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*The efficiency of teaching scout education and its relationship to the feelings of interaction and participation among first-level students*

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**ABSTRACT**

The process of teaching scouting education in the College of Physical Education and Sports Sciences requires the adoption of effective teaching strategies commensurate with the objectives of the subject, which aims to develop scouting skills and enhance the concepts associated with them in students. These strategies contribute to increased interaction and participation among students, enhancing their learning experience and motivating them to perform scouting activities more effectively. Therefore, the use of various pedagogical methods is essential to ensure that the needs of students are met and a high level of efficiency in the teaching process is achieved.

Scouting education is an essential means of developing a student's personality, by enhancing leadership skills and building self-confidence, as well as strengthening social relationships and developing a sense of belonging and participation. Thus, the way this subject is taught greatly influences the feelings of students during classes, as good interaction with scouting activities may contribute to generating positive emotions such as enthusiasm and pride, while poor interaction and participation lead to negative feelings such as frustration or boredom.

**Keywords:**

*relationship ,  
participation among,  
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### **1-1 Introduction and importance of research:**

The process of teaching scouting education in the College of Physical Education and Sports Sciences requires the adoption of effective teaching strategies commensurate with the objectives of the subject, which aims to develop scouting skills and enhance the concepts associated with them in students. These strategies contribute to increased interaction and participation among students, enhancing their learning experience and motivating them to perform scouting activities more effectively. Therefore, the use of various pedagogical methods is essential to ensure that the needs of students are met and a high level of efficiency in the teaching process is achieved.

Scouting education is an essential means of developing a student's personality, by enhancing leadership skills and building self-confidence, as well as strengthening social relationships and developing a sense of belonging and participation. Thus, the way this subject is taught greatly influences the feelings of students during classes, as good interaction with scouting activities may contribute to generating positive emotions such as enthusiasm and pride, while poor interaction and participation lead to negative feelings such as frustration or boredom.

This research is of particular importance in shedding light on the relationship between the efficiency of teaching scout education and the feelings of interaction and participation among first-year students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar. The research focuses on studying the impact of diverse teaching methods on students' feelings during their interaction with scouting activities, and how these feelings affect their academic and physical performance.

Through this research, the study aims to provide new insights to improve the efficiency of teaching Scout education, and to provide an educational environment that supports interaction and participation, thus enhancing the students' experience in this educational field. It also opens the way for researchers and practitioners in the sports and educational fields to benefit from the results of research in developing effective teaching strategies that contribute to achieving the highest levels of efficiency and motivating students to actively participate and academic and physical excellence.

### **1.2 Research problem:**

Teaching and implementing Scout Education in effective and appropriate ways is one of the main aspects that requires great attention, due to its vital role in motivating students to interact and participate in scouting activities. Through my

practical experience in teaching this subject at the Faculty of Physical Education and Sports Sciences, and my direct communication with first-year students, I developed the idea of researching how to apply scouting lessons and evaluating the level of competence of professors in this field, as they are directly responsible for the success of these activities.

During observation in the educational environment, the researcher noticed that there are some challenges that may affect students' interaction with scouting activities, such as the lack of active participation by some students during classes. This may be due to the teaching methods used by professors, or to some psychological factors that students may suffer from, such as feelings of fear, anxiety, or lack of interest during scouting activities, which affects their active participation.

The lack of interaction and participation may lead to a weakening of the impact of scout education in developing leadership skills and building self-confidence among students, which affects their personal development and level of performance in scouting activities. The absence of effective participation may also reduce the effectiveness of scouting programs in the college, which negatively affects the development of the required sports skills.

Based on this, the research problem focuses on the following questions:

- What is the level of efficiency of teaching scout education by physical education professors at the College of Physical Education and Sports Sciences at the University of Dhi Qar?
- What feelings do first-year students in the Faculty of Physical Education and Sports Sciences show while participating in scouting activities during lessons?
- Is there a relationship between the efficiency of teaching scouting education by professors at the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar and the feelings of interaction and participation expressed by students during scouting classes?

### **1.3 Research Objectives:**

1. Developing a scale to measure the efficiency of teaching scout education among professors of the Faculty of Physical Education and Sports Sciences at the University of Thi-Qar from the perspective of first-year students.
2. Developing a scale to measure the feelings of interaction and participation among first-year students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar during their study of scout education.

