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## The reality of the organizational problems facing scout leaders holding the wooden badge to manage school scout camps in Iraq

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### Abstract

The purpose of this paper is to identify the most important organizational problems facing school scout camps in Iraq from the point of view of scout leaders. The human field was from wooden sign holders in the education directorates of the Iraqi Ministry of Education, and the time frame was from 20/11/2023 - 7/3/2024 in the directorates. Education and schools affiliated with the Iraqi Ministry of Education. The researcher identified the research community by specifying them in the title, who are (leaders carrying the wooden badge) working in the directorates and schools affiliated with the Iraqi Ministry of Education. The current research population consisted of (564) wooden sign holders and scholars in the directorates affiliated with the Iraqi Ministry of Education. The researcher took a random sample of (282) with a percentage of (50%). Then the researcher divided the current research sample of (282) into (3) Main samples (exploratory - stability - application). The researcher recommended that those in charge of managing school scout camps should strive to achieve the main objectives in order to establish them correctly. It is necessary for the Directorate to work on building the correct personality of students and developing it in the correct manner by working to achieve the goals of school scout camps. It is necessary to motivate students to participate in the school scout camp by giving those rewards and proper encouragement. The necessity of providing the most important financial capabilities that the scout camp needs in order to meet the ambitions of those in charge of it.

**Keywords:** Organizational problems, school scout camps, Iraq

### Introduction

To overcome the organizational problems facing any governmental, social or sports institution, it is necessary to clearly and accurately identify those problems closely in their true form and in order to identify the most important problems facing them and work to overcome them correctly in order to achieve the desired goals set by them. The institution because success in working in the institution. School scout camps are one of the most important human gatherings in which students meet with teachers, and through them they can be obstacles that can hinder the work of the camps and affect them greatly, which hinders the implementation of the goals set by those in charge of those school scout camps. The organizational problems facing institutions in general are the result of major weakness in all organizational aspects of the institution and not the result of one aspect within the institution. This is because the organizational effectiveness facing the establishment of school scout camps is a result of the weakness of the organizational aspect of establishing school scout camps in schools. Through the work of the academic and teaching researcher for the course of scout administration, he noticed that there is a weakness in the stature of school scout camps, and from here lies the importance of the current research in identifying the reality of the organizational problems facing scout leaders who hold the wooden badge to manage school scout camps in Iraq.

**Research problem:** The problem of the current research lies in the following question: "What are the most important organizational problems facing school scout camps in Iraq from the point of view of scout leaders?"

### Research objective

Identifying the most important organizational problems facing school scout camps in Iraq from the point of view of scout leaders.

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**Research fields**

- **Human field:** Wooden sign holders in the education directorates of the Iraqi Ministry of Education.
- **Time field:** (20/11/2023) to (7/3/2024).
- **Spatial field:** Directorates of education and schools affiliated with the Iraqi Ministry of Education.

**Research methodology and field procedures**

**Research Methodology:** The researcher used the descriptive method in the style of a survey study in order to achieve the research goal (Owais, 2003) [1].

**Community and sample research**

The researcher identified his research community by specifying them in the title, and they are (leaders with the wooden badge) working in the directorates and schools affiliated with the Iraqi Ministry of Education. The current research population consisted of (564) wooden sign holders and scholars in the directorates affiliated with the Iraqi Ministry of Education. The researcher took a random sample of (282) with a percentage of (50%). Then the researcher divided the current research sample of (282) into (3) Main samples (exploratory - stability - application) as in Table (1).

**Table 1:** Shows the community and sample of the research, the exploratory sample, and the stability and application of wooden badge holders in the Ministry of Education.

Wooden badge holders	Research community	Research sample	Excluded community	Sample of the research		
				Exploratory Sample	Stability Sample	Application sample
Ministry of education	564	282	282	20	50	212
Percentage	100%	50%	50%	8%	17%	75%
				100%		

**Search tool:** The researcher worked to design a special questionnaire to measure the reality of the organizational problems of managing school scout camps, by reviewing previous studies and sources related to the subject of the research and the variable (Organizational problems). The questionnaire consisted of (20) statements that were

distributed over (3) main areas. The researcher believes that this questionnaire greatly helps in studying the reality of the most important organizational problems facing school scout camps, through reviewing relevant sources and references, where a special questionnaire was developed and the tool was formed as in Table (2).

