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## Building the scale of the scouting curriculum in the Ministry of Education from the point of view of the leaders who bear the wooden badge in Iraq

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### ABSTRACT

The research aimed to build a measure of the reality of the scouting curriculum in the Ministry of Education, and the researchers followed the descriptive survey approach to suit it with the nature of the research. The General Directorates of Education and those affiliated to the Ministry of Education, and the research sample was chosen from (152) scout leaders. The researchers carried out the process of statistical analysis of the expressions of the scale to ensure the availability of the scientific conditions for the scale represented by the validity and reliability, and the researchers adopted the Likert method in building the questionnaire of the scale, and the scale consisted of (67) items, in the final form after the construction process.

**Keywords:** Organizational flexibility, the Olympic Committee, sports federations

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## Introduction

Talking about the curriculum is one of the topics that must be paid attention to due to its importance in all institutions in general and in educational institutions in particular, especially among specialists, including scout leaders, as the curriculum is the plan and program that the director or head of the institution sets, and the workers in all these institutions must follow this approach in order to achieve the success of the work, and this is the desired goal. As for educational institutions, the curriculum is the content or book that contains vocabulary that must be taught by workers in this field. This is the aspect known to many workers in educational institutions, and it is a narrow concept. (Abdulhussein et al., 2024) As for the broad concept of the curriculum, it must include everything that the educational or educational institution provides to its students and pupils in terms of knowledge, skills, experiences, etc., in order to keep pace with the development taking place at the present time. This is on the one hand, but on the other hand, the scout leader must provide all of his skills, experiences, and knowledge to his own group to achieve their full growth physically, mentally, psychologically, and socially inside and outside the school, and this curriculum requires the leader The scout must perform it in a certain way and in a certain style in order to gain the trust of his students or pupils. In order to achieve the level of success and development, there must be a measure for the scout curriculum in the Ministry of Education, as the scout curriculum affiliated with the Ministry of Education is the cornerstone of the work of the General Directorates of Education in Iraq from the side of the scout movement, (Kadhim, 2024b) and through the studies that the researcher has reviewed and through research and observations and through asking those with experience and expertise and through the researcher's observation of the reality of the annual scout curriculum of the Ministry of Education, (Kadhim, 2024a) since the researcher is a scout leader and holds the wooden badge, the researcher sees it necessary to have an analytical study of the reality of the scout curriculum, which is responsible for implementing the Ministry of Education as well as the General Directorates of Sports, School and Scouting Activities affiliated with the Ministry of Education, and from here comes the problem that must be overcome through research and study, and due to the lack of studies that dealt with the analytical study of the reality of the scout curriculum in the Ministry of Education, as well as the lack of a study that dealt with the quality of performance, (Kadhim et al., 2021) it was necessary to study this case by surveying the opinions of scout leaders holding the wooden badge in Iraq in the year (2017) AD. The research aims to: build a scale for the reality of the scouting curriculum in the Ministry of Education.

The study (Al-Salem, 2018) (The effect of the advanced scout and advanced guide curriculum on modifying the behavior of participants in the scout teams of middle schools in the center of Babil Governorate) aimed to: build a behavior scale for participants in the scout teams, and identify the behavior of participants in the scout teams of middle schools according to gender. The research sample was the scout teams of middle schools in the center of Babil Governorate, numbering (18) middle schools divided between males and females. The descriptive approach was used in the survey method. The most important results: The scout teams of middle schools

