

# Building the scale of the creative scout performance in the Ministry of Education from the point of view of the leaders who bear the wooden badge in Iraq

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## Abstract

*The aim of the research was to build a scale for creative scouting performance in the Ministry of Education. The researcher adopted the descriptive approach, and the research sample was selected with a number of (128) scouting leaders in the General Directorates of Education in Baghdad affiliated with the Ministry of Education. The researcher carried out the statistical analysis of the scale phrases to ensure the availability of the scientific conditions for the scale represented by validity and reliability. The researcher adopted the Likert method in building the scale questionnaire, and the scale consisted of (35) paragraphs, in the final form after the construction process.*

**Keywords :** scout curriculum, wooden badge, scout leaders

**بناء مقياس الاداء الابداعي للكشفي للقادة الكشفيين في وزارة التربية من وجهة نظر القادة حاملي الشارة الخشبية في بغداد**

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## المخلص

هدف البحث الى بناء مقياس الاداء الابداعي الكشفي في وزارة التربية، وانتهج الباحث المنهج الوصفي، وتم اختيار عينة البحث بعدد (١٢٨) قائد كشفي في المديرية العامة للتربية في بغداد والتابعين الى وزارة التربية، وقام الباحث بعملية التحليل الاحصائي لعبارات المقياس للتأكد من توافر الشروط العلمية للمقياس المتمثلة بالصدق والثبات، واعتمد الباحث طريقة (Likert) في بناء استبانة المقياس وتكون المقياس من (٣٥) فقرة، بالصيغة النهائية بعد عملية البناء.

**الكلمات المفتاحية:** الاداء الابداعي الكشفي، الشارة الخشبية، القادة الكشفيين.

## 1- Introduction

The subject of creative scouting performance is important in all institutions in general and in educational institutions in particular, especially among specialists, including scouting leaders, as creative performance is the individual's ability to avoid routine performance and creativity in the tasks assigned to him, and this is the desired goal. As for educational institutions, creative performance is the invention of some ideas in solving problems in order to achieve the desired goal, as it must include everything that the educational or educational institution provides to its students and pupils in terms of knowledge, skills, experiences, etc., in order to keep pace with the development taking place at the present time. This is on the one hand, but on the other hand, the scouting leader in the ministry must provide all his creative ideas, skills, experiences, and knowledge to the scouting leaders in the General Directorates of Education (Scouting Education Divisions), and this performance requires the scouting leader to perform it in a certain way and

in a certain manner in order to gain the trust of the scouting leaders. In order to achieve the level of success and development, there must be a measure of creative scouting performance in the Ministry of Education, as creative scouting performance affiliated with the Ministry of Education is the cornerstone of the work of the General Directorates of Education in Baghdad from the side of the scouting movement, and through the studies that the researcher has reviewed and through research and observations and through asking those with experience and expertise and through the researcher's observation of the reality of creative scouting performance of scouting leaders in the Ministry of Education, since the researcher is a scouting leader and holds the wooden badge, the researcher sees it necessary to have a measure of creative scouting performance, and from here comes the problem that must be overcome through research and study, and due to the lack of studies that dealt with creative scouting performance of scouting leaders in the Ministry of Education, it was necessary to study this case by surveying the opinions of scouting leaders holding the wooden badge in Iraq in the year (2017) AD. The research aims to: build a measure of creative scouting performance for scouting leaders in the Ministry of Education.

