

# EVALUATING THE REALITY OF SPORTS AND SCOUTING ACTIVITIES AT THE DIRECTORATE OF SPORTS AND SCOUTING ACTIVITY FROM THE POINT OF VIEW OF TEACHERS AND SUPERVISORS OF PHYSICAL EDUCATION IN AL-QADISIYAH GOVERNORATE

**Adnan Nghaish Hasan**

Ministry of Education /The Open Educational College/ Iraq

Emai : [Ahmed.negesh@qu.edu.iq](mailto:Ahmed.negesh@qu.edu.iq)

## Summary

The aim of the research is to identify the reality of sports and scouting activities at the Directorate of Sports and Scouting Activity from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate.

The research community was determined by teachers and supervisors of physical education in Al-Qadisiyah Governorate, whose number is (384) teachers and supervisors of physical education, and the research sample was chosen randomly and in a proportional distribution method, as the number of the research sample reached (192) teachers and supervisors, with (160) teachers and (32) supervisors From the total research community. With regard to sports activities, two fields were identified (sports races and refresher courses). As for scouting activities, two fields were identified (scout assemblies and training lessons). always - often - sometimes - rarely - never). An exploratory experiment was conducted to identify the most important obstacles that the researcher may face in the future, then the main experiment (the building experiment), after which the scale was applied.

And using statistical methods, through which the reality of sports and scouting activities at the Directorate of Sports and Scout Activity was identified from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate, and the researchers concluded the efficiency of the scale to measure the purpose for which it was prepared. .

**Keywords:** (Sports activities - scouting activities - sports races - refresher courses - scout gatherings - training lessons)

## 1- The Introduction:

The interest in sports and scouting activities directed directly at students is one of the important pillars and one of the most useful windows in developing the capabilities of these students and developing them gradually and progressively. Advanced sports that benefit the educational institution first and society second, and provide clubs with athletes who are able to carry the name of Iraq high in international forums.

This comes through preparing these students and engaging them in the various sports and scouting activities that fall under the responsibility of the Directorate of Sports and Scouting Activity, which if it had the material capabilities and the required moral support, it would have a great deal in developing school sports, which forms the basis for providing our national teams with multiple talents and various sporting events.

Hence the importance of research in searching and investigating the reality of sports and scouting activities at the Directorate of Sports and Scout Activity in Al-Qadisiyah Governorate from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate, which constitutes a scientific resource and an important source in providing a solid database to develop the work of the Directorate of Sports and Scout Activity in Al-Qadisiyah Governorate.

## 2- The purpose of the research:

1- Building and applying a scale to assess the reality of sports and scouting activities at the Directorate of Sports and Scouting Activity from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate.

2- Identifying the reality of sports and scouting activities at the Directorate of Sports and Scouting Activity from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate.

3- Search procedures:-

3-1 Research community and sample:

The selection of the research sample is closely related to the objectives set by the researcher for his research and the procedures he uses will determine the nature of the sample he will choose <sup>1</sup>  
 The research community represented by teachers and supervisors of physical education in Al-Qadisiyah Governorate for the academic year, which numbered (384) teachers and supervisors of physical education, represented the total community for research. The research sample was chosen randomly and in a proportional distribution method, as the number of the research sample was (160) teachers and (32) supervisors. As shown in Table (1)

**Table (1)**  
**Shows the number of members of the research community and sample**

s		The total number of people in the community	The number of experimental subjects	The number of individuals in the construction sample.	The number of application sample members	total summation
1.	teachers	327	10	75	75	160
2.	moderators	57	7	12	13	32
the total			384	17	87	88

Note that the respondents of the exploratory experiment are from outside the research sample and the percentage approved for each sample by the method of proportional distribution

3-2 Study Design:-

The term methodology refers to "the methods, procedures, or approach that is used in the research to collect data and access through them to results, interpretations, or explanations related to the subject of the research." <sup>2</sup>  
 The researcher used the descriptive approach using the survey method, due to its suitability to the nature of the research problem.

3-3 The studied variables:

This study dealt with (sports activities - scouting activities - sports races - refresher courses - scout gatherings - training lessons).