for the advanced scout and advanced guide have low leadership behavior and there are significant differences between the pre- and post-measurements of the level of social behavior of the scout teams of middle schools in a positive direction. The study (Saleh, 2020) "Evaluating the performance of scout leaders who hold the wooden badge in Iraq according to some (GSAT) standards for scout associations". Objective: To identify the performance of scout leaders who hold the wooden badge in Fiq. Iraq Sample: The sample consisted of (265) Scout leaders holding the Wooden Badge, representing (68.29%) of the total research community. Methodology used: The researcher used the descriptive method with the analytical survey method. Most important results: The research results were average in terms of performance evaluation of Scout leaders holding the Wooden Badge. Study (Anad, 2019) "Building and standardizing the administrative competence scale for Scout leaders holding the Wooden Badge in the General Directorates of Education in Iraq" Objective: Building and standardizing the administrative competence scale for Scout leaders holding the Wooden Badge in the General Directorates of Education in Iraq, (Kazim et al., 2019) as well as identifying their levels. Sample: The sample consisted of Scout leaders holding the Wooden Badge in the General Directorates of Education in Iraq, except for the Kurdistan Region, numbering (372) Scout leaders and female Scout leaders in the year (2017). Methodology used: The researcher used the descriptive method with the survey method. The most important results: One of the most important results obtained by the researcher is building a scale for selecting the future scout leader and identifying the levels of scout leaders who obtained the wooden badge in the General Directorates of Education in Iraq. Study (Rahim, 2008) "Leadership qualities of scout leadership and their relationship to communication skills and decision-making ability from the point of view of scout leaders and scouts" Objective: The study aimed to know the relationship between the leadership qualities of the scout leader and the most important communication skills in the ability to make decisions. Sample: The research sample consisted of (60) scout leaders from the research community, while (Easa et al., 2022) the sample of scouts amounted to (100) scouts. Methodology used: The researcher used the descriptive method using the survey method. The most important results: The results of the study showed the adoption of the most important communication achieved by the research, in addition to developing communication skills between scout leaders and scouts. Study (Sabry and Ali, 2019) "The reality of organizing scout work in middle schools" The researcher used the descriptive method appropriate to the nature of this study, which will enable us to reach. (Kadhim, 2023)

To achieve the research objectives. The research sample was represented by physical education teachers in the intermediate schools of the Second Rusafa Education Directorate. Twenty intermediate schools were selected out of 43 intermediate schools. (Mahmood & Kadhim, 2023) To achieve the research objective, a questionnaire was used and statistical methods were used to contribute to obtaining the results. The researcher presented her results in tables and then explained them in a form to increase knowledge and clarification. All results were discussed after statistical processing. The researcher concluded that some intermediate schools do not keep records that include photographs showing the group's activities inside and outside the school, such as trips, camps, or field visits. There is a significant weakness in field visits between schools. The leaders lack a guide or booklet that shows the organization of school

scouting work. Study (Abdul Karim and Adhab, 2022) "Standardizing the Scout Self-Esteem Scale and its Relationship to Some Basic Skills of the Scout Leader Holding the Wooden Badge in Iraq" The research aimed to standardize the Scout Self-Esteem Scale and to know the relationship between the Scout Self-Esteem Scale and some basic skills of Scout Leaders Holding the Wooden Badge in Iraq. The research problem crystallized in the absence of a study to evaluate the performance of Scout Leaders Holding the Wooden Badge to improve their field level. The researchers used the descriptive approach, and the research sample was determined randomly, which amounted to (93) individuals from Iraqi Scout Leaders Holding the Wooden Badge in Iraq. The researchers used the appropriate open and closed questionnaires to obtain data that were statistically processed using the SPSS statistical package. The scale consisted of three main areas, which are (cognitive, administrative, and psychological), derived from these main areas, seven sub-areas, which are (pioneering work, learning by doing from the cognitive field) (planning, leadership from the administrative field) (motivation, emotional balance, and intelligence from the psychological field), respectively. The scale in its final form after standardization consisted of (47) paragraphs, (30) positive paragraphs and (17) negative paragraphs. (Mondher et al., 2023) The researchers also established the scientific foundations for the tests for scout leaders. These tests were conducted on the sample to determine the degrees of standardization of the scale and to determine the type of relationship between the scale and some basic skills. The researchers concluded that the scale could be applied by the Iraqi Scouts Association to the scout leader holding the wooden badge to diagnose strengths and weaknesses, and that the scale could be used by researchers and specialists as a means of measurement to evaluate the performance of leaders and prepare educational and training programs in order to improve the field reality of scout leaders holding the wooden badge. Study (Anad and Ismail, 2019) "Standardizing the scale of administrative competence for scout leaders who obtained the wooden badge in the General Directorates of Education in Iraq" The project to standardize the scale of administrative competence for scout leaders who obtained the wooden badge is a newly established project that aims to develop scout leaders and support them in educational societies in the future. Standardizing management standards is an important part of the development and growth process within the executive framework of the scout movement due to its important role in developing scout leaders, as the work of all educational and scouting institutions and other institutions depends on this basis, (Mousa & Kadhim, 2023) and thus it represents the art of implementation and application of administrative policy, taking into account the requirements of time and place.

