

# Building and applying the measure of abstinence from the practice of scouting activities among the teachers of physical education at Baghdad Education Directorate / Rusafa2

<sup>1</sup>Dr. Khansaa Sabri Mohammed Ali; <sup>2</sup> Dr. Lamia Sami Elias

## **Abstract**

*Sports activities are considered the basis of exchange of experience, knowledge, reduction of routines, highlighting talent and expanding awareness, and are also an effective means of training on life to achieve proper social adjustment as well as building an integrated personality by acquiring many skills. The scouting activity is an important aspect of the preparation of the integrated personality of the individual, in which there are types of interaction that achieve the individual many benefits associated with social and mental aspects and integration into society. This is the problem of this research. The researchers wanted to know the reasons for teachers' reluctance to actively participate in scouting activities and to stand up to problems that help to exacerbate this phenomenon in order to reach solutions. The objectives of the research are: Building and applying the measure of reluctance to practice scouting activities in the research sample. Recognition of the extent to which the scout activities were not used in the research sample. Identification of differences in the absence of scout activities in both sexes*

**Keywords:** *abstinence, scouting activities, teachers, physical education, Baghdad, Education Directorate.*

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## **Introduction**

The research aims to build and implement a measure of the reasons for the reluctance to practice scouting activities for the same sample. Know the degree of the reasons for refraining from conducting scouting activities in the same sample. Identify the differences in the reasons for reluctance to engage in scouting activities between the sexes .There are statistically significant differences in the scale of differences from scouting activities .There are statistically significant differences in the degree of reasons for refraining from exploring activities in the sample .There are statistically significant differences in the reasons for abstaining from scouting activities between the sexes and for females .And the areas of research are: The human field: - Teachers and teachers of Baghdad's second Rusafa education .Timeframe: 18/2/2019 to 10/5/2019 .Spatial domain: - Baghdad schools, the second Rusafa. (Azw, 2008)

## **Literature review**

Although the world is witnessing an interest in the scout movement, our society did not witness the same interest and demand due to the lack of awareness and the lack of integrated programs to upgrade it, and despite the efforts

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<sup>1</sup> Ministry of Education, [Khansaa.sapry@yahoo.com](mailto:Khansaa.sapry@yahoo.com)

<sup>2</sup>Ministry of Education, Sport and school activity / Second Rusafa, [Lamiasami2004@yahoo.com](mailto:Lamiasami2004@yahoo.com)

made by the Ministry of Education, we still suffer from a lack of participation in scout activities, whether for leaders or students . And just as it was Activities Sports pillar From Pillars Which Working On Exchange of experiences And knowledge And limit From Routine, And highlighting Talent And expand Your perceptions, And also count Instrument Effective To train On Life Including Achieve Adaptation Social Proper, As well as About Building Personal Integrated about Way Giving many From Skills. As sports practice is one of the most important factors that help to improve the health and physical level of the individual and gain good strength and give him good morals and make him able to work and produce. Wei counting activity A Scout is also one of the important aspects of aspects of personal preparation of integrated individual due to his interaction types that meet the individual many of the advantages associated with social and mental aspects and integration into society. Psychological studies have proven that physical and scout education plays an important role in building a mature personality as it works to achieve the psychological compatibility of the individual and enables him to be free from repression and isolation, which turn over time into mental illness. (Fouad, 2010) The importance of this study being the study dealing with the reasons for the reluctance of leaders and leaders from the practice of activities scout being a phenomenon found in our schools in order to develop mechanisms and awareness programs in the light of the results of this research , and here a comprise the importance of this research as it wanted to researchers Walt AR rack On the reasons for the reluctance of teachers and teachers to participate in scouting activities compared to their participation in sports activities . In order to discover the problematic aspects and to know what is related to the phenomenon of some teachers and teachers being reluctant to participate in the scouting activities, we had to conduct a survey study to find out what are the difficulties that lead to the causes of abstinence, which means " means moving away from something or asceticism from the world " (Abu Al- Saud, 2003) while there are sports to participate with activities and here comes a problem if this research wanted to find out the reasons for the reluctance of teachers and teachers from active participation with activities scout and identify the problems that help to aggravate this phenomenon to reach solutions to them . (Zaid; 2004)