Study (8: 15) "Evaluation of the performance of scout leaders holding the wooden badge in Iraq according to some (GSAT) standards for scout associations". Objective: To identify the performance of scout leaders holding the wooden badge in Iraq Sample: The sample consisted of (265) scout leaders holding the wooden badge, representing (68.29%) of the total research community. Methodology used: The researcher used the descriptive method with the analytical survey method. Most important results: The research results were average in terms of performance evaluation of scout leaders holding the wooden badge. Study (4: 12) "Building and standardizing the administrative competence scale for scout leaders holding the wooden badge in the General Directorates of Education in Iraq" Objective: To build and standardize the administrative competence scale for scout leaders holding the wooden badge in the General Directorates of Education in Iraq, as well as to identify their levels. Sample: The sample consisted of scout leaders who obtained the wooden badge in the general directorates of education in Iraq, except for the Kurdistan region, and their number amounted to (372) scout leaders and female scouts in the year (2017). Methodology used: The researcher used the descriptive method using the survey method. Most important results: One of the most important results obtained by the researcher is building a scale for selecting the scout leader in the future and identifying the levels of scout leaders who obtained the wooden badge in the general directorates of education in Iraq. Study (3: 19) "Leadership qualities of scout leadership and their relationship to communication skills and decision-making ability from the point of view of scout leaders and scouts" Objective: The study aimed to know the relationship between the leadership qualities of the scout leader and the most important communication skills in the ability to make decisions. Sample: The research sample consisted of (60) scout leaders from the research community, while the sample of scouts amounted to (100) scouts. Methodology used: The researcher used the descriptive method using the survey method. Most important results: The results of the study showed the adoption of the most important communication achieved by the research, in addition to developing communication skills between scout leaders and scouts. Study (Sabry and Ali, 2019) "The reality of organizing scouting work in middle schools" The researcher used the descriptive approach appropriate to the nature of this study, which will enable us to achieve the research objectives. The research sample was represented by physical education teachers in middle schools of the Second Rusafa Education. Twenty middle schools were selected out of 43 middle schools. To achieve the research objective, a questionnaire was

used and statistical methods were used to contribute to obtaining the results. The researcher presented her results in tables and then explained them in a form to increase knowledge and clarification. All results were discussed after statistical processing. The researcher concluded that some middle schools do not keep records that include photographs showing the group's activities inside and outside the school, such as trips, camps, or field visits. There is a significant weakness in field visits between schools. The leaders lack a guide or booklet showing the organization of school scouting work. Study (7: 8) "Standardizing the Scout Self-Esteem Scale and its Relationship to Some Basic Skills of Scout Leaders Holding the Wooden Badge in Iraq" The research aimed to standardize the Scout Self-Esteem Scale and to know the relationship between the Scout Self-Esteem Scale and some basic skills of Scout Leaders Holding the Wooden Badge in Iraq. The research problem crystallized in the absence of a study to evaluate the performance of Scout Leaders Holding the Wooden Badge to improve their field level. The researcher used the descriptive approach, and the research sample was determined randomly, which amounted to (93) individuals from Iraqi Scout Leaders Holding the Wooden Badge in Iraq. The researcher used the appropriate open and closed questionnaires to obtain data that were statistically processed using the SPSS statistical package. The scale consisted of three main areas, which are (cognitive, administrative, and psychological), derived from these main areas, seven sub-areas, which are (pioneering work, learning by doing from the cognitive field) (planning, leadership from the administrative field) (motivation, emotional balance, and intelligence from the psychological field), respectively, and they are The scale in its final form after standardization of (47) paragraphs, with (30) positive paragraphs and (17) negative paragraphs. The researcher also established the scientific foundations for the tests for scout leaders. These tests were conducted on the sample to determine the degrees of standardization of the scale and to know the type of relationship between the scale and some basic skills. The researcher concluded the possibility of applying the scale by the Iraqi Scouts Association to the scout leader holding the wooden badge to diagnose strengths and weaknesses, and the possibility of using the scale by researchers and specialists as a means of measurement to evaluate the performance of leaders and prepare educational and training programs in order to improve the field reality of scout leaders holding the wooden badge.

## 2- Purpose of the study:

This study aims to build a comprehensive and integrated scale that measures the creative performance of scout leaders in the Ministry of Education, from the perspective of scout leaders holding the wooden badge in Baghdad. The scale aims to identify aspects of creative performance related to scout activities, leadership styles, and innovation and development capabilities demonstrated by leaders in various scout situations. The study also seeks to provide a reliable tool that contributes to evaluating and improving scout performance in a way that enhances the quality of scout activities and their role in achieving the goals of the scout movement within the Ministry of Education.