3-4 Tests Used:-

3-4-1 Determine the areas of sports and scouting activities:

The fields of sports and scouting activities were determined by looking at a number of scientific sources, references and standards. Through this, it was possible to identify two areas for sports activities, namely (sports races - refresher courses) and two areas for scouting activities, namely (scout gatherings - training lessons).

3-4-2 Determining the relative importance of the scale domains: The relative importance of the scale domains was determined by preparing a questionnaire form (\*) and presenting it to a group of experts and specialists (\*\*)  
 according to a five-fold scale (1-5) and determining its relative importance as shown in the table ( 2 )

**Table(2)**  
**Shows the relative importance of the axes of the study according to the opinions of experts and specialists**

Relative importance	Total degrees of the axis	interlocutor	s
%100	35	sports racing	1
%100	35	Refresher courses	2
%100	35	Scout gatherings	3
%100	35	Training lessons	4

4-3 Determine the paragraphs of the scale:

For the purpose of defining the items of the scale, the researcher looked at a number of scientific sources and references, as well as tests and standards, through which a group of items was formulated / and an open questionnaire was distributed to a group of physical education teachers and supervisors that included fields of study with a procedural definition for each field, and through that another group was formulated paragraphs, bringing the total number of paragraphs to (28). Distributed among fields of study according to their relative importance / as shown in Table (3)

<sup>1</sup> Risan Khraibet: Research Methodology in Physical Education, University of Mosul, Directorate of Dar Al-Kutub for Printing 1988, pg. 41

<sup>2</sup> Youssef Al-Enezi: Educational Research Methods between Theory and Practice, 1st Edition, Kuwait, Al-Falah Library for Publishing and Distribution, 1999, p. 74

**Table (3)**

**Shows the percentage of relative importance and the number of paragraphs for each of the study axes**

The number of paragraphs	percentage	Relative importance	interlocutor	س
7	25	%100	sports racing	1
7	25	%100	Refresher courses	2
7	25	%100	Scout gatherings	3
7	25	%100	Training lessons	4

**4-4 Validity of Paragraphs:-**

To find out the validity of the items of the scale, a questionnaire was prepared and presented to a group of experts and specialists according to a gradient of five alternatives (always - often - sometimes - rarely - never). Grades (1-5) were given for these alternatives. After collecting these forms, the researcher used the Ca2 test to identify Paragraphs that are valid than others, as shown in Table (4)

First: sports races						
indication type	Calculated K2 value	agreement ratio	number of experts		Paragraph	s
			impossible	possible		
moral	7	%100	0	7	Keeping in mind that sports races cover all games and sporting events.	1
moral	7	%100	0	7	Sports races take place on schedule and at fixed times without delay.	2
moral	7	%100	0	7	Provision and validity of sports arenas, halls and stadiums in which sports races take place.	3
moral	7	%100	0	7	Preparing and preparing an empowered arbitration cadre capable of leading sports competitions in a good way.	4
moral	7	%100	0	7	Providing the necessary tools and equipment to hold sports races.	5
moral	7	%100	0	7	Continuous follow-up and direct supervision of sports races by the Directorate of Sports and Scout Activities.	6
moral	7	100%	0	7	Providing means of transportation and financial allocations to transport school teams to and from the sports arenas.	7
Second: refresher courses						
indication type	Calculated K2 value	number of experts	number of experts		Paragraph	s
			possible	possible		
moral	7	%100	0	7	Refresher courses include topics and content that includes all games and sporting events	1
moral	7	%100	0	7	The duration of the refresher courses is sufficient to achieve the purpose of holding them	2
moral	7	%100	0	7	Providing qualified lecturers and experts to give lectures in the refresher courses	3
moral	7	%100	0	7	Providing various and modern educational and training tools to be presented in the refresher courses	4
moral	7	%100	0	7	Focusing on the latest developments in the laws of games and the science of modern training	5
moral	7	%100	0	7	Providing suitable halls for giving lectures in the refresher courses	6
moral	7	%100	0	7	Evaluation of learners and trainees through final	7