## Method and tools

The researchers adopted the descriptive survey method to suit the nature of the research.

The research community was selected from the scout leaders who obtained the wooden badge in the year (2017), males and females, numbering (352) scout leaders in the General Directorates of Education affiliated to the Ministry of Education, and the building sample was also made up of 140 scout leaders, i.e. (43.18%), as shown in the following table:

Table(1)

The size of the community and its sample

Percentage	Scale construction sample	Percentage	Exploratory experiment	Number of leaders	The city	
%35.71	10	%7.14	2	28	Baghdad	1
%35.71	5	%14.28	2	14	Rusafa/1	2
%39.13	9	%8.69	2	23	Baghdad	3
%33.33	5	%13.33	2	15	Rusafa/2	4
%34.48	10	%6.89	2	29	Baghdad	5
%36.84	7	%10.52	2	19	Rusafa/3	6
%45.45	10	/	/	22	Baghdad	7
%42.85	6	/	/	14	Karkh/1	8
%40	10	/	/	25	Baghdad	9
%44.44	8	/	/	18	Karkh/2	10
%37.5	3	/	/	8	Baghdad	11
%33.33	5	/	/	15	Karkh/3	12
%44.44	8	/	/	18	Babylon	13
%37.5	6	/	/	16	Maysan	14
%35.71	5	/	/	14	Qadisiyah	15
%33.33	4	/	/	12	Karbala	16
%47.61	10	/	/	21	Muthanna	17
%47.36	9	/	/	19	Najaf	18
%47.36	9	/	/	19	Basra	19
%33.33	1	/	/	3	Dhi Qar	20
	140		12	352	Total	
	%39.772		%3.226	%100	Percentage	

The following devices, tools and means of collecting information were used: (paper forms, a computer (laptop), an electronic calculator, Arab and foreign sources, field visits to collect information, the information network (Internet), personal interviews).

**Search Tool:**

**Wooden Sign Curriculum Scale:**

Due to the lack of a suitable measuring tool to measure the Wooden Badge curriculum in Iraq for leaders who obtained the Wooden Badge except for the Kurdistan Region, the researchers built the scale according to the following:

1. **Paragraph formulation:** A number of paragraphs were formulated for the specific curriculum for leaders studying to obtain the wooden badge, in a manner that is consistent with the nature of the research community's work, and in accordance with the literature related to the scouting curriculum for the wooden badge.
2. **Validity of the scale:** The researchers used several types of validity to verify the scale:
  - A. Apparent validity: The researchers prepared the paragraphs for the scale and presented them to experts and specialists to express their opinions on the validity of each paragraph in measuring the phenomenon to be measured, with the validity of the answer alternatives. The total number of paragraphs was (75) paragraphs representing the initial formula for the paragraphs. (72) paragraphs were accepted and (3) paragraphs were excluded according to the experts' opinion. The researchers adopted the Likert method in constructing the scale questionnaire, and based on that, a five-point scale was used to express the extent of agreement with each paragraph.
  - B. After the procedures mentioned, the researchers conducted the exploratory experiment on a sample of (12) individuals, for the period (1/2/2023) until (1/10/2023). T- Construct validity: This type of validity is achieved by conducting statistical analysis of the statements, and the researcher verified it by extracting the following indicators: First: The discriminating ability of the statements: To verify this, the researchers adopted the two-party group method in calculating the discriminating ability of the statements using the (T-Test) test for independent samples, and the aim of analyzing the statements is to keep the statements with high discrimination, which are the good statements in the scale. Experts indicate that the percentage (27%) of the lower group and (27%) of the upper group is the best percentage by which we obtain the highest discrimination coefficients, so the (T-Test) test was used to indicate the differences in the arithmetic means between the lower and upper groups, and it was found that all statements are statistically significant at a significance level of (0.05), as shown in Table (2).