**Methodology**

*Research method* : Each research has a special approach that follows to solve its problem. The researchers used the descriptive method in the survey method, which is defined as "one of the forms of scientific analysis and organized interpretation of the description of a specific phenomenon or problem by collecting data and codified information about the phenomenon or problem, classifying, analyzing and subjecting it to careful study." (Muhammad; 2006)

*The research community and its sample* :The research sample is the part that represents the community of origin. "It is a case study of a specific part or a specific percentage of the members of the original community, and then this ends with the generalization of its results to the whole society. " Has chosen n sample of some teachers and teachers of Physical Education from the Directorate General of Education Baghdad Rusafa / 2 to apply the scale of the reasons for the reluctance on them , as has been selected (325) teacher and a teacher randomly between the primary and secondary males and females . (Mustafa; 1999)

**Table (1) shows the details of the research sample**

Schools	the sample	Participants in scout activities	Activity participants Sports
Elementary boys	128 teachers	32	96
Primary girls	72 mentors	35	37
Secondary boys	73 teachers	16	57

<b>Secondary girls</b>	52 schools	17	35
<b>total summation</b>	325 male and female teachers	100	225

*Means of information collection* : Arab references and sources. International Information Network (Internet), Scale of reasons for abstaining from scouts, Auxiliary Work Tea and The names of the expert gentlemen.

*Procedures for building measure* : The determination of the process of basic considerations procedures building standards have a significant role in contributing to help n in the selection procedures appropriate for the construction of the scale therefore adopted n considerations pa Tia in determining the most important paragraphs to measure the causes of aversion for the purpose of determining the paragraphs of the scale , as the n including It comes first: - Reviewing the studies and literature . Second: - directing Asset for it to solicit the views of (5) an expert on determining the validity of clauses that measure the reasons for abstention, after collecting data, and according to the views and observations of the experts were agreed on the paragraphs that received the approval of the proportion of (100 %) of the opinions of experts as a criterion for the validity of Paragraphs.

*Preparing paragraphs of the scale* : In order to define the paragraphs for the measure of the reasons for abstinence, the two researchers prepared the initial version of the scale through the formulation of its paragraphs of (32) paragraphs according to the experiences of the researchers in this field and in a manner consistent with the research problem , as it was presented to (5 ) experts from the specialists to determine Its validity and after reviewing the opinions of experts, the paragraphs remained on (32) paragraphs, with some minor modifications to the formulation of some paragraphs of the scale (3,5,7,9,12,13,14,21,23,26,27,29,30, 31) In a manner appropriate to the research sample and their problem, after which the scale was distributed to the research sample, taking into consideration that no paragraph was neglected without answering because it will inevitably affect the results that the scientific research sought only. When answering the paragraphs of the scale, the sample is required to place a checkmark on the alternatives. (Wajih, 2002)

*The hypothetical formative honesty of a measure of leadership behavior:*

- **The Discriminatory Power of Paragraphs**

**Table (2)**

**The discriminatory strength of the scale paragraphs explains the reasons for reluctance to engage in scouting activities**

Para grap h No.	High group		The lower group		Values t Calculate d	Significa nt value sig	Statisti cal signific ance
	s	P	s	P			
1	3.88	0.77	1	0	30.66	0.000	<b>moral</b>
2	4.96	0.21	2.12	0.88	25.68	0.000	=
3	5	0	2.55	0.76	26.21	0.000	=
4	5	0	2.33	0.75	29.30	0.000	=
5	5	0	1.57	0.58	48.18	0.000	=
6	4.94	0.24	1.36	0.48	54.41	0.000	=
7	4.90	0.31	1.70	0.67	35.25	0.000	=