**Table 2:** Shows the number of domains and Paragraphs for the organizational problems scale for managing scout camps

No.	Fields	Number of paragraphs
1.	Weak administrative capabilities	8
2.	Weak acceptance of students to participate in camps	5
3.	Weak achievement of goals for scout camps	7
Total statements for the questionnaire 20		

The researcher presented the questionnaire to a group of (7) experts and specialists in the field of sports management, as shown in Appendix (1). To know the extent of acceptance or

rejection of the fields and statements prepared by the researcher.

**Table 3:** Shows the validity of the statements of the organizational problems scale for managing scout camps

No.	Organizational problems scale statements	Experts		Percentage	Acceptability of the statement
		Validity	Invalidity		
<b>Weak administrative capabilities</b>					
1.	There is a weakness in providing important organizational capabilities for managing school scout camps.	7	0	100%	Acceptability
2.	There is the availability of the most important human and material capabilities to help make the school scout camp successful.	6	1	85%	Acceptability
3.	There are conditions for honesty, health and public safety that help provide the appropriate environment for the success of the school scout camp.	7	0	100%	Acceptability
4.	Work on the presence of officials to protect the school scout camp by specialists in this regard.	7	0	100%	Acceptability
5.	The school scout camp has media campaigns to educate the participating students.	7	0	100%	Acceptability
6.	Those in charge of the school scout camp have financial liquidity to cover the expenses needed by the scout camp	6	1	85%	Acceptability
7.	The ideal choice for a place to set up a scout camp that is close to meeting the necessary needs for its management.	7	0	100%	Acceptability
8.	Work to implement the correct conditions for establishing scout camps in accordance with the rules for school scout camps.	7	0	100%	Acceptability
<b>Weak acceptance of students to participate in camps</b>					
1.	The administrative capabilities for holding school scout camps encourage me to participate in them.	6	1	85%	Acceptability
2.	The available human and material resources are very good and meet the ambitions of the students.	7	0	100%	Acceptability
3.	There is great interest on the part of those in charge of scout camps for the safety and health conditions of the school scout camp.	7	0	100%	Acceptability
4.	Scout camps work to motivate students to participate in the scout camp through the rewards that are given to them in a large way.	6	1	85%	Acceptability
5.	There is a great desire among students to participate in school scout camps by providing them with clothing and special supplies.	7	0	100%	Acceptability

Weak achievement of goals for scout camps					
1.	Those responsible for managing school scout camps seek to achieve the main objectives of establishing them.	6	1	85%	Acceptability
2.	Those in charge of managing school scout camps have a clear vision to achieve the set goals.	7	0	100%	Acceptability
3.	The Directorate works to provide scouting equipment for mobile teams (Scout clothing, scouting equipment, and transportation) to properly motivate students.	5	2	71%	Acceptability
4.	There is difficulty in achieving the goals of the Directorate of School Sports and Scouting Activity.	7	0	100%	Acceptability
5.	The Directorate works to instil values, concepts and principles that are among the objectives of scout camps. Correctly.	7	0	100%	Acceptability
6.	The Directorate works to build and develop the personality of students by achieving the goals of the scout camp	7	0	100%	Acceptability
7.	Scout camps support morals and develop the spirit of loyalty and small groups among the goals of establishing scout camps.	7	0	100%	Acceptability

Through Table (3), it becomes clear to the researcher that (1) statements from the field of (weak achievement of goals for scout camps) were rejected, which are:

**Table 4:** Evaluation of Directorate's Efforts in Providing Scouting Equipment for Mobile Team

3	The Directorate works to provide scouting equipment for mobile teams (scout clothing, scouting equipment, and transportation) to properly motivate students.	5	2	71%	Acceptability
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The percentage obtained was less than (75%), the approved percentage for accepting or rejecting the statement, and thus (19) valid statements remained.

alternatives were determined according to the Likert scale by a group of experts in Appendix (1) A to choose the best alternatives that fit the selected Paragraphs. The five-pointed alternatives were agreed upon because they give greater freedom to the respondent on the scale, as in Table (5).

**Identifying alternatives to the standard:** The answer

**Table 5:** Shows the answer alternatives for the scale of organizational capabilities for managing scout camps

Alternatives	Degree of availability				
	Very great extent	Great extent	Moderate extent	Small extent	Very small extent
	5	4	3	2	1

**Exploratory experience:** Statistical experimentation was applied to the questionnaire by applying it to an exploratory sample outside the research application sample, which numbered (20) and with a percentage of (8%). Its purpose was to identify the sample through understanding the Paragraphs and their difficulty and ease for the target sample.

group of experts to determine the validity of the statements or not, thus enabling the face validity of the scale to be obtained.

