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Performance Level Of Scout Leaders Indicated By Their Most Important Leadership Qualities And Decision-Making Abilities

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Abstract

The current research aims to identify performance level of scout leaders at universities of Middle Euphrates region during academic year 2025-2026. The researchers used a descriptive approach with a survey method and correlational analysis. A sample of 40 scout leaders and 100 scouts was selected, as scout leadership is considered one of the most important and fundamental elements in success of scouting activities, and without it, other scouting elements cannot succeed. Competent leadership can understand requirements and developments during scouting activities through ability to make decisions and use successful and rapid communication skills by scout group to ensure speed and accuracy of implementing scouting activities . The researchers hypothesized that there is a significant correlation between performance level of leaders and the most important leadership qualities preferred by scout leaders, as well as decision-making. Importance of current research lies in attempting to analyze and track performance level of scout leaders in Iraqi universities from their perspective, while also providing scientific measures for leadership qualities and appropriate decision-making for scout leaders in universities. The researchers concluded that there is a consensus among the sample of scout leaders regarding the level of performance, there is a consensus among the sample of scout leaders in identifying the most important leadership qualities of scout leaders, the relationship between the leadership qualities variable and the decision-making variable for the sample of scout leaders depended on the relationship between their performance level. The researchers also recommends that need to adopt the performance level of scout leaders that the researcher reached in order to identify scout leaders in Iraqi universities and generalize it to the general directorates of education, paying attention to scout leaders and developing their abilities and skills through training courses and scout camps.

Keywords: Performance, Scout Leaders, Leadership Qualities, Decision-Making**.**

Introduction

The scouting movement is one of the educational practices that works to nurture generations , as it is one of the fundamental pillars after providing them with information and looking towards the future to build the community environment. Instilling enthusiasm and spreading positive and motivating energies among members of scouting groups is one of the most important roles of scout leaders . Scout

leadership is one of the important and fundamental elements in the success of scouting work, and without it, the rest of the scouting elements cannot succeed. Therefore, competent leadership can understand the requirements and developments during scouting activities through the ability to make decisions and use successful and rapid communication skills by the scout group to ensure the speed and accuracy of implementing scouting activities. The development of the scouting movement is achieved through the diversity of its activities through communication between scout leaders and rovers in order to achieve a direct influence on developing the work of the rovers in accordance with the development program.

The researchers view scouting leadership as an art, an ethic, and a matter of taste. These three elements converge in a single concept: leading a scouting troop. This leadership is built upon the reciprocal relationship between the scout leader and the troop. The leader is the one who assists the troop in engaging with scouting activities to achieve its goals. Therefore, a successful scout leader must possess certain important qualities that help him attract the largest possible number of scouts to his troop to participate in scouting camps, through his knowledge of the methods, principles, and objectives of the scouting movement.

Hence the importance of the current research lies in attempting to analyze and track the performance level of scout leaders in Iraqi universities from their point of view. It is not an investigation of events and practices, but rather an application of scientific concepts and methodology, with the necessity of providing scientific standards for leadership skills and appropriate decision-making for scout leaders in universities.

Through the researchers' review of sources, letters and theses on psychology and scouting topics, no study has addressed the performance level of Rover Scout leaders in Iraqi universities in terms of the leadership qualities of the Scout leader and the process of making appropriate decisions to deal with Rover Scouts. Given the importance of the role played by the Scout leader in leading Scout groups during the Rover Scout training stage, it has a direct impact on developing the spirit of the group and the spirit of cooperation among Rover Scouts, which leads to developing a sense of loyalty and belonging in the group, which is reflected in the work and contribution to solving the problems they face in order to develop their abilities and reach the efficiency of the Scout leader.

It is essential that scout leaders possess outstanding performance related to their qualities and ability to make appropriate decisions during the implementation of scouting programs. This is why the researchers resorted to this research. To find out the answer to this question, do the leadership qualities and decision-making skills of scout leaders positively affect their performance level in scout camps ?