2	4.75	0.44	1	0	69.94	0.000	=
9	4.93	0.26	1.06	0.24	88.76	0.000	=
10	5	0	2.21	0.88	25.97	0.000	=
11	4.94	0.24	2.03	0.78	29.28	0.000	=
12	4.91	0.29	1.06	0.24	84.31	0.000	=
13	5	0	1.87	0.83	30.8	0.000	=
14	5	0	2.36	0.77	27.99	0.000	=
15th	5	0	2.12	0.84	27.93	0.000	=
16	4.46	0.5	1.16	0.37	43.14	0.000	=
17	4.79	0.41	1.19	0.40	51.52	0.000	=
18	4.18	0.74	1	0	35.31	0.000	=
19	3.91	0.81	1	0	29.36	0.000	=
20	4.87	0.34	1.06	0.24	74.46	0.000	=
21	4.90	0.31	1.22	0.42	57.69	0.000	=
22	5	0	2.25	0.82	27.32	0.000	=
23	4.67	0.47	1.33	0.47	40.90	0.000	=
24	4.58	0.97	1.31	0.47	39.22	0.000	=
25	4.81	0.40	1.34	0.48	45.53	0.000	=
26	4.91	0.29	1.27	0.45	56.11	0.000	=
27	5	0	1.48	0.59	49.15	0.000	=
28	4.22	0.73	1.06	0.24	33.52	0.000	=
29	4.43	0.56	1	0	50.48	0.000	=
30	4.93	0.26	1.43	0.50	50.59	0.000	=
31	4.48	0.56	1.06	0.24	45.94	0.000	=
32	3.99	0.84	1	0	28.96	0.000	=
33	4.81	0.40	1.25	0.44	49.08	0.000	=
34	4.45	0.50	1.28	0.45	38.30	0.000	=

- **Internal consistency:**

**Table (3)**

**The internal consistency of the paragraphs showing the reasons for refraining from scouting activities**

Paragraph	The relationshi	indications	Statistical significanc	Paragraph number	The relationshi	indications	Statistical significanc
1	0.721	0.000	moral	18	0.714	0.000	moral
2	0.816	0.000	=	19	0.628	0.000	=
3	0.766	0.0 00	=	20	0.691	0.001	=
4	0.851	0.000	=	21	0.751	0.00 0	=
5	0.791	0.000	=	22	0.785	0.000	=
6	0.755	0.000	=	23	0.711	0.00 0	=
7	0.762	0.00 0	=	24	0.754	0.0 00	=
8	0.711	0.000	=	25	0.791	0.00 0	=
9	0.695	0.000	=	26	0.782	0.000	=
10	0.681	0.0 00	=	27	0.746	0.0 00	=
11	0.856	0.000	=	28	0.766	0.000	=
12	0.691	0.00 0	=	29	0.785	0.0 00	=
13	0.688	0.00 0	=	30	0.694	0.0 00	=
14	0.694	0.000	=	31	0.661	0.000	=
15	0.632	0.0 00	=	32	0.658	0.00 0	=
16	0.677	0.000	=	33	0.674	0.000	=
17	0.811	0.00 0	=	34	0.682	0.000	=

*The stability of the scale* : It means the extent of precision and perfection or consistency, which measures the test by the phenomenon of the development for which (Mustafa; 1999) The two researchers conducted the test for the stability of the test on (5) individuals from the sample, at exactly ten o'clock in the morning on Monday, February 18, 2019 in the school (Al- Duha for girls) of the Directorate of Education, Baghdad, Rusafa / 2. The experiment data was taken, and then the two researchers usually the experiment again on the sample itself on Thursday, 2 1 /2/2019 was taken the second experiment, the data were created correlation (Pearson) between grades two tests Mar emerged that there is a high linked to Maan Weah between the results of the two tests, amounting to (89%), proving that The test is highly stable.