					tests to measure learning and training outcomes	
Third: Scout gatherings						
indicati on type	Calculate d K2 value	number of experts	number of experts		Paragraph	s
			possible	possibl e		
moral	7	%100	0	7	Scout camps are sufficient and appropriate to set up scout gatherings	1
moral	7	%100	0	7	Taking into account the participation of all stages (scouts - cubs - flowers) in scout gatherings	2
moral	7	%100	0	7	Providing suitable means of transportation to transport participants to and from scout gatherings	3
moral	7	%100	0	7	Considering that scout gatherings have useful content and goals for the participants	4
moral	7	%100	0	7	Providing the appropriate means and equipment for the participants in scout gatherings	5
moral	7	%100	0	7	Ensuring the establishment of scout gatherings on national and religious occasions	6
moral	7	%100	0	7	Developing and updating scouting information among the leaders of the scout movement by engaging them in various courses and lectures	7
Fourth: Training lessons						
moral	7	%100	0	7	Holding continuous training lessons on how to conduct the ceremony of raising the flag of the Republic of Iraq	1
moral	7	%100	0	7	Holding continuous training lessons on the role of the scout troupe inside and outside the school	2
moral	7	%100	0	7	Providing appropriate and appropriate places to hold training lessons	3
moral	7	%100	0	7	Providing the appropriate devices and tools to conduct training lessons	4
moral	7	%100	0	7	Preparing qualified and highly experienced lecturers in conducting training lessons	5
moral	7	%100	0	7	Rewarding schools with distinguished activities in contributing to the establishment of training lessons	6
moral	7	%100	0	7	Honoring the outstanding and distinguished participants in the training lessons	7

3-4-5 Scale instructions:-

The scale instructions are among the important steps in its preparation and include instructions related to how to answer the paragraphs and the conditions and controls for recording the answers.

3-4-5 Exploratory experience:

The exploratory experiment was conducted for the period from to until, and it included (17) teachers and supervisors to identify obstacles to the application of the scale in order to avoid them in the future.

3-4-6 The main experiment: The main experiment (the building experiment) was conducted on a building sample of (87) teachers and supervisors, with (75) teachers and (12) supervisors for the period from to until, and after collecting the questionnaires, its data were emptied for statistical analysis.

3-4-7 The scientific weight of the items of the scale:

1-Discrimination indicators:-

1-1 Discriminatory ability:

"A good test is one that succeeds in distinguishing between the testers."<sup>3</sup>

In order to identify the discriminatory ability of the items of the scale, the total scores were arranged in descending order, and the highest and lowest 27% of the scores were taken for each sub-domain representing individuals with higher and lower levels, and their number was (23) individuals for each group. The T-test was used for independent samples between the two groups. The results showed that all Distinctive paragraphs, as shown in Table (5)

<sup>3</sup> Kamal Abdel-Hamid, Mohamed Sobhi Hassanein: Measurement in Handball, Cairo, Dar Al-Fikr Al-Arabi, 1980, p. 4.

**Table (5)**  
**Shows the t-test values for the discrimination coefficient**

Paragraph calendar	T value	lower group		senior group		Paragraph number	sub scale
		Paragraph calendar	Arithmetic mean	standard deviation	Arithmetic mean		
characteristic	5.751	0.999	1.720	1.049	3.360	1	sports racing
characteristic	2.216	1.628	2.800	1.398	3.760	2	
characteristic	5.047	1.586	2.360	0.917	4.200	3	
characteristic	6.230	1.076	1.880	0.970	3.680	4	
characteristic	2.111	1.482	2.840	1.551	3.760	5	
characteristic	2.212	1.382	2.400	1.327	3.240	6	
characteristic	3.228	1.659	2.760	0.908	4.000	7	
characteristic	5.579	1.601	2.000	1.060	4.120	1	Refresher courses
characteristic	2.298	1.318	2.480	1.408	3.360	2	
characteristic	5.402	1.191	2.120	1.248	3.960	3	
characteristic	5.488	1.334	1.680	1.176	3.600	4	
characteristic	2.888	1.301	2.400	1.351	3.520	5	
characteristic	2.137	1.805	2.920	1.215	3.840	6	
characteristic	4.608	1.459	2.080	1.283	3.920	7	
characteristic	2.729	1.546	2.680	1.285	3.760	1	Scout gatherings
characteristic	4.975	1.327	2.240	1.007	3.880	2	
characteristic	3.432	1.488	2.320	1.173	3.600	3	
characteristic	5.714	1.135	1.640	1.349	3.640	4	
characteristic	4.041	1.351	2.200	1.135	3.600	5	
characteristic	3.086	1.381	2.600	1.204	3.720	6	
characteristic	4.822	1.675	2.240	1.076	4.120	7	
characteristic	2.509	1.628	2.080	1.341	3.160	1	Training lessons
characteristic	4.088	1.465	2.160	1.334	3.760	2	