## 3- Method and procedures:

### 3-1 Research sample:

The research community was selected from the scout leaders who obtained the wooden badge in Baghdad in the year (2017), males and females, numbering (128) scout leaders in the General Directorates of Education (Scouting Education Divisions) affiliated with the Ministry of Education. The building sample also consisted of 128 scout leaders, i.e. a percentage of (100%), as shown in the following table:

**Table (1) Community size and sample**

Percentage	Building sample	Percentage	Exploratory experiment	Number of leaders	Governorate	N
35.71%	26	7.14%	2	28	Baghdad Al-Rusafa/1	١
35.71%	12	14.28%	2	14	Baghdad Al-Rusafa/2	٢
39.13%	21	8.69%	2	23	Baghdad Al-Rusafa/3	٣
33.33%	13	13.33%	2	15	Baghdad Al-Karkh/1	٤
34.48%	27	6.89%	2	29	Baghdad Al-Karkh/2	٥
36.48%	17	10.52%	2	19	Baghdad/ Al-Karkh3	٦
	116		12	128	Total	
90.625%		9.375%		100%	Percentage	

### 3-2 Study design:

The researcher adopted the descriptive approach using the survey method because it is suitable for the nature of the research.

### ٣-3 Variables studied:

#### 3-3-1 Scale of creative performance of scout leaders:

Due to the lack or absence of a suitable measuring tool to measure the creative performance of scout leaders in the Ministry of Education in Iraq, the researcher built the scale from the point of view of leaders holding the wooden badge in Baghdad as follows:

- 1- **Paragraph formulation:** A number of paragraphs were formulated regarding the creative scouting performance of the study leaders to obtain results that are consistent with the nature of the research community's work and in line with the literature related to the creative scouting performance of the scouting leaders in the Ministry of Education.
- 2- **Validity of the scale:** The researcher used several types of validity to verify the scale:
  - A- **Apparent validity:** The researcher prepared the scale paragraphs, and they were presented to experts and specialists, to express their opinions on the validity of each paragraph in measuring the phenomenon required to be measured, with the validity of the answer alternatives. The total number of paragraphs was (40) paragraphs, representing the initial formula of the paragraphs (9: 9). The researcher relied on the Likert method in constructing the scale questionnaire, and based on that, a five-point scale was used to express the extent of agreement with each paragraph. The phrases were presented to a group of (11) experts and specialists, and all phrases were selected without deleting any phrase.
  - B- After the procedures mentioned, the researcher conducted the exploratory experiment on a sample of (12) individuals, for the period (7/2/2024) until (7/8/2024).
  - C- **Construct validity:** This type of validity is achieved by conducting statistical analysis of the statements. The researcher verified this by extracting the following indicators:

**First:** The discriminating power of the phrases: To achieve this, the researcher adopted the two-party group method in calculating the discriminating power of the phrases using the (T-Test) test for independent samples (11: 10), and the aim of analyzing the phrases is to keep the phrases with high discrimination, which are the good phrases in the scale. Experts indicate that the percentage (27%) of the lower group and (27%) of the upper group is the best percentage by which we obtain the highest discrimination coefficients (6: 9). Therefore, the (T-Test) test was used to indicate the differences in the arithmetic means between the lower and upper groups, and it was found that all the phrases are statistically significant at a significance level of (0.05), as shown in Table (2).

Table (2) shows the discriminating power of each paragraph of the Scout Creative Performance Scale.

Result	Sig	Test value	Top Group		Lower group		Number
			S.t d	Mean	S.t d	Mean	
positive	0.000	-14.549	0.00000	5.0000	0.64669	3.4737	١
positive	0.000	-14.887	0.00000	5.0000	0.74100	3.2105	٢
positive	0.000	-14.829	0.00000	5.0000	0.60168	3.5526	٣

