Standing on arm	3.416	0.996	4.176	0.984	4.961	S
situational embarrassment	109,16	22.997	106.41	19.901	2.155	No S

Significant at error level (0.05), Freedom degree (11), Tabulate T value (2.179).

Table (1) shows an improvement in skills of standing on arms and jumping with open two legs but no significant improvement in skills of situational embarrassment. Researchers confirm that learning program of the control group resulted in development of those skills but didn't effect in situational embarrassment. Most of time, teachers use different styles of teaching such as direct style which helps to develop control group but too limited due to the lack of involvement of students in the interaction by giving the information even if it is limited or little and this is confirmed by the results of situational embarrassment, thus affecting the performance of learners skills. Significant differences showed between pre and post-tests of experimental group in skills of standing on arms, jumping with open two legs, and situational embarrassment, where T value was 8.510, 7.770 and 4.335 respectively.

Table (2)
Shows tests of experimental group

Variables	Pre- tests		Post-tests		T-test	Significant
	Mean	SD	Mean	SD		
Opening jumping	2.833	0.834	7.458	1.075	8.510	S
Standing on arm	3.250	1.055	7	1.167	7.770	S
situational embarrassment	104,91	16.345	96.66	8.015	4.335	S

Significant at error level (0.05), Freedom degree (11), Tabulate T value (2.179).

Table (2) shows a significant improvement in skills of standing on arms, jumping with open two legs, and situational embarrassment of the experimental group. Researchers confirmed that learning program of experimental group which including six thinking hats and indirect teaching means resulted in development of these skills. These means have been helped to improve learners' thinking through giving them a preliminary picture regarding skills, and then explained skill by teacher, which led to get the learner an integration idea about skill and thereby forming a clear vision for this skill in order to achieve it correctly. This development has been also contributed to the lower scores of situational embarrassment; it means learner will be liberated of concern in the application of skills. However, decrease the grades of situational embarrassment contributed on development of the performance of these skills of learners. Significant differences showed between post-tests of experimental and control groups in skills of standing on arms, jumping with open two legs, and situational embarrassment, where T value was 2.916, 2.890 and 2.848 respectively.

Table (3)
Shows post-tests of experimental and control groups

Variables	Experimental group		control group		T-test	Significant
	Mean	SD	Mean	SD		
Opening jumping	7.458	1.075	4.166	1.094	2.916	S
Standing on arm	7	1.167	4.176	0.984	2.890	S
situational embarrassment	96.66	8.015	106.41	19.901	2.848	S

Significant at error level (0.05), Freedom degree (22), Tabulate T value (2.074).

The current study has examined the effectiveness of using a six thinking hats exercise on situational embarrassment and performing some of skills on vaulting table in Gymnastics. The study has shown that students who participated in the learning program made significant gains in both their standing on arms, jumping with open two legs, and situational embarrassment. Overall there was a great improvement in standing on arms, jumping with open two legs, and situational embarrassment of the experimental group.

A small improvement on standing on arms, jumping with open two legs of the control group was observed. There was no improvement or change in situational embarrassment skill of the control group. The researcher strongly believes that thinking hats play the main role in student development, especially in terms of situational embarrassment, but learning contributed to the development of standing on arms, jumping with open two legs. These findings are supported by many researchers who found that the situational embarrassment improved with practices (Ammar, 2009; Hoder, 2006). Others researchers have added that thinking programs can contribute to the development of motor skills (Sanar, 2007; Basam, 2005). There are also other experiential arguments stating that learning program might be used to improve gymnastic skills during faculty teaching. This is supported by some researchers (Ausama, 2010; Ali, 2009). The present study provides strong scientific support for the utility of thinking hats in standing on arms, jumping with open two legs, and situational embarrassment development. Findings also suggested that thinking hats may be of benefit to students in their learning interaction as these students have more opportunities to detect the mental states.

4. Conclusion

Situational embarrassment measurement reported in the literature ranges from 109.16-106.41. Comparatively high improve in situational embarrassment values found in experimental group 104.91-96.66. However, the six thinking hats improved experimental group students in all measurements of present study.

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