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مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



Studying the Challenges of Establishing Scout Camps for the Advanced Scouting Stage in the General Directorates of Education in

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ABSTRACT

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The importance of the research was manifested through the development of an analytical study to identify the most important challenges of establishing scout camps for the advanced scout stage in the General Directorates of Education in Iraq, as there are several factors that led to many challenges in the establishment of these camps, and the most important challenges facing these activities are administrative, material and social, and the study necessitated building a scale to solve the research problem, and the researcher used the descriptive method in the style The survey was conducted on the application sample of (82) forms representing the responses of the sample, as the research sample was selected by random method and a questionnaire form was designed containing (3) areas and containing (24) phrases that included many aspects of administrative, material and social challenges, and after distributing the questionnaire and collecting the results, the researcher reached the following conclusions: The challenges facing the establishment of scout camps are at a high level, and the financial challenges facing the establishment of scout camps are greater than expected and are at a high level.

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1-1- Research Introduction and Importance:

Scout education is an educational movement of a national, regional, and global nature, and its ultimate goal is to prepare for every country and the whole world young people characterized by physical integrity, strength of morals, and the transcendence of spirit, and thus scouting education is of exceptional importance for the future generation in our Iraqi society, as they are the main framework through which they are active and struggle to obtain their rights, and improve their status in society, which suffers from various and multiple crises that affect various aspects of life, and the success of its members. The General Directorate of Physical Education has sought to employ all material and moral resources and capabilities, and in order to overcome all the difficulties and challenges facing the Scout Education Department and the Scout Divisions in the sports activities departments. Therefore, the administrative leaders have the great responsibility in seeking to establish tents and upgrade, whether a central camp affiliated to the Ministry or a camp affiliated to the Directorate in each governorate, and in light of what the Scout Education divisions are living today in a changing environment, characterized by a high degree of complexity that is increasing day by day, and in which the available opportunities and external challenges are fully changed. These are represented by political, administrative, economic, social, cultural and technological changes on the one hand, and the associated problems and challenges at work, which are affected by the rapid development in our society in which we live, which makes the task of management more difficult in achieving the desired goals.

The establishment of scout camps is one of the most important scouting activities, and in order for this movement to be able to continue, grow and survive, otherwise it would be doomed to retreat, it was necessary to submit a study concerned with the establishment of scout camps and provide models and applications for these activities, and study the most important challenges that stand in the way of establishing these scout camps, knowing them and trying to overcome them.

1-2- Research Problem:

Through the researcher's work in the field of scouting and his direct acquaintance with the scout movement in Iraq and the Ministry of Education, it was observed that there is a clear disparity in the nature of the work of the scout movement's departments, as often camps for advanced scouting are set up within the annual plans, and then some of them are canceled or postponed, all of this created a problem that the researcher tried to study scientifically in how to stay away from crises or threats that confuse its work, and perhaps the most important reasons it faces are the material challenges, social challenges, or security challenges that it causes great suffering to the departments and workers in the field of scouting work, so it is required for the departments of the scout movement in Iraq to carry out an analysis study to overcome these challenges and crises, all of which prompted the researcher to study this problem in an extensive analytical and scientific study, and prepare it in accordance with the requirements of the advancement and development of the scout movement in Iraq and the Ministry of Education.

1-3- Research Objectives:

- 1- Building a Scale for the Challenges of Establishing Scout Camps for the Advanced Scouting Stage in the General Directorates of Education in Iraq.
- 2- Identify the challenges of establishing scout camps for the advanced scouting stage in the General Directorates of Education in Iraq.

1-4- Research Hypotheses:

- There is a statistical indication that there are challenges in setting up scouting camps for the advanced scouting stage in the General Directorates of Education in Iraq.

1-5. Research Areas:

1.5.1. Human Field: Scout leaders for the advanced scouting stage in the General Directorates of Education in Iraq.

1-5-2 Temporal Domain: Period from 24/1/2021 to 2/4/2021.