Table (2)

shows the discriminating power of each paragraph of the Scout Curriculum Scale

Result	Sig	Test value	Top Group		Lower group		Phrase number
			S.d	M	S.d	M	
positive	0.000	-14.549	0.00000	5.0000	0.64669	3.4737	1
positive	0.000	-14.887	0.00000	5.0000	0.74100	3.2105	2
positive	0.000	-14.829	0.00000	5.0000	0.60168	3.5526	3
positive	0.000	-12.969	0.00000	5.0000	0.72548	3.4737	4
positive	0.000	-10.896	0.00000	5.0000	0.93798	3.3421	5
positive	0.000	-10.738	0.00000	5.0000	0.89132	3.4474	6
positive	0.000	-16.179	0.00000	5.0000	0.69185	3.1842	7



positive	0.000	-15.054	0.00000	5.0000	0.60345	3.5263	8
positive	0.000	-15.054	0.00000	5.0000	0.60345	3.5263	9
positive	0.000	-13.959	0.00000	5.0000	0.68566	3.4474	10
positive	0.000	-15.534	0.00000	5.0000	0.74148	3.1316	11
positive	0.000	-16.358	0.00000	5.0000	0.70408	3.1316	12
positive	0.000	-11.733	0.00000	5.0000	0.76042	3.5526	13
positive	0.000	-12.275	0.00000	5.0000	0.81940	3.3684	14
positive	0.000	-49.767	0.00000	5.0000	0.45961	1.2895	15
positive	0.000	-14.386	0.00000	5.0000	0.78933	3.1579	16
positive	0.000	-10.421	.00000 <sup>a</sup>	5.0000	0.00000 <sup>a</sup>	1.0000	17
positive	0.000	-14.048	0.00000	5.0000	0.83146	3.1053	18
positive	0.000	-107.529	0.00000	5.0000	0.22629	1.0526	19
positive	0.000	-17.635	0.00000	5.0000	0.75431	2.8421	20
positive	0.000	-11.808	0.00000	5.0000	0.85174	3.3684	21
positive	0.000	-18.312	0.00000	5.0000	0.90360	2.3158	22
positive	0.000	-10.521	0.00000	5.0000	1.09473	3.1316	23
positive	0.000	-13.924	0.00000	5.00000	0.85049	3.0789	24
positive	0.000	-11.339	0.00000	5.0000	0.82975	3.4737	25
positive	0.000	-11.911	0.00000	5.0000	0.98061	3.1053	26
positive	0.000	-9.885	0.00000	5.0000	1.00107	3.3947	27
positive	0.000	-12.754	0.00000	5.0000	0.85216	3.2368	28
positive	0.000	-12.610	0.00000	5.0000	0.87481	3.2105	29
positive	0.000	-13.983	0.00000	5.0000	0.80052	3.1842	30
positive	0.000	-13.054	0.00000	5.0000	0.104385	2.7895	31
positive	0.000	-14.809	0.00000	5.0000	0.82156	3.0263	32
positive	0.000	-13.428	0.00000	5.0000	0.83359	3.1842	33
positive	0.000	-14.631	0.00000	5.0000	0.79829	3.1053	34
positive	0.000	-15.824	0.00000	5.0000	0.71759	3.1579	35
positive	0.000	-14.200	0.00000	5.0000	0.81111	3.1316	36
positive	0.000	-11.746	0.00000	5.0000	0.89768	3.2895	37
positive	0.000	-88.449	.27328	4.9211	0.00000	1.0000	38
positive	0.000	-15.287	0.00000	5.0000	0.97625	2.5789	39
positive	0.000	-13.090	0.00000	5.0000	0.78072	3.3421	40
positive	0.000	-16.449	0.00000	5.0000	0.76925	2.9474	41
positive	0.000	-15.745	0.00000	5.0000	0.80362	2.9474	42
positive	0.000	-16.994	0.00000	5.0000	0.76369	2.8947	43
positive	0.000	-17.577	0.00000	5.0000	0.76601	2.8158	44
positive	0.000	-15.440	0.00000	5.0000	0.78798	3.0263	45
positive	0.000	-11.274	0.00000	5.0000	0.94966	3.2632	46
positive	0.000	-13.431	0.00000	5.0000	0.88169	3.0789	47
positive	0.000	-11.862	0.00000	5.0000	1.01202	3.0526	48
positive	0.000	-13.110	0.00000	5.0000	0.75479	3.3947	49