3. Evaluating the level of efficiency of teaching scout education among professors of the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar based on the opinions of their students.
4. Study the feelings of interaction and participation that appear among first-year students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar during their participation in scout education lessons.

#### **1.4 Research areas**

1.4.1 Human field: first-level students of the Faculty of Physical Education and Sports Sciences.

1.4.2 Time Range: 1/9/2024 to 22/3/2025.

1.4.3 Spatial field: Faculty of Physical Education and Sports Sciences, University of Thi-Qar.

### **2 Research procedures**

#### **2.1 Research Methodology**

In his study, the researcher relied on the descriptive approach using the survey methods and correlational relationships, in order to suit them with the nature of the research and its objectives, as it aims to study the efficiency of teaching scout education and its relationship to the feelings of interaction and participation among first-year students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar.

#### **2.2 Research community and sample**

##### **2.2.1 Research community**

The research community consisted of first-level students in the Faculty of Physical Education and Sports Sciences at the University of Thi-Qar, numbering (324) male and female students.

##### **2.2.2 Research sample**

The main research sample consisted of (200) first-level male and female students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar. The sample of the exploratory study included (10) students to identify the appropriate tools for data collection. As for the construction sample, it consisted of (110) male and female students representing (55%) of the main research sample, and the researcher obtained all the construction sample forms, which were valid for statistical analysis. As for the application sample, it included (80) students representing (40%) of the main research sample, and the researcher obtained (80) forms valid for statistical analysis. All research samples were randomly selected.

**Table No. (1) shows the research samples**

Total	Sample Application	Sample construction	Exploratory Sample	Sample
200	80	110	10	First-level students of the Faculty of Physical Education and Sports Sciences

### 2.3 Research metrics

The researcher developed two main scales to evaluate the objectives of the research, due to the lack of ready-made measures that suit the nature of the study. The first measure was dedicated to measuring the efficiency of teaching scout education by professors of the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar from the perspective of first-year students, while the second measure aimed to measure the feelings of interaction and participation of the same students during scout education lessons. The construction of the two scales was carried out according to the following steps:

#### 2.3.1 Identification of areas for both scales

After reviewing the literary and scientific studies related to the variables of teaching efficiency and feelings of interaction and participation, the researcher identified the areas for each scale as shown in Table (2)

Table (2) shows the domains of the two scales

domains	t	Scale
Cognitive interaction	1	Teaching Competence
Supportive environment	2	
Scouting Activities Management	3	
Emotional interaction	1	Feelings of interaction and participation
Social interaction	2	
Emotional response to directives	3	

The domains of both scales were presented to a group of experts in the fields of management and psychology to get their assessment on the suitability of the

dimensions for the two scales. After collecting expert observations, it was found that the dimensions of the teaching efficiency scale obtained agreement ratios ranging between (100% - 95%), while the scale of interaction and participation feelings obtained a percentage of agreement of (100%) for each of the areas. Based on these results, the researcher moved on to the next stage in the development of the two scales, which is the formulation of the paragraphs for each scale.

**Table 3 shows the percentages of experts' agreement on the areas of the two scales**

Agreement Ratio	domains	t	Scale
100%	Cognitive interaction	1	Teaching Competence
95%	Supportive environment	2	
100%	Scouting Activities Management	3	
100%	Emotional interaction	1	Feelings of interaction and participation
100%	Social interaction	2	
100%	Emotional response to directives	3	

### 2.3.2 Formulation of paragraphs of the scales

After identifying the areas, the researcher formulated a set of paragraphs for both the Teaching Efficiency Scale for Scout Education and the Interaction and Participation Feelings Scale. The teaching efficiency scale included (12) items, and (4) items were allocated to each of the three areas of the scale. As for the scale of interaction and participation feelings, it contained (15) items, with (5) items allocated to each of the three areas.