stic						
characteristic	4.853	1.742	2.040	1.139	4.040	3
characteristic	2.137	1.805	2.920	1.215	3.840	4
characteristic	4.608	1.459	2.080	1.283	3.920	5
characteristic	2.751	1.439	2.600	1.248	3.640	6
characteristic	3.548	1.213	2.080	1.279	3.320	7

The tabular value of (T) is at (42) degrees of freedom and the level of significance is  $0.05 = 1.67$   
 1-2 Correlation coefficient of the paragraph score with the total score of the domain:  
 The researcher used the simple Pearson correlation coefficient to find out the correlation coefficients.  
 As shown in Table (6)

table (6)

Shows the value of the correlation coefficient of each paragraph with the total scores of the domain

indication type	correlation coefficient	s	sub axis
moral	0.669	1	ports racing
moral	0.513	2	
moral	0.528	3	
moral	0.432	4	
moral	0.672	5	
moral	0.775	6	
moral	0.786	7	
moral	0.609	1	الدورات التنشيطية
moral	0.517	2	
moral	0.534	3	
moral	0.552	4	
moral	0.555	5	
moral	0.612	6	
moral	0.524	7	
moral	0.530	1	Scout gatherings
moral	0.621	2	
moral	0.646	3	
moral	0.521	4	
moral	0.713	5	
moral	0.528	6	
moral	0.532	7	
indication type	correlation coefficient	Training lessons	
moral	0.705	1	
moral	0.550	2	

moral	0.547	3
moral	0.594	4
moral	0.679	5
moral	0.716	6
moral	0.609	7

The value of the tabular correlation coefficient at the degree of freedom (85) and the level of significance  $0.05 = 0.20$   
 2- The scientific foundations of the scale (honesty):

A test is valid "if it only measures what it is intended to measure". ( ) The validity was verified through:

2-1 The validity of the content: - The validity of the scale was confirmed by presenting its fields and paragraphs to a group of experts and specialists to indicate its validity and calculate the relative importance of each field.

2-2 The validity of the construction: The validity of the construction was verified through the method of the two end groups and the internal consistency (calculation of the correlation coefficient of the degree of the sub-field with the total score of the scale).

3- Stability:

It is meant by "a test that gives similar results or the same results if applied more than once in identical conditions on the same sample." ( )

The stability of the scale has been verified through:

3-1 Midterm segmentation: The researcher achieved this type of stability by dividing the paragraphs of the sub-domains into two halves. The first half includes the odd paragraphs and the second the even paragraphs. Since the paragraphs of the domains are individual, a hypothetical paragraph has been added to each axis, the sum of its scores equals the arithmetic mean of the degrees of the domain to which it belongs. , and using Pearson's simple correlation coefficient for the scores of the two halves of the test to obtain the stability of the half of the test and corrected by the Spearman-Brown equation to obtain the stability of the test as a whole. As shown in Table (7)

#### Schedule (7)

**It shows the stability coefficients of the split half test with the correction factor**

stability after correction	stability before correction	sub axes	s
0,852	0,751	sports racing	1
0.821	0.696	Refresher courses	2
0.752	0.602	Scout gatherings	3
0.668	0.502	Training lessons	4

#### 4- OBJECTIVITY:

Objectivity means that the results of tests or measurements are not affected by the subjective factors of the corrector, such as his mood and his relative estimation.

The current scale is objective because it contains a correction key, as scores were given (1-5) according to a five-fold gradient of alternatives (always - often - sometimes - rarely - never).

3-4-8 Application of the scale: The scale was applied to the application sample of (88) teachers and supervisors of physical education, at the rate of (75) teachers and (13) supervisors, for the period from to until, according to the same previous conditions and instructions.

