

The Administrative Leadership Role of the Heads of the Scout Division in the Performance of their Educational and Administrative Duties from the Perspective of the Scout Leaders

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Abstract--- *The importance of the research is increasing to build and standardize the scale of the leadership role of the heads of Scout branches and to identify their levels. The researcher used the descriptive approach to suit the nature of solving the problem. The research society was randomly chosen by the researchers (80) leaders of Scouts leaders in middle schools. It also included the procedures for constructing the scale and then conducting the statistical procedures for extracting indicators of truthfulness, consistency and objectivity based on the results obtained. Multiple levels of heads of Scout branches have been shown and most have fallen into several levels.*

Keywords--- *Scout Leaders, Administrative Leadership, Scout Division*

INTRODUCTION

Research Definitions:

1-1 Introduction and research importance:

The science of administrative in its scientific correct bases became one of important science that contribute largely in a chive what the researchers wanted in field of scouting, we saw that administrative leading is part of this side and performance an important role in varies towards and in order to a chive a positive result. leadership is an innate talent in some, not in all members of society, which plays a major role in individual preparation and development of an integrated community based on the availability of the required capacity to achieve life requirements. though the scout field is interested in building the student educationally and scientifically so the workers must be guided peacefully based on a valid basis to prepare scout leaders, because of scout leader is main axis and active in generating convictions for student by considering him the ideal that these individuals are follow. The leadership role of the chiefs of the Scout Divisions in the Education Directorates has been given considerable interest by them on the administrative side in general. Access to the higher levels is directly linked to the extent of their managerial and cognitive abilities and to the realization of their educational and scientific and

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administrative duties required by them in their scout divisions and knowledge of the leading administrative role of the Scout leaders on their duties.

1-2 Problem of research

The ability of the administration to perform the organization or institution is based primarily on his personality and his role in the application and implementation of what is required for the purpose of achieving the goals drawn and this depends on the cooperation of the subordinate individuals, the degree of trust in the administration and working in the spirit of the community . By doing so, it is clear to us that some of the officials of the Scout Divisions are not in the direction of fulfilling the responsibilities and duties required of him and not carrying out exactly what is required of him in certain respects. Also, there is no continued follow-up to the leaders of the Scouts makes activities in this field a negative trend, especially through guidance and control, which in turn affects the educational, scientific and administrative aspects and the failure of the Scout leader to engage in the development of solutions, proposals and decision, making the process difficult and complicate .

Through this, the researchers wanted to study the administrative leadership role of workers in the divisions of the scout in the performance of their educational and administrative duties from the point of view of scout leaders.

1-3Research Objective:

- 1- Building, codifying and applying the administrative leadership measure for the heads of the scout divisions in performing their administrative and educational duties from the point of view of the scout leaders.
- 2- Create degrees and standard levels of the administrative leadership scale of the heads of the scout divisions in the performance of their administrative and educational duties from the point of view of Scout leaders.
- 3- Identify the level of administrative leadership of the heads of the scout divisions from the point of view of Scout leaders.

1-4Research Fields:

Human Fields:

Scout leaders in intermediate school in government of Basra they are (80).

Field of time: from 5/11/2018 to 10/3/2019.

Place field: intermediate school in center of Basra.

RESEARCH METHODOLOGY AND FIELD PROCEDURES

3-1 Research methodology

Choosing the methodology of the research to solve the problem is depend on its nature ,so the descriptive Curriculum with enchant method has been adopted to solve research problem “the descriptive studies contribute in adding true information about the current reality of various sporting phenomena which impact positively or negatively in sport as a whole and may result either approval and support it or suggest new means and methods of development for the better”. (132:14).

3-2 Research society and symbol

Society all elements and vocabularies of problem or phenomenon under study.(44:8)

The symbol of research is that part which represent the original research society or the form in which the research is conducted the whole of its work. (67:18), The symbol is chosen randomly they are (80) scout leader of intermediate school in Basra by 70% of parent community, 10 of them have been excluded to participate in the exploratory experiment. As a result, the sample was divided into two sections, the first section for design, preparation and construction of the scale. And the second section for the purpose of applying the scale

- I. Sample building, design and preparation of the scale It included 40 of scout leaders.
- II. The final scale application sample consisted of 30 scout leaders.