An answer key was prepared that includes (3) options for each of the two scales, where the answer alternatives to the teaching competence scale included the following

**Shows the grades of the grade scale**

Not sure	Disagree	I agree	Paragraph orientation
1	2	3	positive
3	2	1	negative

The answer alternatives to the scale of interaction and participation were as follows:

Shows the grades of the grade scale			
Not sure	Disagree	I agree	Paragraph orientation
1	2	3	positive
3	2	1	negative

### 2.3.3 Content Authenticity

The validity of the teaching efficiency measures for scout education and feelings of interaction and participation was verified through a content validity test, through a review of scientific literature and research related to the two variables. This review helped to identify the appropriate dimensions of each scale and formulate its paragraphs, in addition to providing theoretical definitions of the two variables.

### 2.3.4 Validation of arbitrators

The dimensions and paragraphs of the measures of teaching efficiency and feelings of interaction and participation were presented to a group of experts in the fields of management and psychology. The results of the evaluation of the arbitrators showed that all paragraphs of the teaching efficiency scale received agreement ratios ranging between (82%-100%), which indicates the validity of the scale for use without the need for modifications. As for the scale of interaction and participation feelings, the results of the arbitrators showed that most of its paragraphs received agreement rates ranging between (78%-100%), with the exception of three paragraphs that obtained On the percentages of agreement less than (75%), which necessitated the deletion of these paragraphs, bringing the number of paragraphs of the scale to (12) paragraphs.

### 2.3.5 Exploratory study

The two scales were applied to (10) first-year students in the College of Physical Education and Sports Sciences at the University of Dhi Qar, who belong to the main research sample of (200) students, as shown in Table (1).

### 2.3.6 Distinguishing power



The discriminatory power of the paragraphs of both scales was extracted using the method of the two opposing groups to ensure the ability of the two scales to distinguish between the members of the construction sample that includes (110) students. The sample was divided into two groups: upper group and lower group (27%) each. The sample scores were arranged in ascending order (from the lowest grade to the highest grade), so that each group consisted of (35) students, as shown in tables (3 and 4).

Table (3) shows the discriminatory power of the paragraphs of the teaching efficiency scale

Paragraph strength	Significance level	Calculated t-value	Lower Group		Top Group		
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	sequencing
Distinctive	0.000	4.651	1.105	3.51	0.446	4.21	1
Distinctive	0.000	4.896	1.060	3.52	0.465	4.24	2
Characteristic	0.001	2.387	0.627	4.16	0.713	4.44	3
Distinctive	0.000	10.024	1.305	2.54	0.455	4.29	4
Distinctive	0.000	0.279	0.734	4.57	0.525	4.60	5
Distinctive	0.000	5.271	1.242	3.54	0.499	4.43	6
Distinctive	0.000	4.675	1.060	3.52	0.396	4.19	7
Distinctive	0.001	3.420	0.000	4.00	0.368	4.16	8



Paragraph strength	Significance level	Calculated t-value	Lower Group		Top Group		
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	sequencing
Distinctive	0.000	9.252	1.102	3.30	0.567	4.75	9
Distinctive	0.000	7.061	1.285	3.79	0.215	4.95	10
Distinctive	0.000	8.576	1.824	2.89	0.317	4.89	11
Distinctive	0.000	6.675	1.310	3.35	0.789	4.63	12

Table (3) shows us that the significance levels were (0.00) for the scale and paragraphs of teaching efficiency for scout education among physical education teachers at the College of Physical Education and Sports Sciences, University of Dhi Qar, which is less than (0.05), which means that there are significant differences between the average scores of students in the upper and lower groups. Thus, the scale as a whole and all its paragraphs showed distinction among the study sample.

**Table (4) shows the discriminatory power of the paragraphs of the scale of feelings of interaction and participation**

Paragraph strength	Significance level	Calculated t-value	Lower Group		Top Group		
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	sequencing
Distinctive	0.000	11.941	1.285	2.65	0.538	4.75	1
Distinctive	0.000	4.691	1.161	3.44	0.423	4.17	2
Distinctive	0.000	8.334	1.300	2.71	0.493	4.17	3