*Objectivity of scale* : objectivity means that the mark of the question or test depends on the personality or opinion of the corrected, meaning that in the objective test, the score does not differ according to the different correctors. (Muhammad; 2006)

*Application of Scale* : The application of the researchers measure the reasons for the reluctance on the sample of (70) teacher and a teacher of physical education teachers during the period from (03/02/2019) until (05.10.2019) and after data collection and audit it became clear that all the forms complete answer.

## Results

Table (4)

It shows arithmetic mean, standard deviation, and torsional coefficient of the research sample

Totals		Arithmetic	standard	Calculated	Significant	Statistical
Female	102	128.15	8.653	21.381	0.000	moral
Male	102	117.64	6.757	16.376	0.000	moral

**Table (5)**

**Circles and standard deviations and the value of t shows the calculated between the circles calculations and middle premise**

**I have a sample search**

Totals	s	P	Calculated value of t	Indicative value sig	Statistical significance
The female	128.15	8.653	6.702	0.000	moral
Male	117.64	6.757			

The results of the table ( 5 ) to measure the causes of aversion circles and standard deviations and the value of t calculated to denote differences between the circles and computational circles hypothesis for the two sets of research ( male and female) as the table shows that the arithmetic mean value for reasons for reluctance to exercise activities scout for females reached (128.15) standard deviation (8.653) The value of the computed T reached (21.381) at the level of error (0.000) which is less than the significance level (0.05) This indicates that there are significant differences between the female arithmetic mean and the hypothetical mean and in favor of the arithmetic mean, and this means that females have reluctance to engage in scouting activities. As shown in Table (5) The value of circles arithmetic to measure the reasons for reluctance to exercise activities scout for males reached (117.64) standard deviation ( 6.757 ) and the value of T. ( 16.376 ) level line (0.000) which is less than the significance level (0.05) This refers to There are significant differences between the male arithmetic mean and the hypothetical mean and in favor of the arithmetic mean, and this means that males have a reluctance to engage in scouting activities.

**Table (6)**

**The arithmetic mean, the standard deviation, and the calculated value of T between females and males in measuring differences from scouting activities.**

Coefficient of standard	Mediat	Arith metric	Totals
0.745	8.653	126	128.15
0.728	6.757	116	117.64
			Female
			Male

Through the results, the two researchers attribute the reason to the fact that each research sample indicated that there is a greater desire to engage in sports activities than their desire to practice scouting activities, and the reason for this is due to the lack of experience in scouting activities that need accuracy, skill, and patience, due to the lack of material and moral support by school administrations compared Sports activities and also that the lack of diversification and

stimulation of scouting programs and the introduction of modern technology in the method of spreading the scout movement led to the reasons for refraining from participating in it, the scout leader must be familiar with all scouting arts and in following up the implementation of these arts and analyzing their results through his participation in scouting sessions held by the people of education Scouting in the directorates . What is required is to constantly update the leaders 'information, because it is extremely important for the sake of continuing awareness of the developments of the age that represents the environment in which young people live (Azw, 2008). Moreover, the weakness of the media and the statement of the importance of sporting activities were promoted by all media channels. In addition to all that was mentioned by society's narrow view of the scout movement and its lack of knowledge of it and its activities, it also led to the reluctance of leaders and students to participate in scout teams, as the results showed that female reluctance was more than the reluctance of males to engage in scout activities and researchers attributed this to the lack of interest of teachers and teachers in scout activities and the lack of The interest of school administrations due to their belief that they affect the scientific level of female students, as well as the refusal of some of the parents of female students to participate in their daughters in such activities for fear of losing their time from studying as well as custom and social customs that govern the behavior of individuals and society, and also the reason is due to the lack of material capabilities that need to participate With scouting activities, all of these reasons led to the demonstration of the reasons for female reluctance was more than the reluctance of men.

