

Building and applying a behavioral scale for students participating in scout camps from the perspective view of their leaders

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Abstract

The first chapter included the introduction and an explanation of the nature and importance of the problem, which centred that some of the students participating in the scout camps behave randomly, far from the cooperative scouting work with their colleagues. The third chapter included the research methodology, in which the researchers used the descriptive approach, as the measures included building the scale, in which a set of paragraphs were formulated and then the statistical transactions of the scale were conducted. As for the fourth chapter, the level of behavioural problems was revealed by the scout leaders. The fifth chapter included the most important conclusions: The current scale is a tool to reveal the most important problems faced by students participating in scout camps from the viewpoint of leaders. As for the recommendations, I understand them: Adoption of the scale designed by the researchers to discover the problems faced by students participating in the scout camps from the viewpoint of the leaders.

Keywords: Behavioral, scout, camps.

Introduction

Research problem is the following question, what are the behavioral problems of students participating in scout camps from the viewpoint of leaders? Research objectives are Building and applying a scale of behavioral problems among students participating in scout teams from the perspective of their leaders. Identify the behavior problems of the participants in the scout teams from the viewpoint of their leaders. Determine which behavioral problems are more prevalent among the participants in the scout camps from the viewpoint of the scout leaders. (Abdul, 1984) Research fields are the human field: Scout leaders participating in scout camps in Basra Governorate. Time range: from 15/11/2018 to 12/1/2019. Spatial field: middle schools in the Centre and outskirts of Basra Governorate

Literature review

Human behavior expresses a specific expression of the efforts made by the individual to meet his requirements, he has several needs or motives that push him at times to behavior that is not satisfactory to society, and sometimes to behavior that brings him praise and praise, and that society is to be favoured by the individual every constructive behavior, because the human being given a blessing The mind is to control its motives, and that the family, school, and society are nothing but social and educational institutions that are capable of refining and correcting behavior, and explains human behavior in society on the basis that the individual seeks to maintain a state of internal balance, so if he sees himself as conducting behavior that does not satisfy the group and society, he tries to change From him so that he is not isolated from others. (Wadih, 1999) Behavior problems have been and continue to be one of the problems that educators pay special attention to. The teachers 'view of the behavior problems historically was represented in the process of learning these behaviours that thorny aspect that must be faced in general, for the school work to progress calmly and regularly.¹ One of the most difficult challenges facing scout leaders in the camps is the prevalence of behavioural problems, and although the mission of the leaders in the camps is not limited to teaching scout skills rather it helps in raising students and evaluating their behavior, and even though the majority of students enjoy high social value and behavior. , The few of them behave aggressively and subversively, causing a disproportionately negative impact on the established camps, the behavioural problems that some students pursue while they are in the camps more generally affect negatively their colleagues, in addition to consuming time and effort from workers, and distracting them from performing their duties, the importance of this research is evident in identifying the most important problems among students participating in scout camps, as many problems will not receive appropriate

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attention by workers in scout activities, so these problems have become a phenomenon and need a serious pause to study them. (Abdul Jalil, 1987)

Methodology

The researchers used the descriptive method in the survey method to suit the nature of the problem and the objectives of the research, and that the survey study "is an exploratory study that we do intend to detect problems or an organized attempt to report, analyze, and interpret the current situation of a particular group focused mainly on the present time".

The research sample: The researchers should describe the research community quantitatively and qualitatively to choose a sample that represents it accurately and can generalize its results after that, and it is meant by the society that it is the total group of elements that the researchers seek to generalize the results related to the problem.³The sample of the research was the scouts' leaders in the middle schools who participated in the scout camps, which numbered (100) scout leaders.

The scale of behavioural problems as the initial form: To identify behavioral problems among primary school pupils, the researchers conducted all steps to build a behavioural scale measure for primary school pupils, and Allen and Wayne indicate that the process of building the scale must go through basic steps, which are. Plan the scale. Collection and formulation of paragraphs. Ensure the validity of the paragraphs and instructions (logical analysis of the paragraphs). Ensure clarity of paragraphs and instructions. Apply the paragraphs to a representative sample of the community. The researchers have worked to follow these steps in the process of building the scale in addition to finding the characteristics of honesty and consistency. (Mohamed, 1981)

Plan to prepare for the scale: The construction of the scale necessitates referring to the literature in the field within a specific theoretical framework or going to the study community with an exploratory question or mixing between the literature and the study community, to prepare the necessary paragraphs and preliminarily formulate them as a basic step of building the standards, and the researchers adopted the method of pairing between the literature in the field and sample responses Exploratory, the researchers relied on some literature related to sports psychology to determine the general frameworks adopted in these areas. (Mahmoud, 1996)