**Stability of the definition**

We benefited from determining the reliability of the questionnaire by dealing with it statistically using the statistical package (SPSS) and through the (Cronbach's alpha) equation to calculate the reliability coefficient. The reliability of all statements was obtained by presenting those to (30) holders, as in Table (6).

**Scientific foundations of the questionnaire**

**Validity of the questionnaire:** The content and face validity of the scale was verified by presenting the questionnaire to a

**Table 6:** Shows the percentage of agreement between experts on the statements Scale of organizational problems for managing scout camps

No.	Scale of organizational problems for managing scout camps	Cronbach's alpha
	Weak administrative capabilities	
1.	There is a weakness in providing important organizational capabilities for managing school scout camps.	80%
2.	There is the availability of the most important human and material capabilities to help make the school scout camp successful.	76%
3.	There are conditions for honesty, health and public safety that help provide the appropriate environment for the success of the school scout camp.	99%
4.	Work on the presence of officials to protect the school scout camp by specialists in this regard.	98%
5.	The school scout camp has media campaigns to educate the participating students.	87%
6.	Those in charge of the school scout camp have financial liquidity to cover the expenses needed by the scout camp	76%
7.	The ideal choice for a place to set up a scout camp that is close to meeting the necessary needs for its management.	76%
8.	Work to implement the correct conditions for establishing scout camps in accordance with the rules for school scout camps.	70%
Weak acceptance of students to participate in camps		
1.	The administrative capabilities for holding school scout camps encourage me to participate in them.	77%
2.	The available human and material resources are very good and meet the ambitions of the students.	67%
3.	There is great interest on the part of those in charge of scout camps for the safety and health conditions of the school scout camp.	67%
4.	Scout camps work to motivate students to participate in the scout camp through the rewards that are given to them in a large way.	87%
5.	There is a great desire among students to participate in school scout camps by providing them with clothing and special supplies.	90%

Weak achievement of goals for scout camps		
1.	There is difficulty in achieving the goals of the Directorate of School Sports and Scouting Activity.	76%
2.	The Directorate works to instil values, concepts and principles that are among the objectives of scout camps. Correctly.	76%
3.	The Directorate works to build and develop the personality of students by achieving the goals of the scout camp	67%
4.	Scout camps support morals and develop the spirit of loyalty and small groups among the goals of establishing scout camps.	78%
5.	Those responsible for managing school scout camps seek to achieve the main objectives of establishing them.	87%
6.	Those in charge of managing school scout camps have a clear vision to achieve the set goals.	77%

**Application of the questionnaire**

The researcher applied the questionnaire to the application sample of (212) with a percentage of (75%) of scout leaders holding the wooden badge. The scale was distributed to them electronically, and according to the Ministry of Education’s group of leaders holding the wooden badge on February 14, 2024, it reached the researcher (200). The electronic form is ready for statistical analysis.

**Statistical methods:** The search data was processed through the Statistical Package for the Social Sciences (SPSS).

**Results and discussion**

**Presentation, analysis and discussion of the results of the areas of the Camp Management Organizational Problems**

**Scale:** The researcher presents and analyzes the results of the questionnaire prepared by her according to the three fields, as in Table (7).

**Table 7:** Shows the means and standard deviations for the organizational problems scale for camp management

No.	Ranking	Field	Arithmetic mean	Standard deviation
1.	3	Weak administrative capabilities	3,405	1,546
2.	2	Weak acceptance of students to participate in camps	3,494	1,343
3.	1	Weak achievement of goals for scout camps	3,926	1,546

Table (7) shows the arithmetic means and standard deviations for the research sample’s responses, as the values ranged between (3.926 as the highest score and 3.405 as the lowest score).

The field (Weak achievement of goals for scout camps) received the highest score among the fields, and the arithmetic mean of the sample’s responses on this axis reached (3.926). The field (weak acceptance of students to

participate in camps) ranked second with a mean of (3.494), and the field (Weak administrative capabilities) ranked third with a mean of (3.405). These topics will be presented, analyzed and discussed in detail.