Research objectives is to identifying the most important leadership qualities preferred by scout leaders. Identifying the most important decision-making skills for scout leaders. Identifying the relationship between the three research variables.

Research hypotheses there is a significant correlation between the level of performance of leaders and the most important leadership qualities preferred by the scout leader in decision-making.

Terms defining

1- Scout Leader: This is the person fully responsible for running the Scout troop. They are the one who plans and makes well-considered, pre-planned decisions and issues orders to implement those decisions and programs. (Maad Salman Ibrahim and others : 5 : 2012)

2- Performance Level: This is the process of verifying that the scout leader assigned to the task is performing his duties correctly to achieve the goals set for him. This makes the person assigned to the task rely on measuring the degree of his

achievement in light of the list of duties assigned to him, which was defined by the list of duties of the work he is doing . (Munim Abdul Qadir : 2002: 20)
3- Leadership qualities : There is no specific definition of leadership qualities, but the researchers consider leadership qualities to be: group from Features and skills behaviors that He owns it Scout leader To influence in The scouts, By guiding them motivating them and taking Decisions The appropriateness for them through his ability to implement, instill confidence, and complete tasks accurately for the scouts.
4 - Decision-making : This is a set of rules and methods used by scout leaders in the decision-making structure, to favor the best choice, or specific choices to solve a particular problem they face during scout camps. (Basyouni Ibrahim: 1993, 91)

Research Methodology

The nature of the problem requires the researcher to Choosing the appropriate methodology for it, as the researcher used the descriptive methodology with two methods (survey and correlational relationships).
The research community included (scouting leaders) from the Middle Euphrates universities for the year (2025-2026), both public and private, totaling (8 universities) (University of Babylon , University of Al-Qasim, University of Al-Mustaqbal , Al - Hilla University College , Ishtar University College , University of Kufa, University of Karbala , University of Al-Qadisiyah). They were selected randomly, totaling (60) scout leaders . (40) scout leaders were selected as the main sample, and (100) scouts. The researcher conducted a pilot study on a sample of (10) scout leaders (6 scout leaders from the University of Babylon, 2 from Al - Hilla University College , and 2 from the University of Al-Mustaqbal) from outside the main sample for all three measures.

Field Research Procedures

Procedures for preparing a performance level scale for scout leaders Saleh Haitham Saleh (2020) scale, consisting of six domains (administrative, leadership, cognitive, skills , communication , and psychological), was used. It comprises 58 items (Appendix 1), and the response options for each item were (always, often, sometimes, rarely, never). The response weights were (5, 4, 3, 2, 1). The scale was then reviewed by a group of experts and specialists in scouting and sports psychology, who selected all six domains.
Procedures for identifying the most important leadership qualities of scout leaders the researcher reviewed several local and Arab sources and references, from which (33) items were identified for the leadership qualities scale. Subsequently, the scale was presented to a group of experts and specialists in the field of scouting and sports psychology. Items that received less than (54.16 %) of the relative importance were excluded. (25) items out of (33) were accepted, as shown in Table (1), using maximum value of agreement formula, as follows:
Maximum value of agreement = Number of experts × Maximum value of importance (Hassan Ali Hussein: 2007: 71)
= 12 × 5 = 60

Half maximum value of agreement = $\frac{60}{2}$ = 30
Half significance range = $\frac{5}{2}$ = 2.5
Relative importance value = 30 + 2.5 = 32.5
Percentage = $\frac{32.5}{60}$ = 54.16%

Table (1) shows relative importance to measure the most important leadership qualities that a scout leader should possess from perspective of rover leaders