1.5.3. Spatial Domain: The Directorates General of Education in Iraq.

2. Research methodology and field procedures:

2-1- Research Methodology:

The researcher used the descriptive method in the survey method, stating that "descriptive research aims to study the current conditions of phenomena in terms of their characteristics or forms, their relationships, and the factors affecting them" (Rabhi and Othman 1: 44).

2.2. Research Population:

The research community was selected by the deliberate method, and the scout leaders for the advanced scout stage were represented in the General Directorates of Education and spread in the governorates of Iraq except the Kurdistan Region, and these scout leaders are physical education teachers in the boys' preparatory schools in the directorates of education in Iraq, and the total research community is (400) scout leaders for the advanced scout stage in the general directorates of education and spread in the governorates of Iraq except the Kurdistan region.

2-3- Research Sample:

The sample means "that part that represents the community of origin or the model on which the researcher conducts his entire work" (Mahjoub 8: 67), and "In order to carry out the research steps in an accurate scientific manner, a representative sample of the origin community must be selected" (Allawi and Rateb 5: 144), as the research sample was selected by random method and amounted to (152) scout leaders and (38%) of the research population, and the sample was distributed as follows: A survey sample amounted to (8) scout leaders with a percentage of (5.26%) of the total sample size, a construction sample amounting to (62) scout leaders with a percentage of (40.78%) of the total sample size, and an application sample of (82) scout leaders with a percentage of (53.94%) of the total sample size.

2-4 Means of collecting information and data:

- ❖ Arab and foreign sources.
- ❖ The Internet of Things (Internet).
- ❖ A questionnaire form for measuring phrases (Camp Challenges).
- ❖ Personal interviews.

2-5 Measures for building the scale:

In order to build a scale of challenges for the establishment of scout camps for the advanced scout stage in the general directorates of education in the governorates of Iraq, the researcher followed the steps identified by the scientist (Cronbach 9: 469), as he points out that the process of building any scale goes through the following steps:

2.5.1 Purpose of the Scale Construction:

The first step in building a specific scale is to clearly define the purpose of the scale and what is the desired use of this scale, which is to identify the challenges of establishing scout camps, so the current research required building a scale of the challenges of establishing scout camps to achieve the goal of the research.

2.5.2 Define the Scope of the Scale:

In light of what has been addressed in the theoretical studies, their definition and interpretation, the researcher has identified and through the analysis of references and theoretical research in Arab and foreign countries and some of the measures related to the research topic, the researcher proposed a group of areas, namely: (administrative challenges, material challenges, and social challenges) and the researcher distributed them to a group of experts specialized in the field of sports management, scouting, tests and measurement (7)) as an expert, as indicated in Appendix (1) the names, specializations and work of the experts, and asked them to express their opinions on the validity of the theoretical definition of the concept of challenges, the validity of the fields and their definitions, and the addition of any other field they deem appropriate, and the benefit of the largest possible number of ideas and experiences related to the subject of the research, as all fields were approved.

2.5.3 Define the terms of the Scout Camp Challenge Scale:

After specifying the domains of the scale Camp Challenges, the researcher formulated the terms of the scale in their initial form, which are (24) a phrase distributed in (3) areas of the scale as indicated in the Appendix (2) and submit the form to the same group of experts in Appendix (1) for the purpose of evaluating and judging it in terms of its formulation and validity in measuring Camp Challenges and the areas included in measuring it, the negative and positive direction of the statement, and verifying the validity of the five-point rating scale (always, often, sometimes, rarely, and never), and in the light of the opinions and observations expressed by the experts, and the approval of all statements whose approval rate was greater than 75% of the responses. If you accept All ferries.

2.5.3.1 Determining the method of formulating the terms of the scale:

The researcher relied on the Likert method in formulating the terms of the scale, which is similar to the multiple choice method, which is one of the common methods in measurement in educational and administrative research, as it presents the respondent with a position and asks him to determine his answer by choosing an alternative from several alternatives with different weights.