**Presentation, analysis and discussion of the results of the first area (Availability of administrative capabilities in scout camps)**

**Table 7a:** Shows the means and standard deviations for the range of availability (Weak administrative capabilities)

No.	Ranking	Paragraphs	Arithmetic mean	Standard deviation
1.	2	There is a weakness in providing important organizational capabilities for managing school scout camps	4,328	1,322
2.	4	There is the availability of the most important human and material capabilities to help make the school scout camp successful.	3,457	1,365
3.	1	There are conditions for honesty, health and public safety that help provide the appropriate environment for the success of the school scout camp.	4,435	1,301
4.	5	Work on the presence of officials to protect the school scout camp by specialists in this regard	3,434	1,623
5.	6	The school scout camp has media campaigns to educate the participating students.	3,322	1,733
6.	3	Those in charge of the school scout camp have financial liquidity to cover the expenses needed by the scout camp	3,121	1,565
7.	7	The ideal choice for a place to set up a scout camp that is close to meeting the necessary needs for its management.	3,123	1,554
8.	8	Work to implement the correct conditions for establishing scout camps in accordance with the rules for school scout camps.	3,000	1,546
Total			3,404	1,54

Table (7a) shows the arithmetic means and standard deviations for the responses of the research sample in the field (Organizational problems in scout camps), where the

arithmetic mean as a whole for the field reached (3.404) and with a degree of deviation (1.54), where the statement (3) obtained the ranking (1).

3	There are conditions for honesty; health and public safety that help provide the appropriate environment for the success of the school scout camp.	4,435	1,301
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It received the highest responses among the statements in the field of (Organizational problems in scout camps), where its arithmetic mean reached (4.435) and a standard deviation of (1.301), as the optimal choice by those in charge of managing scout camps depends primarily on integrity and justice in the selection. Optimum for participants, as those responsible for selecting participants in school scout camps must be fair and impartial, taking into account their diversity in terms of age,

gender, abilities, and academic level. As well as the great transparency in the management of the school scout camp through clearly informing all participants of the scout camp’s plans, activities and budget (Salam Hantoush and *et al.*, 2016)<sup>[2]</sup>. Statement (1) was ranked (2) through the following data: With an arithmetic mean of (4.328) and a degree of deviation of (1.322), the researcher believes that the lack of funding for the scout camp and because of what the Ministry of Education



and its directorates are suffering from is weak funding, which greatly affects its ability to provide the necessary capabilities to manage school scout camps. Likewise, the lack of expertise used in scout camps also greatly affects scouting work, in addition to the weakness of coordination between the multiple agencies that are responsible for the work of

organizing school scout camps, which greatly affects the work of managing the scout camp (Issam Badawi, 2001) [3].

**Presentation, analysis and discussion of the results of the second area (Weak acceptance of students to participate in camps)**

**Table 8:** Shows the arithmetic means and standard deviations for the availability range (Weak acceptance of students to participate in camps)

No.	Ranking	Paragraphs	Arithmetic mean	Standard deviation
2	1	The administrative capabilities for holding school scout camps encourage me to participate in them.	3,376	0,919
4	2	The available human and material resources are very good and meet the ambitions of the students.	3,423	1,554
1	3	There is great interest on the part of those in charge of scout camps for the safety and health conditions of the school scout camp.	3,958	0,877
5	4	Scout camps work to motivate students to participate in the scout camp through the rewards that are given to them in a large way.	3,040	1,988
3	5	There is a great desire among students to participate in school scout camps by providing them with clothing and special supplies.	3,654	1,372
Total			3,493	1,344

Table (8) shows the arithmetic means and standard deviations for the research sample’s responses in the field (Weak acceptance of students to participate in camps) if the mean as

a whole reached (3,493) and the standard deviation reached (1,372), so the statement (3) was ranked (1) and as in the data next.

1	3	There is great interest on the part of those in charge of scout camps for the safety and health conditions of the school scout camp.	3,958	0,877
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Which obtained the highest mean score of (3.958) and a deviation score of (0.877), as the safety and health of the participants is considered one of the most important principles of guarantee and safety of the participants in the school scout camp, as it is considered a great responsibility that falls on the shoulders of those in charge of the camp. Since the impact of safety and health on the success of the

camp to a large extent, the success of the school scout camp depends largely on providing a healthy and safe environment for the participants. By adhering to the laws and regulations of the school scout camp (Al-Hashemi, Musab., 2007) [4]. While the Paragraphs (1) was ranked second, as in the following data:

2	1	The administrative capabilities for holding school scout camps encourage me to participate in them.	3,376	0,919
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The arithmetic mean reached (3, 376). With a standard deviation of (0.919), the proper and effective planning for the work of school scout camps is carried out by specialists from the Ministry of Education who have a long experience in working in scout camps, and through the correct supervision of school scout camps, which is carried out by a specialized team of scout leaders. In education, it works on periodic

evaluation and follow-up to ensure that its objectives are achieved in the desired manner (Al-Natour, Mahmoud Nafez, 2011) [5].