<b>Distinct ive</b>	<b>0.000</b>	<b>16.723</b>	<b>1.030</b>	<b>2.48</b>	<b>0.447</b>	<b>4.84</b>	<b>4</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>4.542</b>	<b>1.105</b>	<b>3.49</b>	<b>0.368</b>	<b>4.16</b>	<b>5</b>
<b>Distinct ive</b>	<b>0.001</b>	<b>-2.027</b>	<b>0.447</b>	<b>4.27</b>	<b>0.336</b>	<b>4.13</b>	<b>6</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>10.874</b>	<b>1.315</b>	<b>2.70</b>	<b>0.517</b>	<b>4.63</b>	<b>7</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>6.919</b>	<b>1.459</b>	<b>3.67</b>	<b>0.215</b>	<b>4.95</b>	<b>8</b>
<b>Distinct ive</b>	<b>0.001</b>	<b>0.494</b>	<b>0.469</b>	<b>4.32</b>	<b>0.604</b>	<b>4.37</b>	<b>9</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>4.860</b>	<b>1.383</b>	<b>3.63</b>	<b>0.590</b>	<b>4.56</b>	<b>10</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>4.631</b>	<b>1.397</b>	<b>3.60</b>	<b>0.535</b>	<b>4.48</b>	<b>11</b>
<b>Distinct ive</b>	<b>0.000</b>	<b>6.723</b>	<b>0.607</b>	<b>1.95</b>	<b>1.078</b>	<b>3.00</b>	<b>12</b>

Table (4) shows us that the significance levels were (0.00) for the scale and paragraphs of feelings of interaction and participation among first-level students in the Faculty of Physical Education and Sports Sciences, University of Dhi Qar, which is less than (0.05), which means that there are significant differences between the average scores of students in the upper and lower groups. Thus, the scale as a whole and all its paragraphs showed distinction among the members of the study sample.

### **2.3.7 Internal consistency of the two standards**

To ensure the consistency of the paragraphs of the two scales with the total degree of the scale, the researcher extracted the internal consistency between the degrees of the paragraphs of the two scales and the degree of the total scale, as shown in tables (5 and 6)

**Table (5) shows the internal consistency of the paragraphs of the teaching efficiency scale**

Significance level	Correlation coefficient	t	Significance level	Correlation coefficient	t
0.000	0.641**	7	0.000	0.671**	1
0.000	0.410**	8	0.000	0.691**	2
0.000	0.860**	9	0.000	0.713**	3
0.000	0.889**	10	0.000	0.662**	4
0.297	0.091	11	0.000	0.671**	5
0.000	0.902**	12	0.000	0.391**	6

Table (5) shows that paragraphs (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12) of the teaching efficiency scale for scout education showed consistency with the overall score of the scale, as the correlation scores ranged between (0.176 - 0.662) and a significance level of (0.000), which justifies the survival of these paragraphs within the scale. As for paragraph (11), it showed a correlation coefficient of (0.091) with the total score of the scale at the level of significance (0.297), which indicates its inconsistency with the scale, and therefore They were deleted. Thus, the number of items measuring the teaching efficiency of scout education became (11) items.

**Table 6**  
**Shows the internal consistency of the paragraphs of the interaction and participation emotions scale**

Significance level	Correlation coefficient	t	Significance level	Correlation coefficient	t
0.000	0.356	7	0.000	0.808	1
0.000	0.795	8	0.000	0.816	
0.000	0.784	9	0.000	0.746	3
0.000	0.694	10	0.000	0.802	4
0.000	0.765	11	0.000	0.873	5

0.000	0.693	12	0.000	0.765	6
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Table (6) shows the consistency of the paragraphs of the scale of interaction and participation feelings among first-year students in the College of Physical Education and Sports Sciences at the University of Dhi Qar during the lesson of scout education with the total score of the scale. Where the correlation scores between the paragraphs and the total score of the scale ranged between (0.161-0.753) with significance levels ranging between (0.000-0.017), which led to the survival of all paragraphs of the scale without excluding any of them.

### **2.3.8 Final version of research metrics**

The scale of teaching efficiency for scout education settled on (11) items, with answer alternatives (agree, disagree, unsure). While the scale of feelings of interaction and participation among first-level students in the College of Physical Education and Sports Sciences, University of Dhi Qar, settled on (12) items with answer alternatives (agree, disagree, not sure)

### **2.4 Final application of research metrics**

The researcher applied the two measures of teaching efficiency for scout education and feelings of interaction and participation on the application sample of (80) students from the first level students in the Faculty of Physical Education and Sports Sciences, University of Dhi Qar, and the researcher obtained (80) forms by (100%) of the application sample.