positive	0.000	-12.969	0.00000	5.0000	0.72548	3.4737	٤
positive	0.000	-10.896	0.00000	5.0000	0.93798	3.3421	٥
positive	0.000	-10.738	0.00000	5.0000	0.89132	3.4474	٦
positive	0.000	-16.179	0.00000	5.0000	0.69185	3.1842	٧
positive	0.000	-15.054	0.00000	5.0000	0.60345	3.5263	٨
positive	0.000	-15.054	0.00000	5.0000	0.60345	3.5263	٩
positive	0.000	-13.959	0.00000	5.0000	0.68566	3.4474	١٠
positive	0.000	-15.534	0.00000	5.0000	0.74148	3.1316	١١
positive	0.000	-16.358	0.00000	5.0000	0.70408	3.1316	١٢
positive	0.000	-11.733	0.00000	5.0000	0.76042	3.5526	١٣
positive	0.000	-12.275	0.00000	5.0000	0.81940	3.3684	١٤
positive	0.000	-49.767	0.00000	5.0000	0.45961	1.2895	١٥
positive	0.000	-14.386	0.00000	5.0000	0.78933	3.1579	١٦
positive	0.000	-10.421	.00000 <sup>a</sup>	5.0000	0.00000 <sup>a</sup>	1.0000	١٧
positive	0.000	-14.048	0.00000	5.0000	0.83146	3.1053	١٨
positive	0.000	-107.529	0.00000	5.0000	0.22629	1.0526	١٩
positive	0.000	-17.635	0.00000	5.0000	0.75431	2.8421	٢٠
positive	0.000	-11.808	0.00000	5.0000	0.85174	3.3684	٢١
positive	0.000	-18.312	0.00000	5.0000	0.90360	2.3158	٢٢
positive	0.000	-10.521	0.00000	5.0000	1.09473	3.1316	٢٣
positive	0.000	-13.924	0.00000	5.00000	0.85049	3.0789	٢٤
positive	0.000	-11.339	0.00000	5.0000	0.82975	3.4737	٢٥
positive	0.000	-11.911	0.00000	5.0000	0.98061	3.1053	٢٦
positive	0.000	-9.885	0.00000	5.0000	1.00107	3.3947	٢٧
positive	0.000	-12.754	0.00000	5.0000	0.85216	3.2368	٢٨
positive	0.000	-12.610	0.00000	5.0000	0.87481	3.2105	٢٩

positive	0.000	-13.983	0.00000	5.0000	0.80052	3.1842	٣٠
positive	0.000	-13.054	0.00000	5.0000	0.104385	2.7895	٣١
positive	0.000	-14.809	0.00000	5.0000	0.82156	3.0263	٣٢
positive	0.000	-13.428	0.00000	5.0000	0.83359	3.1842	٣٣
positive	0.000	-14.631	0.00000	5.0000	0.79829	3.1053	٣٤
positive	0.000	-15.824	0.00000	5.0000	0.71759	3.1579	٣٥
positive	0.000	-14.200	0.00000	5.0000	0.81111	3.1316	٣٦
positive	0.000	-11.746	0.00000	5.0000	0.89768	3.2895	٣٧
positive	0.000	-88.449	.27328	4.9211	0.00000	1.0000	٣٨
positive	0.000	-15.287	0.00000	5.0000	0.97625	2.5789	٣٩
positive	0.000	-13.090	0.00000	5.0000	0.78072	3.3421	٤٠

> من ٠.٠٥ positive

We find that all paragraphs of the (Scout Creative Performance) scale are statistically significant at the significance level (٠.٠٥)

### Second: Internal consistency coefficient:

The aim of this procedure is to know whether the answers in general for specific paragraphs are reasonably consistent with the behavioural or personality trends assumed by the scores (12: 23). The correlation of the paragraph score with the total score of the current scale means that the paragraph represents the concept or trait to be measured (1: 9), as the correlation of the paragraph score with the total score of the scale is evidence that the paragraph actually measures the behavioural dimension that the test or scale aims to measure (8: 19). This indicator was extracted by using the Pearson correlation coefficient between the paragraph score and the total score of the scale for all individuals in the sample consisting of (116) scout leaders, and Table No. (3) shows this.