positive	0.000	-14.200	0.00000	5.0000	0.81111	3.1316	50
positive	0.000	-14.565	0.00000	5.0000	0.67941	3.3947	51
positive	0.000	-11.746	0.00000	5.0000	0.89092	3.2895	52
positive	0.000	-15.336	0.00000	5.0000	0.72987	3.1842	53
positive	0.000	-12.017	0.00000	5.0000	0.89092	3.2632	54
positive	0.000	-14.809	0.00000	5.0000	0.82156	3.0263	55
positive	0.000	-15.605	0.00000	5.0000	0.76925	3.0526	56
positive	0.000	-14.472	0.00000	5.0000	0.75101	3.2368	57
positive	0.000	-16.152	0.00000	5.0000	0.83359	2.8158	58
positive	0.000	-16.257	0.00000	5.0000	0.99786	2.3684	59
positive	0.000	-16.160	0.00000	5.0000	0.75290	3.0263	60
positive	0.000	-15.125	0.00000	5.0000	0.83658	2.9474	61
positive	0.000	-14.887	0.00000	5.0000	0.74100	3.2105	62
positive	0.000	0.75290	.00000 <sup>a</sup>	5.0000	0.00000 <sup>a</sup>	1.0000	63
positive	0.000	-15.852	0.00000	5.0000	0.78798	2.9737	64
positive	0.000	-15.096	0.00000	5.0000	0.91339	2.7632	65
positive	0.000	-11.289	0.00000	5.0000	1.07771	3.0263	66
positive	0.000	-11.281	0.49210	4.6296	1.06409	3.0526	67
positive	0.000	-12.091	0.00000	5.0000	0.92577	3.1842	68
positive	0.000	-11.628	0.00000	5.0000	0.92076	3.2632	69
positive	0.000	-15.098	0.00000	5.0000	0.78436	3.0789	70
positive	0.000	--53.841	0.00000	5.0000	0.43085	1.2368	71
positive	0.000	-11.955	0.00000	5.0000	0.96341	3.1316	72

The significance value is significant if it is < 0.05 with a degree of freedom.(74)

We find that all paragraphs of the first scale (the scout curriculum) are statistically significant at the significance level.(0.05)

## 2- Internal consistency coefficient:

The aim of this procedure is to know whether the answers in general for specific paragraphs are reasonably consistent with the behavioural or personality trends assumed by the scores. The correlation of the paragraph score with the total score of the current scale means that the paragraph represents the concept or trait to be measured, as the correlation of the paragraph score with the total score of the scale is evidence that the paragraph actually measures the behavioural dimension that the test or scale aims to measure. This indicator was extracted by using the Pearson correlation coefficient between the paragraph score and the total score of the scale for all individuals in the sample consisting of (140) scout leaders, and Table No. (3) shows this.