Table (1) Shows the preparation of the research symbol

Seq	Total	Sample building	Sample Application	Sample Experience
1	80	40	30	10
Percentage		%50	%37,5	%12,5

3-3 Means of Collecting Data

The two researchers have been using several means, including:

Questionnaire form - sources – interviews

3-4 steps of designing, construction and field procedure

3-4-1 Determining scale fields

The two researchers identified four areas (social relations, decision making, communication, management experience) viewed to experienced and competent in management, sport psychology, tests and measurement, they are 20 experts and specialists. this is to identify the major fields for constructing scale (the leading admin role of the chiefs of the scout divisions) and to provide any feedback about the fields and how they are valid and modified or invalid and merged. The researchers analyzed the results of the questionnaire using the percentage as the criterion of acceptance or exclusion of any field of the scale, and Blum indicates that the researchers have to obtain approval (75%) and more of the opinions of the arbitrators in this type of honesty(126:4)

Table (2) Shows the percentage of expert approval in scale fields of leading and administrative role

Seq	Fields	an approve expert	non approve experts	Calculated Cai2 degree	the percentage of expert approval
1	Social relations	18	2	12,8	%90
2	Making decision	17	3	9,8	%85
3	communication	20	0	20	%100
4	Management experience	18	2	12,8	%90

3-4-2 Prepare the initial formula for the scale paragraphs

The two researchers make 40 paragraphs to measure the administrative leading role divided into 4 fields: Social relations (10) paragraphs, Making decision (10) paragraphs, communication (10) paragraphs, Management experience (10) paragraphs.

3-4-3 identify the method and basis of writing paragraphs

The researchers, in their drafting of the scale paragraphs, adopted the Lecrto method, one of the most common methods of measurement. (7:67)

3-4-4 display the initial formula for the scale paragraphs to the referees and experts

The researchers display the initial formula for the scale to group of experts and specialists in sport science in order to know the validity or invalidity of scale paragraphs and how it is suitable for measuring what was put in for it and for the drafting and adjustment of paragraphs in terms of wording and accuracy in substance each expert have been asked to give his notice about the validity and content of the paragraphs and the extent to which it relates to its domain and how it is appropriate with realistic of the situation and represented to measured adjective also their observations and suggestions about the scale in general. After the experts and specialists are given their observations and opinions about the scale paragraphs the researchers have analyzed the result of the scale using percentage to accept the scale paragraphs by (ka squire) The agreed paragraph (75%) was accepted and is considered valid and appropriate. This indicates that it is a statistically significant and represents (15) experts out of (20) experts through the degree (Ka^2) calculated below the level of significance (0.05) and the degree of freedom (1). Based on the above, no paragraph was excluded from the measure (administrative leadership role).

Table (3) Shows a percentage and calculated degree of (ka^2), the expert answers to the scale paragraphs of administrative leadership role.

Seq	percentage	Ka^2 degree	Seq	percentage	Ka^2 degree	Seq	percentage	Ka^2 degree
1	%90	12,8	15	%90	12,8	29	%80	7,2
2	%90	12,8	16	%80	7,2	30	%10	20
3	%80	7,2	17	%75	5	31	%85	9,8
4	%75	5	18	%100	20	32	%90	12,8
5	%75	5	19	%95	16,2	33	%85	9,8
6	%80	7,2	20	%75	5	34	%85	9,8
7	%85	9,8	21	%85	9,8	35	%75	5
8	%95	16,2	22	%80	7,2	36	%95	16,2
9	%80	7,2	23	%75	5	37	%80	7,2
10	%100	20	24	%85	9,8	38	%75	5
11	%85	9,8	25	%85	9,8	39	%75	5
12	%80	7,2	26	%75	5	40	%80	7,2

13	%90	12,8	27	%95	16,2			
14	%95	16,2	28	%85	9,8			

3-4-5 Scale correction method

A scale paragraph (the administrative leadership role of the heads of the scout divisions) has been formulated in both positive and negative directions. Weights of paragraphs (1-3) are determined for each paragraph of the scale. On this basis, three alternatives and gradual responses were developed for the purpose of obtaining the total score for each member of the sample and giving appropriate weights to the alternatives of the paragraphs of the scale, as the highest score for the administrative leadership scale reached 120 degrees and the lowest value (40) degrees. Total score for each sample member.

3-5 Exploratory experiment of the paragraphs of the scale

The scale was applied to a sample of teachers of physical education and they are (10) scout leaders in their schools in 12/7/2018. The researchers asked the sample to observe each paragraph accurately and marked with a sign (√) in the appropriate field. After conducting the exploratory experiment, it was found that the paragraphs of the scale were clear and understandable to the sample. All the paragraphs were answered and the approximate time was determined to answer the paragraphs of the administrative leadership scale from (10 to 12) minutes.