4-2 Presentation, analysis and discussion of the results:

4-2-1 Presenting, analyzing and discussing the results of the reality of sports and scouting activities:

#### Table ( 8 )

**Shows the arithmetic mean and standard deviations for sports and scouting activities**

standard deviation	Arithmetic mean	fields of study	s
1,065	29	sports racing	1
2,504	23	Refresher courses	2
1,523	27	Scout gatherings	3
2,341	25	Training lessons	4

Table (8) shows us that the value of the arithmetic mean for teachers and supervisors of physical education according to the fields of study was (2.89) (2.75) (2.52) (2.23) and with standard deviations of (1.065) respectively. 1,204) (1,323) (1,64).

In order to find out the extent of the results achieved by the sample according to the fields of study, we highlight the contents of Table (9).

Table (9)  
 Shows the value of the weighted mean and the weight percentile of the scale domains

arrangement	Weight percent	weighted mean	domains	ج
the first	24,65	21,34	sports racing	1
the fourth	18,98	16,56	Refresher courses	2
the second	22,65	19,76	Scout gatherings	3
the third	20,43	17,45	Training lessons	4

Table (9) shows us that the value of the weighted average for the field of sports races was (34, 21) with a weight percentile of (24.65) and came in first place. As for the field of scout gatherings, the value of the weighted average was (19.76) with a percentage weight of (22 And it came in second place, and the field of training lessons ranked third with a weighted average of (17.45) and a percentage weight of (20.43), while the field of refresher courses ranked fourth with a weighted average of (16.56) and a percentage weight of (18.00). 98).

Sports races are matters and activities of great interest by the Directorate of Sports and Scout Activity in Al-Qadisiyah Governorate, as they have an annual date and fixed timings, and the relevant authorities are keen to hold them annually with various sports activities and events, where competing teams compete to obtain advanced ranks and the consequent motives Great morale for the winning teams of these races.

As for the field of scout gatherings, it came in the second place. The availability of scout camps, such as the Al-Sunniyya Scout Camp, constitutes a scout environment suitable for practicing various scout activities, and various scout groups (scouts - cubs - flowers) participate in it, where they practice various activities that benefit the participants in their daily and practical lives.

And the field of training lessons ranked third, as it constitutes an important base and pillar for learning about the duties that must be implemented within the school, especially with regard to the role and duty of the scout troupe, and the importance of exercising this role in a scientific and regular manner to achieve the goals of forming the scout troop, as well as lessons related to conducting the ceremony of raising the flag of the Republic of Iraq, for this matter It is of great importance to those concerned with the affairs of scouts in the governorate, as it represents the symbol of the country and its pride, and the need to hold ceremonies in an appropriate and organized manner, using the training lessons that are held by the Directorate of Sports and Scout Activities.

As for the field of refresher courses, it ranked fourth, and the researcher attributes this to the lack of refresher courses that are held by the Directorate of Sports and Scout Activity in Al-Qadisiyah Governorate.

To find out the results of the research sample and arrange them according to the paragraphs and the rank of each paragraph, we highlight tables (10), (11), (12) and (13).

table (10)  
 Shows the order of the paragraphs of the field of school races

arrangement	Weight percent	weighted mean	Estimated total	paragraphs
the second	30,11	2,34	219	1
Third	29,65	2,06	215	2
Fourth	23,39	1,78	211	3
sixth	20,78	1,11	203	4
seventh	19,25	1,02	199	5
The first	36,12	2,88	223	6
Fifth	22,16	1,22	207	7

table (11)  
 Shows the order of the paragraphs of the field of refresher courses

arrangement	Weight percent	weighted mean	Estimated total	paragraphs
sixth	19,66	1,66	189	1
seventh	18,58	1,54	183	2
Fourth	20,51	1,85	200	3
Fifth	19,78	1,78	198	4
Third	20,34	1,97	202	5
The first	24,54	2,22	209	6



the second	22,19	2,10	207	7
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table (12)  
 Shows the order of the paragraphs of the field of scout gatherings

arrangement	Weight percent	weighted mean	Estimated total	paragraphs
The first	32,65	2,66	215	1
the second	30,67	2,45	211	2
sixth	20,54	1,77	189	3
seventh	19,34	1,89	183	4
Third	28,22	2,11	201	5
Fourth	24,84	2,03	196	6
Fifth	23,65	1,94	191	7

table (13)  
 Shows the order of the paragraphs of the field of training lessons

arrangement	Weight percent	weighted mean	Estimated total	paragraphs
the second	29,19	2,23	202	1
The first	30,54	2,45	211	2
Fourth	23,17	1,67	185	3
Fifth	22,48	1,55	181	4
Third	25,45	2,11	199	5
seventh	20,23	1,23	175	6
sixth	21,20	1,34	179	7