Table(3) shows the correlation coefficient between the paragraph score and the total score of the scout curriculum scale

Result	Sig	simple correlation coefficient	Phrase number	Result	Sig	simple correlation coefficient	Phrase number
positive	0.000	0.616**	37	positive	0.000	0.596**	1
negative	0.952	-0.005	38	positive	0.000	0.633**	2
positive	0.000	0.703**	39	positive	0.000	0.626**	3
positive	0.000	0.603**	40	positive	0.000	0.634**	4
positive	0.000	0.769**	41	positive	0.000	0.626**	5
positive	0.000	0.686**	42	positive	0.000	0.593**	6
positive	0.000	0.712**	43	positive	0.000	0.599**	7
positive	0.000	0.799**	44	positive	0.000	0.573**	8
positive	0.000	0.648**	45	positive	0.000	0.489**	9
positive	0.000	0.579**	46	positive	0.000	0.579**	10
positive	0.000	0.583**	47	positive	0.000	0.659**	11
positive	0.000	0.569**	48	positive	0.000	0.636**	12
positive	0.000	0.550**	49	positive	0.000	0.570**	13
positive	0.000	0.622**	50	positive	0.000	0.544**	14
positive	0.000	0.672**	51	negative	0.351	0.079	15
positive	0.000	0.657**	52	positive	0.000	0.666**	16
positive	0.000	0.579**	53	negative	0.622	0.042	17
positive	0.000	0.705**	54	positive	0.000	0.587**	18
positive	0.000	0.580**	55	negative	0.062	0.158	19
positive	0.000	0.671**	56	positive	0.000	0.629**	20
positive	0.000	0.652**	57	positive	0.000	0.673**	21
positive	0.000	0.612**	58	positive	0.000	0.647**	22
positive	0.000	0.679**	59	positive	0.000	0.617**	23
positive	0.000	0.551**	60	positive	0.000	0.636**	24
positive	0.000	0.684**	61	positive	0.000	0.562**	25
positive	0.000	0.584**	62	positive	0.000	0.642**	26
positive	0.026	0.188*	63	positive	0.000	0.634**	27
positive	0.000	0.665**	64	positive	0.000	0.695**	28
positive	0.000	0.516**	65	positive	0.000	0.671**	29
positive	0.000	0.603**	66	positive	0.000	0.641**	30
positive	0.000	0.710**	67	positive	0.000	0.703**	31
positive	0.000	0.585**	68	positive	0.000	0.696**	32
positive	0.000	0.657**	69	positive	0.000	0.624**	33
positive	0.000	0.661**	70	positive	0.000	0.649**	34
negative	0.146	0.124	71	positive	0.000	0.644**	35
positive	0.000	0.700**	72	positive	0.000	0.636**	36

Significant at < 0.05

We find that all the paragraphs of the scale are statistically significant except for paragraphs (15, 17, 19, 38, 71) which are not significant at a significance level of (0.05) so they were rejected.

#### **Scale stability:**

The researcher verified the stability of the scale using the Cronbach's alpha coefficient using the Statistical Package for Social Sciences (SPSS). When applying this coefficient to the construction sample of (140) members, it was found that the stability coefficient is (0.634) and is considered a high value for stability at a significance level of (0.05)

#### **The scale in its final form:**

The scale settled in its final form on (67) paragraphs and the appropriate weight was determined for each response (always, often, sometimes, rarely, never) which is close to (5-1) degrees in descending order on the (Likert) scale where the highest value of the response reached (335) and the lowest values of the response (67) paragraphs for the scale of the scout curriculum for the scout leaders in the ministry.

#### **Objectivity:**

Objectivity is related to the method of correcting the test more than it is related to the test itself. Hence, an objective test is one in which the examinee gets the same score, regardless of the differences in the correctors.

#### **Conclusions**

1. Building the Scout Curriculum Scale in the Ministry of Education from the perspective of leaders holding the wooden badge in Iraq.
2. No paragraph was deleted when applying the discriminant validity of the paragraphs.
3. (5) paragraphs were raised by means of internal consistency validity.
4. The Scout Curriculum Scale in its final form consisted of (67) paragraphs.