2-6 Exploratory Experience:

The exploratory experiment was applied to a sample of (8) scout leaders on 24/1/2021, and the aim of this experiment was to identify the total time for the implementation of the scale, identify the difficulties and obstacles, as well as the clarity and understanding of the paragraphs of the scale and the method of answering.

2-6 Construction Experience:

The construction experiment was conducted on a sample of (66) scout leaders, where the special forms were distributed by the assistant team* on (28/1/2021) until (14/2/2021), where the sample was randomly selected, and the purpose of the experiment was to conduct the scientific transactions of the scale, and after retrieving and sorting the data, (4) invalid forms were excluded, as the construction sample became (62.) A form that represents the responses of the construction sample.

2.6.1 Psychometric characteristics of the scale:

First: Honesty:

A- Content Truthfulness:

1. **The** apparent truthfulness of the scale was achieved when the scale was presented in its initial form to a group of experts to judge the validity of its statements in measuring the challenges of setting up scout camps for the advanced scouting stage in the General Directorates of Education in Iraq..
2. **Logical honesty:** This index of honesty was available in the current scale at the beginning of the preparation of the scale by defining the concept of the scale of the challenges of establishing scout camps for the advanced scout stage in the General Directorates of Education in Iraq and defining its fields and phrases.

B- Construct Validity.

First: Distinguish the phrases:

The answers of all the sample of the construction experiment amounting to (62) forms were emptied, and the total score of each of the forms was determined, and the forms were arranged in descending order from the highest to the lowest degree, then the top (27%) were selected with (17) forms, and the lowest (27%) were selected with (17) forms of grades to represent the extremist groups, and (46%) excluded the middle with (28) The results showed that the calculated significance level is less than the value of the approved significance level (0.05), which means the significance of the calculated values of (t) for all the phrases.

Table (1)

Shows the discriminatory power of the phrases and the calculated significance of (v)

Significance	Error Level	Value (v)	Statistical Milestones		Collection	Ferry
			on	Going to		
Moral	0.000	4.283773	1.057188	3.352941	Top Group	1
			0.658653	2.058824	Lower Group	
Moral	0.0002	3.46844	0.919559	3.294118	Top Group	2
			1.053705	2.117647	Lower Group	
Moral	0.000	4.016632	1.111438	3.117647	Top Group	3
			0.727607	1.823529	Lower Group	
Moral	0.000	4.873662	0.931476	3.352941	Top Group	4
			0.747545	1.941176	Lower Group	
Moral	0.001	3.655631	1.172604	3	Top Group	5
			0.752447	1.764706	Lower Group	
Moral	0.000	4.02287	0.931476	3.352941	Top Group	6

			0.857493	2.117647	Lower Group	
Moral	0.000	4.810812	0.996317	3.647059	Top Group	7
			1	2	Lower Group	
Moral	0.020	2.447101	1.111438	3.117647	Top Group	8
			1.131111	2.176471	Lower Group	
Moral	0.004	3.063358	1.178858	3.529412	Top Group	9
			1.057188	2.352941	Lower Group	
Moral	0.000	4.38529	1.104802	3.705882	Top Group	10
			0.83137	2.235294	Lower Group	
Moral	0.000	4.919496	1.28051	3.529412	Top Group	11
			0.635934	1.823529	Lower Group	
Moral	0.001	3.657341	1.447615	3.705882	Top Group	12
			1.053705	2.117647	Lower Group	
Moral	0.000	5.929882	1.236694	3.823529	Top Group	13
			0.635934	1.823529	Lower Group	
Moral	0.000	5.491252	0.747545	3.941176	Top Group	14
			0.985184	2.294118	Lower Group	
Moral	0.000	4.00593	0.99262	3.882353	Top Group	15
			1.221739	2.352941	Lower Group	
Moral	0.001	3.562352	1.366619	3.647059	Top Group	16
			1.014599	2.176471	Lower Group	
Moral	0.000	7.990945	1.185079	4.176471	Top Group	17
			0.469668	1.705882	Lower Group	
Moral	0.000	4.517471	1.06757	3.470588	Top Group	18
			0.899346	1.941176	Lower Group	
Moral	0.000	4.016632	1.111438	3.117647	Top Group	19
			0.727607	1.823529	Lower Group	
Moral	0.000	7.610424	0.99262	3.882353	Top Group	20