No.	Leadership qualities	Relative importance	Percentage	Acceptance of nomination	
				Yes	both
1	He has a genuine desire to work in the Scout Movement.	179	57.66	√	-
2	Familiar with the goals, programs, and methods of the Scout Movement	174	56	√	-
3	To have a strong personality	171	57	√	-
4	He has the ability to lead	175	58.88	√	-
5	To be a good role model for the members of his team	174	56	√	-
6	Adhering to values, good morals, and ideals	171	57	√	-
7	He has the ability to deal with all ages	139	46.33	-	×
8	He has experience accepting the attitudes of his band members.	194	64.66	√	-
9	He is skilled in the affairs of his squad members.	138	46	-	×
10	To have a sense of humor	142	47.33	-	×
11	He can direct members of his team to serve the community.	196	65.33	√	-
12	To be patient and broad-minded	175	58.33	√	-
13	To be calm in nature	199	66.33	√	-
14	To be cooperative with members of his group	177	59	√	-
15	He has the ability to communicate with others.	179	59.66	√	-
16	A person with a strong and influential personality	142	47.33	-	×
17	He has the ability to plan successfully	169	56.33	√	-
18	He has the ability to make appropriate decisions.	194	64.66	√	-
19	He has self-confidence	180	58	√	-
20	He is flexible in dealing with the members of his scout troop.	169	56.33	√	-
21	He has a creative and ambitious side.	124	41.33	-	×
22	He has the ability to quickly implement the scouting program.	178	59.33	√	-
23	Paying attention to appearance and good grooming	169	56.33	√	-
24	Addressing the problems of scouts without discrimination	174	56	√	-
25	To be characterized by seriousness and determination	173	57.66	√	-
26	To serve the decisions of the scout troop	179	59.66	√	-
27	The ability to coordinate the efforts of all members of his troop during scouting	199	66.33	√	-

	activities.				
28	He has the ability to guide the behavior of his troop members during scouting activities.	144	46	-	×
29	The ability to correct and avoid mistakes	177	58	√	-
30	The ability to choose alternatives during scouting activity	169	56.33	√	-
31	Loved by everyone	135	44	-	×
32	He has a clear vision for the work	136	45.33	-	×
33	He has innovative and constantly evolving ideas.	163	54.33	√	-

Following the same steps as before to determine the most important leadership qualities of a scout leader from the perspective of (Rovers), the (33 items) were included in a questionnaire and presented to a sample of (Rovers) from the universities of the Middle Euphrates. After collecting and compiling the questionnaire, the qualities that received less than (50.5%) of the percentage, according to the opinion of (100) Rovers, were excluded. The results showed that (29 items) were accepted out of (33 items), as (4 items) were excluded. Table (2) shows this:

Maximum value of the agreement = Number of experts × Maximum value of importance

= 100 × 5 = 500

Half the maximum value of the agreement = $\frac{500}{2}$ = 250

Relative importance value = 250 + 2.5 = 252.5

Percentage = $\frac{252.5}{500}$ = 50.5%

Table No. (2) shows relative importance to measure the most important leadership qualities that a scout leader should possess from the scouts' point of view

No.	Leadership qualities	Relative importance	Percentage	Acceptance of nomination	
				Yes	Both
1	He has a genuine desire to work in the Scout Movement.	269	53.80	√	-
2	Familiar with the goals, programs, and methods of the Scout Movement	271	54.20	√	-
3	To have a strong personality	274	54.80	√	-
4	He has the ability to lead	288	57.60	√	-
5	To be a good role model for the members of his team	269	53.80	√	-
6	Adhering to values, good morals, and high ideals	281	56.20	√	-
7	He has the ability to deal with all ages	279	55.80	√	-
8	He has experience accepting the attitudes of his band members.	299	59.80	√	-
9	He is skilled in the affairs of his squad members.	210	42	√	-
10	To have a sense of humor	279	55.80	√	-
11	He can direct members of his team to serve	284	56.80	√	-