3-5-1 Experience of applying the scale to the construction sample

This was done in the period from 17/12/2017 until 27/12/2017, where the forms of the scale were distributed to the sample and asked them to read them through the instructions to answer the questionnaire, and then the researchers collected them and checked their answers for the purpose of making sure of their safety answers on all paragraphs of the scale.

3-5-2 Terminal Groups (distinguishing force)

The distinction is a psychometric (standard) characteristics that indicate the ability of the paragraphs of the scale to distinguish between the subjects so that the meter can detect the individual differences between individuals in the attribute to be measured, which is based on the basis of psychological measurement. This is because it distinguishes between individuals with high scores and those with low scores in the characteristic measured by all paragraphs. Therefore, the researchers adopted the analysis of these paragraphs statistically on the basis of the two groups, and for the purpose of finding the distinguishing power of the paragraphs after obtaining the answers of the construction sample. (182:19). The researchers did:

- 1 - The total score for each member of the sample was calculated for the scale by collecting the scores of the paragraphs of the scale separately.
2. The scores were arranged in descending order obtained by the sample consisting of (40) scout leaders.
- 3- The scores were divided into two groups, one of them was the individuals who got the highest scores (27%), and the second group represents the individuals who got the lowest scores (27%). "27% of the top group and 27% of the

lower group is the best way to get the highest marks," said Marwan Abdul Majeed. (140:15)The number of forms of the upper group (11) forms, and the lower group (11) forms, so the number of withdrawn forms (22) forms, and the score was given by the triple grade scale found for each paragraph of the scale. The number of forms of the upper group (11) forms, and the lower group (11) forms, so the number of withdrawn forms (22) forms, and the score was given by the triple grade scale found for each paragraph of the scale. For each member of the sample, the second test (t-test) was used for the purpose of calculating the distinguishing power of each paragraph of the scale, and when compared with the value of (t tabular) of (2.03) under the level of significance (0.05) and the degree of freedom (38).

Table (5) Shows the calculated value of the paragraphs (Coefficient of discrimination) of the administrative leadership role

Seq	T value	Seq	T value	Seq	T value	Seq	T value
-1	4.57	-11	4.25	-21	3.21	-31	3.59
-2	3.71	-12	3.14	-22	6.28	-32	5.79
-3	3.65	-13	5.45	-23	5.70	-33	4.87
-4	5.18	-14	3.17	-24	3.67	-34	4.20
-5	4.69	-15	3.81	-25	5.30	-35	3.91
-6	4.33	-16	4.27	-26	4.43	-36	5.62
-7	5.74	-17	6.12	-27	4.41	-37	3.44
-8	6.05	-18	3.26	-28	5.63	-38	4.60
-9	3.40	-19	4.88	-29	3.83	-39	4.22
-10	5.10	-20	4.52	-30	4.13	-40	3.47

3-5-3 Internal consistency of the scale paragraphs

The internal consistency refers to the homogeneity of paragraphs to measure their trait. (55:2) The aim of this method is to determine whether the responses for paragraphs are reasonably consistent with the attribute to be measured, which is in the form of scores. These paragraphs may be convergent, but they measure other behavioral dimensions. On this basis, the coefficient of internal consistency is used to identify the relationship of each paragraph to the total score of each measure through the use of simple correlation law for the purpose of judging the consistency between the items of the scale. The internal coherence coefficient of the scale was extracted by indicating the extent to which the paragraph is related to the overall degree of the scale. The simple correlation coefficient (Pearson) was used to determine the correlation of the paragraph with the scale as a whole to which it belongs. Table (6) shows this.