### **Conclusions**

1. There were differences between the research results in the arithmetic and hypothetical circles of the research sample.
2. There were differences between the research results in mathematical circles and in favor of females in the research sample.
3. Carrying out other studies to solve the problems experienced by educational institutions, including the important segment of teachers and teachers in schools, especially in their scout work.
4. The Ministry of Education should provide all scout requirements and requirements for teachers and teachers as well as for sports teams.
5. Attention to the media aspect with regard to scouting activities and publishing them on wide levels.

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Appendices

Appendix (1) scale of the reasons for abstinence in the primary form

T	Paragraphs	Repair	Does not	Notes
1	Not wanting to find scout at all			
2	Your practice of sports has made you more interested in sports activities than scouting activities.			
3	Not affiliating with the scout stages when you were a student, due to lack of interest in scout activities.			
4	Do you think your creativity in sports activities is more than scouting activities?			
5	If you are a sports hero, you think you are unable to do scouting activities and pay attention to the game you play.			
6	Do you think your personality is more elegant when you are wearing sportswear instead of scouting uniforms?			
7	Do you think you are unable to persuade students to engage in scouting activities and ease of formation of sports teams.			
8	Do students have a desire to engage in sporting activities more than scouting activities?			
9	Students believe that looking at them while they are doing sports is more concerned than scouting activities.			
10	The competitive nature of sports activities made students more inclined to scout activities.			
11	The ability of students to engage in sporting activities anywhere and anytime and not to engage in scouting activities except at specific times and places that made them more inclined to sports activities inside the school.			
12	Do you think that students are more affected by the teacher or the teacher if he is a sports hero or a scout leader?			
13	The principal's role is more concerned with sports teams than scout teams.			
14	The principal of the school accompanies the school sports teams during their participation in the sectorial races and does not accompany the scout teams participating in the scout activities.			
15	The school administration celebrates and honors the students of the sporting teams winning the races and does not praise the scouting			

	teams participating in the scout festivals, despite obtaining advanced positions.			
16	The school administration prepares all sports equipment and secures the fees for transporting sports teams during races, and this is not the case with the school scout teams.			
17	The faculty provides incentives to students participating with sports teams who hold first positions, and this does not happen with scout teams.			
18	The geographical location of the school helps to practice sports activities and it is not possible to practice scout activities.			
19	A healthy mind in a healthy body and the urge to practice sports activities in the school curricula taught in the school and the absence of topics that the curricula touched upon to urge belonging to the scout movement is one of the reasons you are unable to form scout teams.			
T	Paragraphs	Repair	Does not	Notes
20	The visible and read media interest in sports activities, their promotion, and the lack of publishing about scouting activities, negatively affecting the formation of scouting teams and participating in their activities.			
21	The lack of knowledge of most of the students 'parents about the scout movement led to their children being prevented from participating in scouting activities and urging them to participate in sports activities.			
22	For a community, you think wearing a sportswear is more acceptable than a scouting outfit.			
23	Do you think the number of colors and brands of sportswear and the limited scouting uniforms with one color and one type cause interest in sports activities without scouting activities?			
24	You find a restriction in wearing a scout outfit, as opposed to wearing a sports outfit.			
25	Ease of obtaining sports equipment and the difficulty of obtaining scout equipment led to your interest in sports teams without scouting.			
26	The nature of scouting activities finds it difficult to carry out the worst nature of sports activities.			
27	The ease of transporting school sports teams to the place of the races			

	as they are sectorial and the curriculum of scouting activities is central at the district level.			
28	Poor planning in the work of sports activity and the overlap of sports activities with scout activities make you interested in sports activities for ease of work.			
29	We see that the managers of the Sports Activity Department are more interested in sports activities than scouting activities.			
30	We always find that the presence of the director of sports activity and supervisors in sports festivals more than scout festivals made you interested in sports activities more.			
31	The nature of honoring sports teams who have won first places by sports activity is more valuable and valuable than honoring scout teams.			
32	You think that workers in the scout divisions are unable to provide the supplies necessary for the success of scout activities.			
33	Repeating the decentralized curriculum annually makes it boring compared to sporting activities			
34	Technological development in sports and the stagnation associated with the scout movement make you more inclined to sports activities.			