Table (10) shows us that the field of school races includes (7) paragraphs. Upon observing the weighted media of the field, we find that it lies between an upper limit (2.88) with a weight percentile (36.12), and a lower limit (1.02) and a weight percentile ( 19.25), where the paragraph (continuous follow-up and direct supervision of sports races by the Directorate of Sports and Scout Activities) ranked (1) with a weighted mean (2.88) and a weight percentile (36.12), and as for the paragraph (taking into account that sports races cover all Games and sports events) came in order (2) with a weighted mean (2.34) and a weight percentile (30.11).

As for the paragraph (sports races take place on schedule and at fixed times without delay) in order (3) with a weighted mean (2.06) and a weight percentile (29.65), the order of the remaining paragraphs came in a different way.

As for the field of refresher courses, which consists of seven paragraphs, and upon observing the weighted medians of the field, we find that they lie between an upper limit (2.22) with a weight percentile (24.54), and a lower limit (1.54) and a weight percentile (18.58). The paragraph (providing appropriate rooms for lecturing in the refresher courses) in order (1) with a weighted average (2.22) and a weight percentage (24.54), and the paragraph (assessment of learners and trainees through final tests to measure learning and training outcomes) came in order (2) with a weighted mean (2.10) and a weight percentile (22.19), while the paragraph ( ) came in third place with a weighted mean (1.97) and a weight percentile (20.34), and the remaining paragraphs occupied a different order from highest to lowest.

As for the field of scout gatherings, which includes (7) paragraphs, the weighted media for the field we find that it lies between an upper limit (2.66) with a weight percentile (32.65), and a minimum (1.94) with a weight percentile (23.65), where The paragraph (scout camps sufficient and suitable for the establishment of scout gatherings) got the order (1) with a weighted average (2.66) and a percentage weight (32.65), and the paragraph (taking into account the participation of all stages (scouts - cubs - flowers) in scout gatherings) came In order (2) with a weighted mean (2.45) and a weight percentile (30.67).

As for the paragraph (providing appropriate means and equipment for participants in Scout assemblies), it is ranked (3) with a weighted mean (2.11) and a percentage weight (28.22), with the difference in the order of the remaining paragraphs, as they came in different ranks.

As for the fourth area, the training lessons, the highest value for the weighted circles is (2.45) with a weight percentile of (30.54) and the lowest value is (1.23) with a weight percentile of (20.23), where the paragraph occurred (holding continuous training lessons on the role of the scout troupe within the school and outside) in order (1) with a weighted mean (2.45) and a weight percentile (30.54), and as for the paragraph (holding continuous training lessons on how to conduct the ceremony of raising the flag of the Republic of Iraq) in scout gatherings) it came in order (2) with a weighted mean ( 2.23) and a weight percentile (29.19).

As for the paragraph (preparing qualified and highly experienced lecturers in conducting training lessons) in order (3) with a weighted average (2.11) and a percentage weight (25.45), the results of the remaining paragraphs came in a different way from highest to lowest according to the value of their weighted averages and their percentage weights.

### 5- Conclusions and recommendations:

5-1 Conclusions:

1- The fields of study were arranged in a different manner and in different ranks, according to the point of view of the study sample.

2- According to the results of the study, interest in each of its fields was not of the same importance among the study sample.

2-5 Recommendations:

1- The Directorate of Sports and Scout Activities in Al-Qadisiyah Governorate should pay attention to sports and scouting activities.

2- Encouraging school administrations and teachers to actively participate in sports and scouting activities.

3- Granting material and moral prizes and rewards to the distinguished in sports and scouting activities

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### Accessory(1)

**Surveying the opinions of experts and specialists to determine the relative importance of the scale areas**

**Honorable Professor..... Respected**

good greeting...