### **2.5 Statistical Methods**

The researcher used the percentage, arithmetic mean, simple correlation coefficient, standard deviation coefficient, stability coefficient by half-segmentation method, and Spearman-Brown coefficient.

## **3. Presentation and discussion of results**

### **3.1 Presentation of the results of the first objective**

The researcher was able to achieve this goal by developing a measure of teaching efficiency for scout education for first-year students at the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar, in accordance with the scientific procedures that were followed in the third semester of the research.

### **2.3 Presentation of the results of Objective 2**

The researcher was able to achieve the goal related to "building a scale of feelings of interaction and participation during the scout education lesson among first-year students at the Faculty of Physical Education and Sports Sciences at the University

of Dhi Qar from their point of view", by developing the scale according to the scientific procedures adopted in the third semester of the research.

Before presenting the results of the third and fourth objectives, the researcher decided to extract the levels of teaching efficiency measures for scout education and feelings of interaction and participation and their paragraphs.

### 3.3 Presentation and discussion of the results of the third objective

This objective stipulates (identifying the level of efficiency of teaching scout education among teachers of the Faculty of Physical Education and Sports Sciences, University of Dhi Qar from the point of view of first-level students).

#### 3.3.1 Presentation of the results of the third objective

Table (9) shows the arithmetic means of the items of the teaching efficiency scale and levels

Level	Arithmetic mean	Content	Paragraph
High	4.20	The Scout education teacher assigns students thought-based tasks to carry out.	1
High	3.94	Diversifies the duties and skills he gives students during the lesson.	2
medium	3.34	He is keen to evaluate the knowledge acquired by students during the lesson.	3
medium	3.13	It works to connect the concepts that students learn with real life.	4
medium	3.10	It is characterized by the ability to manage situations and problems that may occur among students.	5
medium	3.52	Enhances students' social and emotional skills during the lesson.	6
High	4.06	Ensures that scouting activities inside the arena are performed safely.	7
medium	3.53	Keeps scouting activities running efficiently during the lesson.	8
medium	3.03	Follows the progress of the skills learning process for each individual student.	9

Level	Arithmetic mean	Content	Paragraph
medium	3.08	Provides support and assistance to students when they need them during the lesson.	10
High	4.09	Students are given the opportunity to disclose what they think about the material during the lesson.	11
medium	39.03	Teaching Efficiency Scale	

**Table (9)** shows us that the levels of the paragraphs of the teaching efficiency scale for the scout education subject varied between (medium and high), as the levels of paragraphs (3, 4, 5, 6, 8, 9, 10) were average with arithmetic averages of (3.34, 3.13, 3.10, 3.52, 3.53, 3.03, 3.08) respectively. While the levels of paragraphs (1, 2, 7, 11) were high with arithmetic means (4.20, 3.94, 4.06, 4.09) respectively. The teaching efficiency scale in its overall form obtained an average level with an arithmetic mean (39.03).

### 3.3.2 Discussion of the results of Objective 3

These results show that the level of efficiency of teaching scout education among teachers of the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar does not live up to the required level that contributes to improving the sports and cognitive performance of students, whether theoretically or practically. This may be due to the lack of attention to some of the basic elements that contribute to the success of the educational process, such as the formative assessment of students, which is one of the main factors to measure the extent to which they absorb the skills and knowledge provided during lessons.

Moreover, not using reinforcement techniques properly may be another reason to reduce emotional and social bonds between students, which negatively affects their interaction and participation in the lesson.

### 3.4 Presentation and discussion of the results of Objective 4

This objective stipulates (identifying and discussing the feelings of interaction and participation among first-level students in the Faculty of Physical Education and Sports Sciences, University of Dhi Qar during the scout education lesson).