Table (6) Shows the values of the correlation coefficient between the degree of the paragraph and the total score of the administrative leadership scale

Seq	correlation coefficient	Seq	correlation coefficient	Seq	correlation coefficient
1	0.346	15	0.697	29	0.293
2	0.577	16	0.588	30	0.374
3	0.444	17	0.707	31	0.583
4	0.515	18	0.640	32	0.513
5	0.315	19	0.744	33	0.481
6	0.473	20	0.520	34	0.237
7	0.392	21	0.435	35	0.362
8	0.473	22	0.533	36	0.564
9	0.588	23	0.531	37	0.307
10	0.433	24	0.690	38	0.332
11	0.373	25	0.608	39	0.372
12	0.333	26	0.574	40	0.521
13	0,566	27	0,395		
14	0,458	28	0,623		

* Means non-significant ** value (t) tabular at the degree of freedom (38) and under the level of significance (0.05) = 0.176

3-6 scientific coefficients of the scale

3.6.1 Honesty

The honesty of the test means "the degree of extension of the measurement for which the test was developed" It is the one that accurately measures all the phenomenon that was designed to measure and does not measure anything instead or in addition to it (199:13). There are several types of honesty, so the researchers used the apparent honesty and constructive honesty, as follows:

First - apparent honesty

This type of honesty required in the construction of tests for the purpose of indicating the suitability of paragraphs to measure the characteristic to be measured, by knowing the validity of the paragraphs, type and clarity, and know the instructions to extract the answers that fit the research sample through the decisions of experts and specialists in the field of physical education and science. Experts agree that these individual measures are easy to formulate and clear. The response period is not lengthy, with 75% or more of their agreement. This has a relationship in measuring the attribute to be measured. This type of honesty is achieved when one or several experts believe that the test measures the required attribute(115:12).

Second: the honesty of construction

This type of honesty is most used to construct scales. It's called the honesty of the hypothetical configuration or honesty of concept, because it depends on experimental check of the degree of conformity of paragraphs with the character or concept to be measured. (43:10) this is done by:

The entirety in the same test is the test of honesty (177:1).

3-6-2 Stability

"Is the stability of the results when re - applying the test to individuals and maintaining the real variability of the test (77:11), As the test gives the same results if returned to individuals in the same conditions (22:17), and there are many ways through which the extraction of the coefficient of stability and the researchers chose the method of half-fractionation.

The method of half-fractionation

Paragraphs of each measure (the leading administrative role of the heads of the scout divisions) were divided into two halves so that the number of paragraphs of each half of the scale (20) paragraphs. According to the sequence of each paragraph to the individual and doubles and then extracted the correlation coefficient between the sum of the two halves of each scale individually Pearson method, but these values represent the stability of half of the test, and until we get the coefficient of stability of the test as a whole. The researchers used the (Spearman-Brown) equation to correct the correlation coefficient. It is a high reliability coefficient that can be used to estimate the stability of a test and can be used as a degree of test objectivity.

Table (7) Shows the correlation coefficient (stability) with the method of half-fractionation to the leading administrative role of the heads of the scout divisions

The scale	The value of (R) Pearson before correction	The value of (R) After correction
the leading administrative role	0.667	0.792

3-6-3 Objectivity

Objectivity in the physical field should be clarified instructions for the application of the scale in terms of its procedure, since the scale contains one key to correct and on this basis, the scale is considered an objective measure.

3-7 Standard scores for measurement

Primary grades are not useful or weak in the measurement process unless they are converted to standard grades, because they are meaningless and reflect the primary result. Therefore, the raw grades of the scale were converted to standard grades, which represent the basic method for determining, working, analyzing and interpreting the grades through the results. The results were treated statistically through the application of the standard Z and T equation "it is a standard average of 50 and standard deviation 10 and used to convert raw grades to degrees can be

collected for the purpose of comparison and interpretation, and this degree is characterized that is not including negative values". (96:18).

3-8 standard scale levels

The researchers used the natural distribution curve (KAOS), which depends on obtaining the average distribution curve of the data on the nature of the sample, the number and suitability of tests for this sample. We found that the number of units for the base of the natural curve is 6 units as these units are called range and the researchers have chosen five levels of the scale, divide the standard scores into 5 levels so that each level has 12 standard scores equal to (1,2) standard units.

Table (8) Shows the levels, grades and raw grades of the management leadership role scale

Levels	Standard grades	Adjusted standard grades	Rough grades
Very good.	3 – 1.8	80 – 68	120- 105
Good	1.8 – 0,6	68 – 56	104- 89
medium	0,6 – 0,6	56 – 44	88- 73
Acceptable	0,6 – 1,8	44 – 32	72 – 57
Weak	1,8 – 3	32 – 20	56 – 40

3-9 Torsion coefficient of scale

The value of the torsion coefficient of the scale of the administrative leadership role of the heads of the scout divisions (0.142), which indicates that the curve is heading to the right and that the value reached by the researchers is a little value is almost close to the normal distribution.