Formulation of scale paragraphs: The researchers adopted in formulating paragraphs of the scale the general rules in psychological measurement, as the two researchers avoided using words that have more than one meaning, and that the paragraphs are clear, and that the paragraph is not long or abbreviated, but rather medium-length paragraphs, and was also keen that the paragraph contains one idea. Whereas "the scale has characteristics that help in translating goals, and enjoys honesty and consistency, and through which each paragraph can be interpreted, thus identifying the ideas and opinions of respondents. (Muhammad, 2000)

Validity of paragraphs: The best way to verify the validity of the paragraphs is for several experts to determine their suitability to measure the trait they were designed for. Based on that, the paragraphs as preliminary, which numbered (32) paragraphs, were presented to a group of arbitrators and specialists in sports psychology to pass judgment on their validity in measuring behavioural problems as well as the validity of response alternatives and the method of correction. The researchers adopted an agreement rate (80%) or more. Among the arbitrators to keep the paragraph or delete it if it is less than that, and in light of the experts' response, paragraphs (8, 26 and 30) were deleted

Table 1 shows the responses of the arbitrators on the paragraphs of the scale as the initial

Paragraphs	Number of arbitrators	Number of agrees	Number of paragraphs	Percentage
2, 1, 3, 5, 4, 6, 12, 10, 9, 7, 17, 16, 15, 13, 21, 20, 19, 18, 28, 27, 24, 23, 29,	10	10	23	100%
11, 14, 22, 31	10	9	4	90%
25, 32	10	8	2	80%

Ensure clarity of paragraphs and instructions: The researchers applied the scale consisting of (29) items to an exploratory sample whose number reached (10), and the purpose of this procedure is to identify the clarity of the paragraphs for the individuals of the sample and the time is taken to answer the scale, and after the researchers

reviewed the sample answers, the researcher found that the paragraphs are clear (100%) and the highest time spent answering was (12 minutes), the lowest time was (6 minutes), and an average of (9 minutes) to answer all paragraphs.

Statistical analysis of paragraphs: Paragraph analysis is a "process of examining and testing the responses of individuals for each of the test items. This process includes revealing the strength of distinguishing the paragraph." ⁷

Distinguishing power of vertebrae: "Paragraph discrimination" means the extent of the paragraph's ability to distinguish between excellent individuals in the quality that the test measures and the weak individuals in that quality. ⁸To achieve this, the researchers distributed the scale paragraphs to the research sample consisting of (100) scout leaders in the middle schools in Basra Governorate who participated in the scout camps, and after collecting the forms to analyze the paragraphs and identify the distinct ones and not distinctive, the researchers used the method of extremist groups, i.e. groups Those with the highest scores compared to the members of the group whose members get the lowest scores and taking (27%) of the members of each group. The aim of this procedure in analyzing the paragraphs is to keep the distinct paragraphs and delete the unmarked paragraphs, by calculating the discriminatory power of each paragraph, to exclude the paragraphs that do not distinguish between respondents, and to maintain the paragraphs that distinguish between them, and if the paragraph has a discriminatory power, then This means that this paragraph can distinguish between responders with high grades, and responders with low grades in the concept that the paragraph measures, but if the paragraph is not distinguished according to this picture, it is useless, and it should be removed from the final image of the scale. ⁹ Thus, all passages were statistically significant in the scale. (Mohamed, 2006)

Internal consistency: To identify the relationship of each paragraph to the overall degree of the scale, the two researchers resorted to using the simple correlation coefficient (Pearson), which is called internal consistency, which means "the extent to which items, paragraphs, or units relate to each other within the test or scale, and the extent of the association of each item, paragraph, or unit with the test" ¹⁰It was thus revealed that all of the passages were of internal consistency. (Hassan, 1995)

Table 2 Shows the internal consistency scores for the scale (Pearson correlation coefficient)

Paragraph	Correlation coefficient	Statistical significance	Paragraph	Correlation coefficient	Statistical significance
1	0.315	Sig.	16	0.556	Sig.
2	0.733	Sig.	17	0.576	Sig.
3	0.653	Sig.	18	0.368	Sig.
4	0.549	Sig.	19	0.638	Sig.
5	0.459	Sig.	20	0.735	Sig.
6	0.559	Sig.	21	0.585	Sig.
7	0.581	Sig.	22	0.635	Sig.
8	0.559	Sig.	23	0.691	Sig.
9	0.667	Sig.	24	0.703	Sig.
10	0.709	Sig.	25	0.582	Sig.
11	0.562	Sig.	26	0.731	Sig.
12	0.677	Sig.	27	0.723	Sig.
13	0.681	Sig.	28	0.664	Sig.
14	0.619	Sig.	29	0.590	Sig.
15	0.706	Sig.			