The researcher intends to conduct their research tagged (assessment of the reality of sports and scouting activities at the Directorate of Sports and Scouting Activity from the point of view of teachers and supervisors of physical education in Al-Qadisiyah Governorate

And because we know of your experience and knowledge in your field of specialization and your sound scientific opinions, the researcher puts in your hands the attached form, which includes a group of fields. With great thanks and appreciation

the name:

the university:

The scientific title:

Jurisdiction:

the signature:

the date:

researcher

First:- Sports activities:-

1- :- Sports races:

A group of sports competitions for various educational levels, organized by the Directorate of Sports and Scout Activities in Al-Qadisiyah Governorate.

2-: - Refresher Courses:-

A group of courses organized by the Directorate of Sports and Scouting for the purpose of revitalizing the information and knowledge of teachers of physical education and various games and sports disciplines.

Second: Scouting activities:

1- Scout Gatherings:-

They are periodic gatherings held by the Directorate of Sports and Scout Activities in Al-Sunniyya Scout Camp and other camps, as well as gatherings on national and religious occasions.

2- Training lessons:

A set of training lessons related to how to conduct the ceremony of raising the flag of the Republic of Iraq and the nature of the work of the scout group inside the school.

The extent of relative importance (1 - 5)					interlocutor	s
5	4	3	2	1		
					sports racing	1
					Refresher courses	2
					Scout gatherings	3
					Training lessons	4

Accessory(2)

Shows the names of experts and specialists to determine the relative importance of the fields

Accessory(3)

The final image of the scale

Sports activities (sports races)						
never	rarely	someti mes	often	always	Paragraph	ت
					Keeping in mind that sports races cover all games and sporting events	1
					Sports races take place on schedule and at fixed times without delay	2
					Provision and validity of sports arenas, halls and stadiums in which sports races take place	3
					Preparing and preparing an empowered arbitration cadre capable of leading sports competitions in a good way	4
					Providing the necessary tools and equipment to hold sports races	5
					Continuous follow-up and direct supervision of sports races by the Directorate of Sports and Scout Activities	6
					Providing means of transportation and financial allocations to transport school teams to and from the sports arenas	7
Refresher courses						
College of Physical Education and Sciences/University of Al-Qadisiyah		Sports	Test		Refresher courses include topics and content that includes all games and sporting events	1
College of Education for Girls/University of Al-Qadisiyah			Test and measure		The duration of the refresher courses is sufficient to achieve the purpose of holding them	2
College of Physical Education and Sciences/University of Al-Qadisiyah		Sports	Test and measure		Providing qualified lecturers and experts to give lectures in the refresher courses	3
College of Physical Education and Sciences/ Al-Muthanna University		Sports	Testing and measuring / football		Providing various and modern educational and training tools to be presented in the refresher courses	4
Directorate of Sports and Scout Activities			Physical Education Supervisor	Teacher	Focusing on the latest developments in the laws of games and the science of modern training	5
General Directorate of Education Qadisiyah			Physical Education Supervisor	Teacher		6
General Directorate of Education Qadisiyah			Physical Education Supervisor	Teacher		7

					Providing suitable halls for giving lectures in the refresher courses	6
					Evaluation of learners and trainees through final tests to measure learning and training outcomes	7
<b>Scout gatherings</b>						
					Scout camps are sufficient and appropriate to set up scout gatherings	1
					Taking into account the participation of all stages (scouts - cubs - flowers) in scout gatherings	2
					Providing suitable means of transportation to transport participants to and from scout gatherings	3
					Considering that scout gatherings have useful content and goals for the participants	4
					Providing the appropriate means and equipment for the participants in scout gatherings	5
					Ensuring the establishment of scout gatherings on national and religious occasions	6
					Developing and updating scouting information among the leaders of the scout movement by engaging them in various courses and lectures	7
<b>Training lessons</b>						
					Holding continuous training lessons on how to conduct the ceremony of raising the flag of the Republic of Iraq	1
					Holding continuous training lessons on the role of the scout troupe inside and outside the school	2
					Providing appropriate and appropriate places to hold training lessons	3
					Providing the appropriate devices and tools to conduct training lessons	4
					Preparing qualified and highly experienced lecturers in conducting training lessons	5
					Rewarding schools with distinguished activities in contributing to the establishment of training lessons	6
					Honoring the outstanding and distinguished participants in the training lessons	7