3-10 The final application of the scale

After completing all the requirements and procedures of design, construction and standardization of the scale, it is ready to be applied as follows: Scale of the administrative leadership role of the heads of scout divisions 40 paragraphs distributed on the fields of social relations 10 paragraphs, decision-making area 10 paragraphs, communication 10 paragraphs and decision-making 10 paragraphs .(Appendix 1).

The researchers applied the measure in its final form to the sample of application (30) teachers are Scout leaders in their schools and that was in 3/1/2019.

3.11 Statistical means

The researchers used the following statistical means:

- 1- Percentage
- 2 -Square K
- 3- Arithmetic Medium
- 4-Standard Deviation
- 5-Test -T for independent samples
- 6-Simple correlation factor (Pears)
- 7- The Spearman-Brown Equation
- 8- Cronbach's Alpha Coefficient
- 9- Twisting factor
- 10- standard grade z and t.

DISPLAY AND ANALYSIS OF THE RESULTS

4.1 View, analyze and discuss the results of IT scale levels

Table (9) Shows levels, standard grades, raw grades, numbers and percentageher to measure the administrative leadership role of the heads of Scout Divisions

Levels	Standard grade	Crude grade	Preparing leaders	Percentage
Very good	80-68	120 - 105	2	6,7%
Good	68-56	104 - 89	7	23,3%
medium	56-44	88 - 73	13	43,3%
Acceptable	44-32	72 - 57	5	16,7%
Weak	32-20	56 - 40	3	10%

After applying the administrative leadership role scale for the heads of the scout divisions from the point of view of the scout leaders, the research sample was distributed on several levels as shown in table (9), which represents the levels of the scale where the level is very good (120-105) and the level is good. Between (104-89) and the average level ranges between (88-73) and the acceptable level ranges between (72-57) and the level is weak ranging between (56-40). It also shows the numbers of leaders by levels and percentages, and note that the numbers Scout leaders who were at a very good level were (2) and a percentage (6.7%), and the number was within the level of good (7) Scout leaders and Ben (13.3%), the number at the medium level (13) scout leaders and a percentage (43.3%) and acceptable level were (5) leaders and a percentage (16.7%) and the level is weak (3) of Scout leaders with a percentage (10%) of the total.

The researchers attribute the reason for the existence of the two levels (very good and good) in the scale of the administrative leadership role from the point of view of Scout leaders that the heads of the scout divisions have knowledge of leadership skills (intellectual, technical and human), which made them influential in the behavior of teachers and this result through the role of the head of the administrative leadership and appropriate As a result of his interaction and understanding with the scout leaders because he understands the type of work performed and its active role in the conception of things from all areas, especially the problems that can occur and develop solutions to them, all comes as a result of his practice, experience and administrative leadership efficiency in developing the potential of some Scout Leaders This is confirmed by Halim Mouniri and Issam Badawi (1991). "The leader is the thinking, guided and pulsating mind that raises vitality in the arteries of the organization by directing the efforts of others and influencing their behavior (221: 6).

The researchers attribute the reason for the existence of the (medium) level that the heads of the scout divisions behave in administrative methods and leadership methods that do not agree with some scout leaders, therefore affect their psychology negatively or less than it is through the process of influence, and what is required of the administrative leader affects others through his experience, information In his administration, his breadth and his way of delivering what leaders require and what serves the public interest. This is confirmed by Salah Wahhab

Shaker (2013): "A successful leader is characterized by leadership and this means his ability to direct and influence the behavior of followers and his ability to coordinate and arrange the collective efforts to achieve the development of the capabilities and skills of the followers to the maximum degree" (145: 9).

The researchers attribute the reason for the existence of the two levels (acceptable and weak) that the desire and will of the heads of the scout divisions is large incompatible with the energy of some Scout leaders, which negatively affects them and demanding the head of the Scout Division duties assigned to each scout leader that concerns the educational and administrative process regardless of the circumstances surrounding them. In addition to the lack of allocations and weak material and technical capabilities, which leads to their lack of confidence in achieving their desired goals, which leads to their unwillingness to work and lack of impulse, and this leads to a lack of excitement motives Scout leaders in their work and this causes them not to motivate to persevere Challenge. This is confirmed by Bashir Al-Allaq (2010): "The leader works to motivate and inspire the followers to accomplish the required work. The effective leader must be credible and credible comes from the competence of the leader by his ability to inspire by linking the goals to the needs of the followers and their understanding and interests." (345: 3)

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Through the results reached, the researcher concluded the following:

- 1- The scale of administrative leadership role is suitable to measure the levels of heads of scout divisions from the point of view of Scout leaders.
- 2- Most of the sample members have moderate levels in the management leadership performance measure.