Appendix (2) the measure of the reasons for abstinence in the final form

T	Paragraphs	frequently	Sometimes	Scarcely	Start
1	Not wanting to find scout at all.				
2	Your preference for sports has made you more interested in sports activities than scouting activities.				
3	Did you not belong to the scout stages when you were a student, as a reason for your reluctance to scout activities.				
4	Do you think that you want more sports activities than you want to do scout activities?				
5	If you are a sports hero, do you think that your active scouting activity will affect your playing game?				
6	Do you think your personality is more elegant when you are wearing sportswear instead of scouting uniforms?				

7	Do you think you are unable to persuade students to engage in scouting activities and easily persuade them to belong to sports teams?				
8	Do students have a desire to engage in sporting activities more than scouting activities?				
9	Students believe that looking at them while they are doing sports is more acceptable than scouting activities in society.				
10	The competitive nature of sports activities made students more inclined to scout activities.				
11	The ability of students to engage in sporting activities anywhere and anytime and not to engage in scouting activities except at specific times and places that made them more inclined to sports activities inside the school.				
12	Do you think that students are more affected by the teacher or the teacher if he is a sports hero?				
13	Their feeling is that the headmaster is more interested in sports teams than scout teams.				
14	Does the headmaster accompany sports teams while participating in sector races and does not accompany scout teams participating in scout activities.				
15	The school administration celebrates and honors the students of the sporting teams winning the races and does not praise the scouting teams participating in the scout festivals, despite obtaining advanced positions.				
16	The school administration prepares all sports equipment and secures the fees for transporting sports teams during races, and this is not the case with the school scout teams.				
17	The faculty provides incentives to students participating with sports teams who hold first positions, and this does not happen with scout teams.				
18	The geographical location of the school helps to practice sports activities and it is not possible to practice scout activities.				
19	A healthy mind in a healthy body and the urge to practice sports activities in the school curricula				

	taught in the school and the absence of topics that the curricula touched upon to urge belonging to the scout movement is one of the reasons you are unable to form scout teams.				
20	The visible and read media interest in sporting activities, its promotion, and the lack of publishing about scouting activities, negatively affecting the formation of scouting teams and the reasons for refraining from participating in their activities.				
T	Paragraphs	frequently	Sometimes	Scarcely	Start
21	The students 'parents' lack of knowledge of the scout movement led to their reluctance to participate in their scouting activities, and urged them to participate in sports activities.				
22	For a community, you think wearing a sporty outfit is more receptive than wearing a scout outfit				
23	Do you think the number of colors and brands of sportswear, and limiting the scout uniforms to one color and one type is a reason for refraining from scouting activities?				
24	You find a restriction in wearing a scout outfit, as opposed to wearing a sports outfit.				
25	Ease of obtaining sports equipment and the difficulty of obtaining scout equipment led to your interest in sports teams without scouting.				
26	The difficulty of scouting activities led to the reasons for refraining from practicing it .				
27	Ease of transporting school sports teams to the place of races, as they are sectorial, unlike scout activities.				
28	Poor planning and overlapping of sports activities with scout activities make you interested in sports activities for ease of work.				
29	Do you think that the sports activity directors are more interested in sports activities than scouting activities?				
3	Do you think that the presence of the director of				

0	sports activity and supervisors in sports festivals more than scout festivals made you interested in sports activities more?				
3 1	Do you think that the honoring of sports teams who won first places by sports activity is more and more valuable than honoring scout teams?				
3 2	You think that workers in the scout divisions are unable to provide the supplies necessary for the success of scout activities.				
3 3	Repeating the decentralized curriculum annually makes it boring compared to sporting activities				
3 4	Technological development in sports and the stagnation associated with the scout movement make you more inclined to sports activities.				