The final application of the scale: After the scale of behavioural problems was built, and honesty and consistency were calculated for the scale and after making the necessary adjustments, the scale became ready for the final application, the researchers applied the scale to the final application sample of (100) teachers from scout leaders in middle schools in Basra Governorate for the academic year 2018 2019. The researchers were keen to apply the scale by themselves to explain the instructions and how to answer the paragraphs with accuracy and scientific honesty, and after completing the application of the tool, the researchers made a correction to the responses of individuals, and the grades were emptied to conduct the necessary statistical treatments. (Allen, 1979)

Results

To identify behavioural problems among students participating in scout camps from the viewpoint of leaders. The arithmetic mean and the standard deviation of the overall scores for the scale and all the members of the sample number (100) was detected as a scout leader, and the results of the research showed that the mean for the sample scores on the scale of the behavioural problem has reached (69.24) degrees and a standard deviation of (13.43) degrees, and when comparing the mean Arithmetic by the hypothetical mean of the scale that reached (61) degrees, and using the T-test equation for one sample, the results are shown in Table (6) were found.

Table 5 shows the mean, standard deviation, hypothesis, and the value of (t) calculated for the sample members

Number of respondents	Mean	SD	Hypothetical medium	Calculated value (t)*	Type of significance
100	69.24	13.43	61	11.7	Sig.

* Tables at the significance level (0.05) are (1.980)

It was found from the results presented in Table (6) that there were significant differences between the mean and the hypothesis and in favour of the mean for the behavioural scale, and when comparing the value of (t) calculated with the tabular value of (1.98) at the level of significance (0.05) it was found that The calculated value (11.7) is greater than the tabular value (t), which indicates the presence of behavioural problems led students, as their average score on the scale of the behavioural problem is higher than the hypothetical mean of the scale by a statistically significant difference, and that it is a real difference and is not caused by the chance factor, and that this The problems are observed by Scout leaders. This result can be explained from the researchers 'viewpoint that there is a defect in the educational system inside and outside the Scout camps represented by several things, including the lack of a spirit of tolerance and cooperation between students by scout leaders and parents, the scout leaders' lack of interest in students 'relations with each other while they are inside the camp, management The arbitrary camp of scout leaders, which is characterized by intensity and intensity,¹¹ the lack of involvement of students in cooperative scout activities and other activities, the promotion of some erroneous behaviours that are the source, some television programs that students watch that are supportive of aggression and violence. While researchers see that scout camps are the process of refinement and education And modifying the abnormal behaviour that the individual has acquired in his first social upbringing in the family, and in school and are affected by the school curriculum in its broad sense of knowledge and culture and his personality grows in all its aspects, as in scout camps many methods can be used while the participants are in them and these methods support the prevailing social values in Society, (Abdul-Jabbar, 1977) and directs various educational activities so that these activities work to form and teach exponents The desired behavioural behaviour, and the work constitutes a group with his other colleagues in the various scout activities that are practised in the camps. The work of the administrator in the scout camps requires him to be familiar with the ability and skill to deal with age groups because the cubs camps who are in the smallest stage From the stages of scouting where they are still related to the father and mother, and newly experienced and not accustomed to living outside the home, the successful administrator needs how to deal with them and maintain parental care and implement scouting programs together, without feeling the distance or alienation and longing for parents and feel at the same time to care And their special interest, (Aoda, 2000) as well as in the scout camps where the important and dangerous age stage is adolescence, then he must in these camps know how to act with them taking into account their needs and inclinations and benefiting from them in achieving the desired goals of the camp, and catalyzed in them leadership tendency and the spirit of fruitful cooperation and the integration of their personality in the correct and beneficial ways They have a spirit of masculinity that they aspire to and try to prove in most situations. Also, a successful administrator must use the appropriate method m Females and males separately, taking into account the characteristics and characteristics of gender. (Abdul Jalil, 1980)

Conclusions

1. The current scale is a tool to reveal the most important problems faced by students participating in scout camps from the viewpoint of leaders
2. Caring for students educationally to reduce behavioural problems.
3. Working on following up the behaviour of the students participating in the scout camps.
4. Activating the role of scout leaders in reducing behavioural problems.
5. To appoint an educational counsellor in each school and perform his role effectively.
6. Training scout leaders on how to deal with behavioural problems.
7. Preparing educational programs to get rid of existing behavioural problems.
8. Cooperation between the scout camp administration and the family to reduce these behaviours.
9. Adoption of the scale designed by the researchers to discover the problems faced by students participating in the scout camps from the viewpoint of the leaders

10. Carrying out similar studies for the current research on other samples in other governorates.
11. Conducting studies aimed at exploring the causes of these behaviours and ways of dealing with them.
12. Conducting a comparative study between the centre and the parties.

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