**Table (3) shows the correlation coefficient between the paragraph score and the total score of the Scout Creative Performance Scale.**

Result	Sig	simple correlation coefficient	Number	Result	Sig	simple correlation coefficient	Number
positive	0.000	0.616**	22	positive	0.000	0.586**	1
Negative	0.952	-0.005	22	positive	0.000	0.733**	2



positive	0.000	0.652**	23	positive	0.000	0.626**	3
positive	0.000	0.612**	24	positive	0.000	0.734**	4
positive	0.000	0.679**	25	positive	0.000	0.826**	5
positive	0.000	0.686**	26	positive	0.000	0.693**	6
positive	0.000	0.712**	27	positive	0.000	0.589**	7
positive	0.000	0.799**	28	positive	0.000	0.583**	8
positive	0.000	0.648**	29	positive	0.000	0.589**	9
positive	0.000	0.579**	30	positive	0.000	0.679**	10
Negative	0.146	0.124	31	positive	0.000	0.559**	11
positive	0.000	0.569**	32	positive	0.000	0.736**	12
positive	0.000	0.550**	33	positive	0.000	0.670**	13
positive	0.000	0.622**	34	positive	0.000	0.544**	14
positive	0.000	0.672**	35	negative	0.351	0.079	15
positive	0.000	0.710**	36	positive	0.000	0.666**	16
positive	0.000	0.585**	37	negative	0.622	0.042	17
positive	0.000	0.657**	38	positive	0.000	0.587**	18
positive	0.000	0.580**	39	negative	0.062	0.158	19
positive	0.000	0.671**	40	Positive	0.000	0.629**	20

عند  $> 0.05$  Positive

We find that all the scale items are statistically significant except for items (15, 17, 19, 22, 31), which are not significant at a significance level of (0.05), so they were raised.

#### Scale stability:

The researcher verified the reliability of the scale using the Cronbach's alpha coefficient by using the Statistical Package for the Social Sciences (SPSS). A good scale is one that is reliable (5: 11). When applying this coefficient to the construction sample, which amounted to (116) scout leaders, it became clear that the reliability coefficient is (0.895), which is a high value for reliability at a significance level of (0.05).



#### 4- Results:

The scale settled in its final form on (35) paragraphs and the appropriate weight was determined for each response (always, often, sometimes, rarely, never) which is close to (5-1) degrees in descending order on the (Likert) scale, where the highest value of the response reached (335) and the lowest values of the response reached (35) paragraphs for the scale of creative scouting performance for the scout leaders in the ministry.

#### 5- Conclusions

1. Constructing a scale of creative scouting performance in the Ministry of Education from the point of view of leaders holding the wooden badge in Iraq.
2. No paragraph was deleted when applying the discriminant validity of the paragraphs.
3. (5) paragraphs were raised by means of internal consistency validity.
4. The scale of creative scouting performance in its final form consisted of (35) paragraphs.

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### Recommendations:

1. It is preferable to expand the sample scope to include scout leaders from different regions in Iraq and not just from Baghdad. This will enable achieving more accurate and comprehensive results regarding scout creative performance throughout the country.
2. Study the various factors that may affect the level of creativity among scout leaders such as: training, organizational environment, motivation, and material and moral support.
3. Based on the analysis of the results, it is recommended to organize training workshops and seminars for scout leaders aimed at enhancing their creative skills in leadership and management through the exchange of experiences and innovative ideas.
4. A comparative study can be conducted between creative performance in the scout movement and other sectors such as education or non-governmental organizations to identify similarities and differences in measurement methods.
5. Encourage academic researchers to study other aspects of creative performance, such as the impact of creativity on developing youth skills or the role of scout values in improving the creative performance of leaders.

**Appendices:**

Appendix (1) shows the names of the experts to determine the validity of the statements.