5.2 Recommendations

Through the conclusions reached by the researchers, it was recommended that:

- 1- Adopting the scale for the purpose of measuring the administrative leadership performance of the heads of the scout divisions from the standpoint of the scout leaders.
- 2 - the need to pay attention to the heads of the scout divisions administrative performance leadership to form a broad vision to understand them correctly and logically in order to raise the level of their actions as administrators.
- 3- Enhancing the interest in the subject of communication and the use of modern means between the heads of the scout divisions and the Scout leaders to motivate them by using their distinctive energies in the educational and administrative process.
- 4-Conduct a survey to determine which of the most influential areas of managerial leadership performance.

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Appendix (1)The scale in its final form

Seq	Field and its paragraphs	Always.	Sometimes.	Never
First	The field of social relations			
1.	Coherence and acquaintance between the heads of the scout divisions and leaders leads to the achievement of goals with minimal effort			
2.	Mutual trust between the head's division and scout leaders helps to gain a strong position within the organization from the directives			
3.	The head of the division does not react to the problems facing scout leaders, no matter how difficult they may be.			
4.	The head of the division does not accept criticism from scout leaders and this affects the social aspect			
5.	The lack of adaptation between the head of the division and the scout leaders affects them by achieving the goals			
6.	The head of the division is tolerant of scout leaders when they make mistakes.			
7.	The Head of the Scout Division has the ability to change the individual attitudes of leaders to facilitate the social factor among them.			
8.	The Head of the Scout Division severely treats leaders in			

Seq	Field and its paragraphs	Always.	Sometimes.	Never
	carrying out educational and practical duties			
9.	The head of the Scout Division is constantly interested in his social relations with leaders.			
10.	The Head of the Scout Division does not interact with all social levels of scout leaders			
Secondly,	The scope of decision-making			
11.	Make the right decision at the right time			
12.	Decision-making is not based on taking into account the interests of scout leaders			
13.	He tends to change decisions to avoid opposition from scout leaders.			
14.	He doesn't make tough, tough decisions during the showdown.			
15.	Make the decision based on a clear and future vision			
16.	When making a decision, it's comprehensive and integrated in all respects.			
17.	He's not accused of other people's opinions when he makes a decision.			
18.	The decision is made for scout leaders on the basis of personal conduct			
19.	The decision is made on the basis of material and moral facts			
20.	His decisions are not routine when they are made.			
Thirdly,	Field of delivery			
21.	The head of the Scout Division has the ability to deliver the required tasks to the leaders clearly			
22.	The Head of the Scout Division is keen to use collective and individual guidance			
23.	The head of the Scout Division uses various methods and methods with leaders in administrative dealing			
24.	The head of the scout division has the ability to express verbally.			
25.	The head of the Scout Division has the ability to communicate information well in embarrassing situations.			
26.	The head of the Scout Division has the ability to share words and guidance in a joint understanding of the duty between him and the scout leaders.			

Seq	Field and its paragraphs	Always.	Sometimes.	Never
27.	The head of the scout division is keen to have contacts with all leaders at the same level			
28.	The head of the Scout Division improves the use of gestures, gestures and expressions so that they are understood to all leaders.			
29.	The Head of the Scout Division is working to standardize the instructions for the leaders to help the proper functioning and the absence of contradictions			
30.	The way he communicates with the scout leaders makes them deal with him with respect and respect			
Fourthly,	Field of management expertise			
31.	As directed by the scout leaders, the scout leaders implement the educational and administrative aspect			
32.	Scout leaders guide all the possibilities that occur at work			
33.	The objectives are achieved through the planning developed by the Head of the Scout Division			
34.	The Head of the Scout Division briefs the leaders on alternative plans			
35.	Scout leaders realize the purpose they're pursuing.			
36.	Scout leaders' guidance affects students			
37.	The administrative effort of the Head of the Scout Division has a positive impact with the leaders			
38.	The Head of the Scout Division is working to change his approach with the leaders in the guidance process.			
39.	The head of the Scout Division coordinates with the leaders in guiding students to the educational aspects			
40.	Analyzes and resolves mistakes made by scout leaders			