#### **Thanks and gratitude**

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**Appendices:**

**APPENDIX(1)**

SHOWS THE NAMES OF EXPERTS TO DETERMINE THE VALIDITY OF THE STATEMENTS

Workplace	Specialization	Academic title	Expert name	
College of Physical Education and Sports Sciences / University of Baghdad	Sports Management	prof.dr	Salah Wahab	1
College of Physical Education and Sports Sciences / University of Baghdad	Tests and Measurements	prof.dr	Abbas Ali Adhab	2
College of Physical Education and Sports Sciences / University of Baghdad	Sports Psychology	prof.dr	Ali Sobhi	3
College of Physical Education and Sports Sciences / University of Baghdad	Sports Management	prof.dr	Mohsen Ali Naseef	4
College of Physical Education and Sports Sciences / University of Baghdad	Sports Management	Asst.Prof.Dr	Thamer Hammad Raja	5
College of Physical Education and Sports Sciences / University of Baghdad	Sports Psychology	Asst.Prof.Dr	Ahmed Dhari Hani	6
College of Physical Education and Sports Sciences / University of Baghdad	Sports Management	Asst.Prof.Dr	Mohammed Qusay Mohammed	7
Ministry of Education / Directorate of Education of Rusafa / 2	Tests/Scouts	Asst.Prof.Dr	Khansa Sabry Mohammed Ali	8
Ministry of Education / General Directorate of Physical Education and School Activities / Department of Scouting Education	Assistant Director of the Scout Department	Technical Supervisor	Nebras Munther	9
Ministry of Education / Directorate of Education of Karkh / 3	Director of the Division	Technical Supervisor	Haider Juma	10

Ministry of Education / General Directorate of Physical Education and School Activities / Department of Scouting Education	International Commissioner for the Iraqi Scouts	Assistant General Manager	Ahmed Khaled Hassoun	11
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## (2) Appendix

Final form of the questionnaire

Topic/Questionnaire

**Dear Scout Leader****Greetings**

In your hands is the scale that represents a set of paragraphs of the scouting curriculum for the scout leaders in the ministry. Therefore, please read the following instructions, then answer the paragraphs of the scale:

- 1- Read the content of each paragraph and its alternatives and carefully consider them before choosing.
- 2- Choose one answer from the five answers that suits you.
- 3- Answer honestly by putting a check mark ( ) in the field that applies to it.
- 4- Do not leave or neglect any paragraph because this negatively affects your answer.
- 5- Your answers will be completely confidential and are for scientific research purposes only.

**Thank you very much**

never	Rarely	Sometimes	Mostly	Always	Phrases	
					The Ministry sets appropriate instructions to implement decisions in scouting work.	1
					The Ministry is flexible with leaders during scouting work.	2
					The Ministry strives to contribute to addressing errors that occur during scouting work.	3
					The Ministry seeks to exploit time and manage it appropriately.	4
					The Ministry is interested in holding meetings with the leaders of the directorates on an ongoing basis.	5
					The Ministry sets a special strategy for scouting programs according to the required objectives.	6
					The Ministry uses previous experiences and expertise in managing scouting work.	7
					The Ministry finds it necessary to follow up on the administrative work of the directorates during scouting work.	8
					The Ministry uses the principle of competition between the directorates through scouting work.	9
					The Ministry seeks to spread the distinctive scouting activities provided by the directorates.	10
					The Ministry is interested in motivating the directorates to provide the best scouting work.	11
					The Ministry seeks to organize the work of the directorates, each according to its capabilities and abilities.	12