			0.799816	1.529412	Lower Group	
Moral	0.005	2.99482	1.248529	3.058824	Top Group	21
			0.899346	1.941176	Lower Group	
Moral	0.000	5.026705	1.311712	3.705882	Top Group	22
			0.985184	1.705882	Lower Group	
Moral	0.000	5.351949	1.325652	3.588235	Top Group	23
			0.587868	1.705882	Lower Group	
Moral	0.000	4.73568	1.06757	3.470588	Top Group	24
			1.032558	1.764706	Lower Group	

At a degree of freedom (32) and a level of significance (0.05)

B: Internal consistency coefficient (the relationship between the degree of the phrase and the total score):

"The internal consistency coefficient is used to provide us with evidence of the homogeneity of the phrases" (Bahi 7: 43), "The internal consistency coefficient is the correlation coefficient between the scores of each phrase and the total score of a scale" (Kazim 2: 113), and to find the internal consistency coefficient, the Pearson correlation coefficient was used between the score of each phrase and the total score of the scale and for all the members of the construction sample of (62) scout leaders All statements have been adopted and Table 2 shows this.

Table (2):

Pearson's simple correlation coefficients to check the validity of the scale statements

Error Level	Communicat Factor	Ferry Numbe	Error Level	Communicat Factor	Ferry Numl
0.000	0.638	13	0.000	0.455	1
0.000	0.518	14	0.000	0.428	2
0.000	0.507	15	0.000	0.777	3
0.000	0.591	16	0.000	0.463	4
0.048	0.255	17	0.000	0.653	5
0.001	0.399	18	0.000	0.713	6
0.000	0.465	19	0.000	0.675	7
0.000	0.617	20	0.000	0.676	8
0.000	0.462	21	0.000	0.437	9
0.000	0.506	22	0.000	0.661	10
0.000	0.634	23	0.022	0.289	11
0.000	0.445	24	0.000	0.627	12

Second: Stability of the scale:

1. Half-hashing method:

The researcher used the half-segmentation method because it is one of the most used methods of consistency, "this method relies on dividing the test statements into two halves, the first contains the phrases with odd numbers and the other contains the statements with even numbers, so this method covers equal scores for the two halves of the statements" (Abbas 4: 24), so he used the questionnaires of the construction experiment sample of (62) questionnaires, and the value of the correlation coefficient between the two halves was (0, 784) at an error level of (0.000), and as we learned that this value shows the stability of half of the test, so the (Spearman-Brown equation) was used, so the value of the stability coefficient of half the test was adjusted by the equation of Spearman-Brown stability, and the value of the stability coefficient of the scale was (0.878), which is a good indicator as the reliability coefficient ranges between (-0.62) 0.93) which is a high stability coefficient, which can be relied upon to estimate the stability of the test.

2. Cronbach's Alpha Coefficient Method:

To calculate the stability with Cronbach's alpha coefficient of the scale, its value was (0.868) which is a high stability coefficient that can be relied upon to estimate test stability.

Third: The Objectivity of the Scale:

After the data were emptied from the test and returned, it became clear that all the statements were clear to the sample, and they are characterized by the fact that the alternatives are multiple choice, and they do not accept the answer to more than one alternative, and there is no open answer phrase in it, as it is considered a questionnaire of high objectivity, and it is not possible to differ on the scores obtained by the sample members.

2-7 Scale correction:

To correct the scale, the researcher followed the (Lekart) method, and after collecting the forms, the answers of the administrators (the construction sample) were corrected using a five-point correction key, for their negative and positive statements in calculating the scores according to Table (3).