**Presentation, analysis and discussion of the results of the third area (Weak achievement of goals for scout camps):**

**Table 9:** Shows the arithmetic means and standard deviations for the availability range (Weak achievement of goals for scout camps)

No.	Ranking	Paragraphs	Arithmetic mean	Standard deviation
4	1	There is difficulty in achieving the goals of the Directorate of School Sports and Scouting Activity.	3,198	1,343
2	2	The Directorate works to instil values, concepts and principles that are among the objectives of scout camps. Correctly.	4,232	0,847
5	3	The Directorate works to build and develop the personality of students by achieving the goals of the scout camp	3,475	1,658
1	4	Scout camps support morals and develop the spirit of loyalty and small groups among the goals of establishing scout camps.	4,664	0,135
6	5	Those responsible for managing school scout camps seek to achieve the main objectives of establishing them.	3,374	1,996
3	6	Those in charge of managing school scout camps have a clear vision to achieve the set goals.	4,613	1,134
Total			3.926	1.546

Table (9) shows the arithmetic means and standard deviations of the research sample’s responses in the field (weak

achievement of goals for scout camps), where the statement (4) was ranked (1) and as in the following data.

1	4	Scout camps support morals and develop the spirit of loyalty and small groups among the goals of establishing scout camps.	4,664	0,133
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The arithmetic mean reached (4.664) and the degree of deviation reached (0.133). Instilling positive virtuous morals

and emphasizing the importance of fruitful cooperation between students and individuals during sporting activities

and bearing responsibility for the actions and decisions taken generates a kind of mutual respect between the students and those in charge of managing the scout camps, which generates honesty. The correct and required honesty is

available in scout camps (Muad Salman Ibrahim and *et al.*, 2012) [6]. The Paragraphs (2) was obtained in the order (2) and as in the following data.

2	2	The Directorate works to instill values, concepts and principles that are among the objectives of scout camps. Correctly.	4,232	0,847
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The arithmetic mean reached (4.232) and the degree of deviation amounted to (0.847), as teaching students the importance of serving society and others in the correct way helps to form positive relationships between them in the correct way and strengthen cooperation with each other and helps to strengthen the bonds in cooperation in solving problems without surrender, which generates student education. How to rely on themselves to meet their needs (Arab Scout Organization. 2004) [7].

## Conclusions and recommendations

### Conclusions

- There is a clear weakness in providing the most important organizational needs that the scout camp needs in order to manage it properly.
- The availability of human and material capabilities to help the school scout camp succeed, but to a limited extent.
- There is great interest on the part of those in charge of scout camps for the safety and health conditions of the school scout camp
- School scout camps work to educate morals and develop the spirit of loyalty and small groups among the goals of establishing scout camps.

### Recommendations

- It is necessary for those responsible for managing school scout camps to strive to achieve the main objectives in order to establish them correctly.
- The directorate must work to properly build the students' personalities and develop them in the correct manner by working to achieve the goals of school scout camps.
- The need to motivate students to participate in the school scout camp by giving them rewards and proper encouragement.

- The necessity of providing the most important financial capabilities that the scout camp needs in order to meet the ambitions of those in charge of it.
- The necessity of choosing the optimal location for establishing the scout camp that is close to meeting the necessary needs for its management.

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**Appendix (1):** Names of the experts to whom the research scale was presented

No.	Name	Scientific title	Specialization	Affiliations
1	Khaled Asead Lakha	Prof. Dr.	Sports management	Al-Muthanna University - College of Physical Education and Sports Sciences
2	Abdel Halim Jabr Nazzal	Prof. Dr.	Sports management	University of Basra - College of Physical Education and Sports Sciences
3	Waad Abdel Rahim Farhan	Prof. Dr.	Sports management	Anbar University - College of Physical Education and Sports Sciences
4	Hello Hantoush Rashid	Prof. Dr.	Sports management	Al-Mustansiriya University - College of Physical Education and Sports Sciences
5	Naseer Qasim Khalaf	Prof. Dr.	Sports management	University of Diyala - College of Physical Education and Sports Sciences
6	Imad Aziz Nashmi	Prof. Dr.	Sports management	Al-Muthanna University - College of Physical Education and Sports Sciences
7	Shaheen Ramzi Rafiq	Assist. Prof. Dr.	Sports management	Kirkuk University - College of Physical Education and Sports Sciences