					The Ministry monitors and directs the directorates to do the best possible scouting work during the scouting camps held by them.	13
					The Ministry exerts great effort for scouting work.	14
					The Ministry seeks to contribute effectively to developing alternative solutions in scouting work.	15
					The Ministry is committed to the principle of scouting progression for leaders in the directorates.	16
					The Ministry has the ability to respond to all scouting work requirements.	17
					The Ministry works in more than one direction to achieve the required goals during scouting work.	18
					The Ministry has the ability to predict the scouting future.	19
					The Ministry participates in all development courses to obtain the necessary expertise and information.	20
					The Ministry follows up on the scouting leaders in the directorates for their development.	21
					The Ministry is engaged in scouting work on an ongoing basis.	22
					The Ministry develops an alternative plan during scouting work.	23
					The Ministry continues to encourage success in any scouting work.	24
					The Ministry relies on organized planning and advance work in the scouting movement.	25



					The Ministry takes into account the priorities of scouting work in the plans to achieve them according to priority.	26
					The Ministry adapts to the changes that occur in the environment in order to resist and overcome them.	27
					The Ministry uses flexibility in scouting planning to respond to developments in the scouting movement.	28
					The Ministry is committed to applicable plans that motivate the challenge to reach the desired goal.	29
					The Ministry sets goals and expects scouting leaders to achieve them realistically.	30
					The Ministry helps in planning to develop the general thinking of the scouting leader.	31
					The Ministry takes into account the organized connection to the scouting curriculum and works hard to implement it.	32
					The Ministry is concerned with distributing responsibilities and tasks among the employees of the Scout Education Department in a harmonious manner.	33
					The Ministry sets plans in light of the availability of all scouting capabilities.	34
					The Ministry uses modern devices and technologies in scouting work.	35
					The Ministry sets effective plans to direct material and human energies to implement scouting activities.	36

					The Ministry's ability to take preventive measures to avoid dangers before they occur.	37
					The Ministry takes into account the scientific and practical level of scouting leaders when planning scouting work.	38
					The Ministry works hard to develop the self-assessment skills of scouting leaders.	39
					The Ministry carries out observation, measurement and evaluation processes in scouting work.	40
					The Ministry collects information about scouting leaders in order to evaluate their scouting work.	41
					The Ministry conducts field visits to the directorates to observe and evaluate scouting work.	42
					The Ministry works to identify cases of failure when implementing scouting work and works to avoid them.	43
					The Ministry works to evaluate the scouting work of each directorate after the end of the year.	44
					The Ministry works to hold scouting camps for leaders to evaluate and assess the work of each directorate.	45
					The Ministry seeks to develop the scientific and practical direction and thinking in order to evaluate scouting work.	46
					The Ministry is interested in evaluating and assessing scout leaders in the directorates through scouting work.	47
					The Ministry is working on developing a plan to	48

					periodically assess the scouting curriculum components.	
					The Ministry designs models of practical tests to be used in evaluating scout leaders.	49
					The Ministry encourages all scouting activities and their practice in the academic and educational reality.	50
					The Ministry stands on failures in implementing scouting programs and works to address them.	51
					The Ministry works on amending some of the scouting programs scheduled each year for the better to achieve the required goals.	52
					The Ministry organizes seminars and quick courses to motivate leaders to make a greater effort in scouting work.	53
					The Ministry has honesty and integrity in scouting work.	54
					The Ministry tends to be fair and not biased towards some leaders at the expense of others.	55
					The Ministry seeks to create self-confidence among scout leaders in the directorates.	56
					The Ministry has high self-confidence and self-denial during scouting work.	57
					The Ministry uses words of encouragement and praise with scout leaders during scouting camps.	58
					The Ministry ignores unwanted behavior during scouting work.	59
					The Ministry seeks to reduce stress and psychological pressures among scout leaders.	60

					The Ministry uses strength and firmness during difficult situations during scouting work.	61
					The Ministry is characterized by modesty, clarity and simplicity during scouting work.	62
					The Ministry focuses on the general and specific ethical and basic values and principles of the scouting field.	63
					The Ministry is characterized by balance, integrity and honesty during scouting work.	64
					The Ministry always seeks to demonstrate strength of character in order to positively influence scouting leaders.	65
					The Ministry is careful in making decisions in order to reach the right decision.	66
					The Ministry has good leadership capabilities during scouting camps.	67

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