Table (3)

Indicates the alternatives and weights of the questionnaires

Very much	A lot	Sometimes	Rarely	Very rare	Alternatives
5	4	3	2	1	Positive Trend
1	2	3	4	5	Negative Trend

2-8: Scale Levels:

Levels of the scale were found based on the range method according to the estimation of the scores of the fifth scale (Likert method) and the level was divided as follows:

Table (4)

Shows the levels and their percentages

Level Type	Percentage	Middle	Level Type	t
low	0.2 to 0.36	1 to less 1,8	Level One	1
Acceptable	0.36 to 0.52	1.81 to minus 2.6	Level II	2

medium	0.52 to 0.68	2.61 to minus 3.4	Level III	3
High	0.68 to 0.84	3.41 to minus 4.2	Level IV	4
Very high	0.84 to 100	4.21 to minimum5	Level V	5

2.9 Main experiment of the scale:

The researcher applied the scale with the assistant work team, and the number of members of the sample reached (84) scout leaders in Iraq, and after retrieving and sorting the data, (2) invalid forms were excluded, as the construction sample became consisting of (82) forms representing the responses of the sample on 25/2/2021 until 2/4/2021.

2.10 Statistical Methods:

The researcher processed the statistical data using the statistical program (SPSS) and extracted the following:

3. Presentation, analysis and discussion of the results:

3.1 Presentation and analysis of the response of scout leaders to the results of the Scout Camp Challenges Scale:

Table (5)

Shows the calculated t-value between the hypothetical mean and the arithmetic mean

Level	Significant	level Error	(t) Calculate	Middle Al, Fa	Standar deviation	Broke		Colleg Degree	Domain
High	Moral	0.000	7.597	24	4.564	28	3.478	27.829	Challenges Materialism
medium	Moral	0.031	2.196	24	6.790	26.5	3.205	25.646	Social Challenges
High	Moral	0.000	9.412	24	4.669	29	3.606	28.853	Challenges Administrative
High	Moral	0.000	9.167	72	10.202	82	3.430	82.329	Challenges

3.2 Discussion of the Scout Leaders' Response to the Results of the Scout Camps Challenge Scale:

In the scale of the challenges of setting up scout camps, the arithmetic mean of the field was significantly different from the value of the hypothetical average, and indicates that the degree of response of the sample members is greater than the assumed average, which indicates that there are challenges greater than expected and at a high level and for all fields except the field of social challenges, it came at an intermediate level, and the researcher believes that the challenges are one of the factors of the internal and external environment and has to do with the special vision by The most important reasons shown by the results are the lack of clarity of the Ministry's vision of the objective plans that are appropriate for the period or stage, and this reflects the difference in visions between the departments and the level of scout leaders, as well as the lack of these Departments to the correct scientific contexts in how to distribute tasks and plans among administrators or technicians and to place

them in the specialized and precise field that is commensurate with their qualifications and ability, which has negatively reflected on the achievement of the required goals, which in turn causes challenges in the establishment of these camps, as this has a negative impact on the establishment of camps. Correctly, here (Muhammad Hassan Allawi) emphasizes that "the success of the administrator in his work is largely related to his level, knowledge, knowledge and abilities in the type of specialization in which he specializes in working in his field, the more distinguished the sports administrator is with the higher specialized qualification, the more he will master the theoretical knowledge and the methods of applying it" (Allawi 7: 97), in addition to that, there are no plans that are commensurate with reality away from whims to help scout leaders Reconsidering plans and objectives and evaluating their success on the basis of "involving the evaluator, i.e., the person who aims to evaluate them, in order to give them the opportunity to improve their achievement by changing performance methods or developing product technologies" (Tamimi 8:24), all of these reasons led to a weaker than expected weakness, so the results appeared to be reasonable.