N	Name and scientific title	Specialization	Workplace
1	Salah Wahab Shaker	Sports Management	College of Physical Education and Sports Sciences / University of Baghdad
2	Abbas Ali Adhab	Tests and Measurements	College of Physical Education and Sports Sciences / University of Baghdad
3	Ali Sobhi	Sports Psychology	College of Physical Education and Sports Sciences / University of Baghdad
4	Mohsen Ali Naseef	Sports Management	College of Physical Education and Sports Sciences / University of Baghdad
5	Thamer Hammad Raja	Sports Management	College of Physical Education and Sports Sciences / University of Baghdad
6	Ahmed Dhari Hani	Sports Psychology	College of Physical Education and Sports Sciences / University of Baghdad
7	Mohammed Qusay Mohammed	Sports Management	College of Physical Education and Sports Sciences / University of Baghdad
8	Khansa Sabry Mohammed Ali	Tests/Scouts	Ministry of Education / Directorate of Education of Rusafa / 2
9	Nebras Munther	Assistant Director of the Scout Department	Ministry of Education / General Directorate of Physical Education and School Activities / Department of Scouting Education
10	Haider Juma	Division Director	Ministry of Education / Directorate of Education of Karkh / 3
11	Abdul Karim Hanoun	Director of the Iraqi Scout Department	Ministry of Education / General Directorate of Physical Education and School Activities / Department of

			Scouting Education
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### Appendix (2) Final version of the scale questionnaire

never	Rarely	Sometimes	Mostly	Always	Paragraphs	N
					The Ministry's scout leaders set appropriate instructions to implement decisions in scouting work.	1
					The Ministry's scout leaders are flexible with leaders during scouting work.	2
					The Ministry's scout leaders strive to contribute to addressing errors that occur during scouting work.	3
					The Ministry's scout leaders strive to exploit time and manage it appropriately.	4
					The Ministry's scout leaders are interested in holding meetings with the directorate leaders on an ongoing basis.	5
					The Ministry's scout leaders develop a special strategy for scout programs according to the required objectives.	6
					The Ministry's scout leaders use previous experiences and expertise in managing scout work.	7
					The Ministry's scout leaders find it necessary to follow up on the administrative work of the directorates during scout work.	8
					The Ministry's scout leaders use the principle of competition between the directorates through scout work.	9
					The Ministry's scout leaders seek to spread the distinctive scout activities provided by the directorates.	10

					The Ministry's scout leaders are interested in motivating the directorates to provide the best scouting work.	11
					The Ministry's scout leaders seek to organize the work of the directorates according to their capabilities and abilities.	12
					The Ministry's scout leaders monitor and direct the directorates to do the best possible scouting work during the scouting camps held by them.	13
					The Ministry's scout leaders exert great effort for scouting work.	14
					The Ministry's scout leaders are committed to the principle of scouting progression for leaders in the directorates.	15
					The Ministry's scout leaders work in more than one direction in order to achieve the required goals during scouting work.	16
					The Ministry's scout leaders participate in all development courses to gain the necessary expertise and information.	17
					The Ministry's scout leaders follow up with the directorates' scout leaders for their progress.	18
					The Ministry's scout leaders develop an alternative plan during scout work.	19
					The Ministry's scout leaders continue to encourage success in any scout work.	20
					The Ministry's scout leaders rely on organized planning and advance work in the scout movement.	21
					The Ministry's scout leaders take into account the priorities of scout work in the plans to achieve them according to priority.	22

					The Ministry's scout leaders adapt to changes that occur in the environment in order to resist and overcome them.	23
					The Ministry's scout leaders use flexibility in scout planning to respond to developments in the scout movement.	24
					The Ministry's scout leaders are committed to applicable and challenging plans to achieve the desired goal.	25
					The Ministry's Scout Leaders set goals and expect Scout Leaders to achieve them realistically.	26
					The Ministry's Scout Leaders take into account the systematic connection to the Scout Curriculum and work hard to implement it.	27
					The Ministry's Scout Leaders are concerned with distributing responsibilities and tasks among the employees of the Scout Education Department in a harmonious manner.	28
					The Ministry's scout leaders develop plans in light of the availability of all scouting capabilities.	29
					The Ministry's scout leaders use modern devices and technologies in scouting work.	30
					The Ministry's scout leaders develop effective plans to direct material and human energies to implement scouting activities.	31
					The ability of the Ministry's scout leaders to take preventive measures to avoid dangers before they occur.	32
					The Ministry's scout leaders take into account the scientific and practical level of the scout leaders when planning scouting work.	33

					The Ministry's scout leaders work hard to develop the self-assessment skills of the scout leaders.	34
					The Ministry's scout leaders carry out observation, measurement and evaluation processes in scouting work.	35