### 3.4.1 Presentation of the results of the fourth objective

Table (10) shows the arithmetic means of the paragraphs of the interaction and participation feelings scale and their levels

Level	Arithmetic mean	Content	Paragraph
High	4.59	The Scout education lesson makes me fun.	1
High	4.62	I am eagerly looking forward to the date of the Scout Education lesson.	2
medium	3.62	I find the lesson of scout education very exciting to the point of happiness.	3
medium	3.43	I feel in a good mood when performing scouting activities within the lesson.	4
medium	3.49	I'm afraid my colleagues will apply scouting activities better than I do.	5
medium	3.53	I feel embarrassed that I can't carry out scouting movements well.	6
medium	3.44	I am scared when performing scouting assessments.	7
High	3.77	I feel nervous and lack of focus when applying scouting exercises.	8
medium	3.07	I feel tired when performing scouting activities during the lesson.	9
medium	3.23	I'm thinking of not continuing to attend a scout education lesson.	10
medium	3.67	I work to distract myself during the lesson in order to pass the time.	11
High	3.73	I get bored during my Scout education lesson.	12
medium	44.20	Interaction and participation emotion scale	

Table (10) shows us that the levels of the paragraphs of the interaction and participation feelings scale varied between (medium and high), as the levels of paragraphs (3, 4, 5, 6, 7, 9, 10, 11) were average with arithmetic means amounting to (3.62, 3.43, 3.49, 3.53, 3.44, 3.07, 3.23, 3.67) respectively, while the levels of paragraphs (1, 2, 8) were high with arithmetic means (4.59, 4.62, 3.77) respectively. While the scale of interaction and participation feelings in its total form obtained an average level with an arithmetic mean (44.20)

### 3.4.2 Discussion of the results of Objective IV



The researcher attributes this average result to a lack of interest in the elements that add suspense to the lesson of scout education and not giving it sufficient priority. This may lead to a lack of excitement and positive atmosphere required in students during the implementation of scouting activities, which affects their feelings of pleasure during the application. This result may also be related to feelings of jealousy and competition that some students may feel during scouting activities, as they may fear that they will not be able to master the skills properly, leading to Feeling nervous or ashamed in front of their colleagues.

Furthermore, this result may be due to negative emotions that some students may experience, such as fear of injuries or anxiety about their imperfect performance of skills, which affects their self-confidence and thus reduces their feelings of interaction and participation during activities. This stress may also cause a feeling of physical and psychological exhaustion, resulting in a decrease in their interaction and active participation in scouting activities. In some cases, students may resort to distracting themselves during the lesson as a result of boredom or The stress caused by these negative emotions, which may lead them to make decisions not to continue attending or evade classes in indirect ways.

## **4. Conclusions and recommendations**

### **4.1 Conclusions**

1. The effectiveness of the measure of the efficiency of teaching scout education among physical education teachers at the College of Physical Education and Sports Sciences at the University of Dhi Qar has been proven from the students' point of view, by building it according to scientific procedures.
2. The effectiveness of the scale of interaction and participation feelings among first-level students in the Faculty of Physical Education and Sports Sciences at the University of Dhi Qar during the scout education lesson was proven, from their point of view, by building it according to scientific procedures.
3. Scout education lessons at the Faculty of Physical Education and Sports Sciences at the University of Thi-Qar have an average level of teaching competence from the students' point of view.
4. First-level students at the Faculty of Physical Education and Sports Sciences at the University of Thi-Qar have an average level of interaction and participation during the Scout Education lesson.

5. There is a strong correlation between the efficiency of teaching scout education and the feelings of interaction and participation among students in the Faculty of Physical Education and Sports Sciences at the University of Thi-Qar.

#### 4.2 Recommendations

1. Work on applying the teaching efficiency scale that the researcher reached to build on other subjects in the Faculty of Physical Education and Sports Sciences to evaluate the quality of teaching academic subjects.
2. Work on applying the scale of interaction and participation feelings that the researcher reached to build on students of other stages and in different subjects in order to measure the levels of interaction and participation in various educational contexts.
3. Developing the interest of teachers in the teaching methods and methods they follow in teaching scout education by involving them in training and development courses that raise their scientific and professional level, which contributes to improving the quality of lessons.
4. Taking into account the interests of students during the Scout education lesson and working to provide them with adequate support, in addition to creating an educational environment that allows students to learn and grow under effective teaching methods that enhance their feelings of interaction and participation.

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