4.1 Conclusions and Recommendations:

- 1- The challenges facing the establishment of scout camps are at a high level.
- 2- The administrative challenges facing the establishment of scout camps are greater than expected and are at a high level.
- 3- The financial challenges facing the establishment of scout camps are greater than expected and are at a high level.
- 4- The social challenges facing the establishment of scout camps are greater than expected and are at an average level.

4-2 Recommendations:

- 1- Adopting the current scale designed by the researcher to detect the challenges in setting up scout camps for advanced scouts.
- 2- Exploiting and studying the weaknesses to develop the level of administrative work within the directorates.
- 3- Providing the appropriate environment for the establishment of scout camps from a time, place, and others.
- 4- Allocating financial resources for the establishment of scout camps.

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Appendix (1) Names of Experts

Workplace	surname	Name	t
College of Physical Education and Sport Sciences/University of Baghdad	Professor Doctor	Saleh Radi Amis	1
Faculty of Physical Education and Sport Sciences/University of Al-Qadisiyah	Professor Doctor/Administration	Khalid Laikh As	2
College of Physical Education and Sport Sciences/University of Baghdad	Assistant Professor of Medicine/Administration	Thamer Hamma Raja	3
General Directorate of Education in Mays Governorate	Lecturer/Administration	Ahmed Mohsen Fares	4
Secretary of the Iraqi Scouts Council / Director of Scout Education at the Ministry of Education	International Training Leader/Scouts	Abdul Karim Hanoun Hussein	5
General Directorate of Physical Education and School Activity/ Ministry of Education	International Training Leader/Scouts	Bassem Abd El , Wahed	6
General Directorate of Physical Education and School Activity/ Ministry of Education	International Wooden Badge/Scouts	Nibras Munther	7

Attachment (2)

The scale in its final form

At all	Rarely	Sometimes	Often	All the time	Phrases	t
					Financial challenges.	
					The General Directorate prepares the means in various circumstances and invests them towards achieving financial returns for the establishment of camps.	1
					The relationship between the Directorates of Education and other ministries helps in maximizing financial revenues and the different methods and methods of setting up camps.	2
					The Ministry allocates sufficient financial assistance for the establishment of camps	3
					Having a clear vision in covering the financial expenses of the camps	4
					There is difficulty in disbursing money or lack of a plan	5

					Lack of suitable infrastructure for camps	6
					Lack of camping equipment and tools	7
					There is no plan to solve the financial crises within the ministry to implement programs in the directorates	8
					Social Challenges	
					Scout leaders have weak relationships and associations with scouts	9
					There is a willingness for the scout to adapt to his surroundings	10
					The scout does not have the spirit of cooperation and therefore the participant in the camps	11
					There is an imbalance in the social structure of Iraqi society that makes it difficult to participate in the camps	12
					The behavior of the scouts by not being open to other scouts and not accepting the opinion of the other and closing and rejecting the ideas of others	13
					Most of the scouts are from closed conservative families	14
					There is a fear of sharing with strangers in the dormitory.	15
					Most leaders do not have positive social skills	16
					Administrative Challenges	
					Most leaders are tied to a full-time job	17
					The administrations do not have a clear vision of the goals of the camps	18
					There is a conflict of authority between the commanders and between the camp administration and the senior management	19
					Administrative control is a factor limiting activities	20
					Exam instability and change in dates do not give leaders the opportunity to participate	21
					There is a weakness in planning	22
					The Directorate General does not specify the responsibility and authority nor the	23

					management of the scout camps and how they are carried out.	
					There is no committee to study the ways of success of the camps set up by the Ministry's administration.	24

Attachment (3)

Shows the names of the auxiliary team

Workplace	Name	t
Scouting Division Officer/Karkh 3	Sami Matar Jumaa	1
Scouting Division Officer/Karkh 2	Saad Sbeih Abboud	2
Scouting Division Officer/Babylon	Nassar Khalil Al-Rubaie	3
Scouts Division Officer/Rusafa 2	Majida Hamid Al , Obaidi	4