	the community.				
12	To be patient and broad-minded	289	57.80	√	-
13	To be calm in nature	301	60,20	√	-
14	To be cooperative with members of his band	280	56	√	-
15	He has the ability to communicate with others.	277	55.40	√	-
16	A person with a strong and influential personality	278	55.60	√	-
17	He has the ability to plan successfully	284	56.80	√	-
18	He has the ability to make appropriate decisions.	291	58.20	√	-
19	He has self-confidence	279	55.80	√	-
20	He is flexible in dealing with the members of his scout troop.	291	58.20	√	-
21	He has a creative and ambitious side.	284	56.80	√	-
22	He has the ability to quickly implement the scouting program.	207	41.40	-	×
23	Paying attention to appearance and good grooming	306	61.20	√	-
24	Addressing the problems of scouts without discrimination	277	55.40	√	-
25	To be characterized by seriousness and determination	296	59.20	√	-
26	To serve the decisions of the scout troop	302	60.40	√	-
27	The ability to coordinate the efforts of all members of his troop during scouting activities.	297	59.40	√	-
28	He has the ability to guide the behavior of his troop members during scouting activities.	211	42.20	-	×
29	The ability to correct and avoid mistakes	282	56.40	√	-
30	The ability to choose alternatives during scouting activity	210	42	-	×
31	Loved by everyone	291	58.20	√	-
32	He has a clear vision for the work	280	56	√	-
33	He has innovative and constantly evolving ideas.	297	59.40	√	-

Decision-Making Scale for Scout Leader

The researchers used a (decision-making) scale. scale, prepared by (Wael Rifai - 2003), included (29 items) distributed across (7 areas), which are (Decision-making style - Problem - Information - Leadership position - Decision type - Decision-making method - Time pressure). The scale included (16) positive items and (13) negative items, Table No. (3). The researchers modified the wording of some items of the scale to suit scouting activities and it was linguistically reviewed by (Prof. Dr. Muhammad Abdul Hassan / College of Education - Department of Arabic Language University of Babylon). After that, the scale was presented to a number of experts and specialists. The experts also agreed that the answer options should be (5 options) (very high, high,

moderate, low, very low). According to the consensus of (80%) of the experts, the items were distributed across the fields as follows:

Table (3) shows areas of decision-making scale and distribution of positive and negative items.

No.	Fields	Positivity	Negativity	Number of paragraphs
1	Decision-making style	-	3	3
2	The problem	3	2	5
3	Information	1	2	3
4	Leadership Center	4	-	4
5	Decision type	3	1	4
6	Decision-making style	3	2	5
7	Time pressure	2	3	5
Total		16	13	29 paragraphs

Basic experiment of scale

The (Decision Making) scale for the scout leader, consisting of (29) items, was applied to the research sample consisting of (40) scout leaders (Appendix 5) and (100 scouts).

Method of Correcting Scale

The scale includes (5) answer options distributed as follows: -

Alternatives	Positive phrases	Negative phrases
To a very large extent	5	1
To a large extent	4	2
Average	3	3
To a small degree	2	4
To a very low degree	1	5

Table (4) shows scoring key for decision-making scale for scout leader

Fields	Positive phrases	Number of phrases	Negative phrases	Number of phrases	Total phrases
Decision-making style	-	-	13	3	3
			18		
			14		
The problem	1	3	19	2	5
	6		25		
	14				
Information	2	1	15	2	3
			20		
Leadership Center	3	4	-	-	4
	7				

	21				
	26				
Decision type	4	3	27	1	4
	10				
	22				
Decision-making style	5	3	16	2	5
	8		28		
	11				
Time pressure	9	2	17	3	5
			23		
	12		29		
7 qualities	-	16 positive	-	13 negative	29 paragraphs

Statistical Analysis of Items

This step aims to reveal the efficiency of each item of the (decision-making) scale. There are several methods for analyzing the scale items, including the extreme groups method to extract the item discrimination index, which is (the item's ability to distinguish individual differences between the test-takers) (Sabah Hussein et al.: 2001: 70).

The internal consistency coefficient provides us with evidence of the homogeneity of the items through the relationship of the item to the total score of the domain and the relationship of the domain to the total score of the scale (Mustafa Bahi: 92:1999).

The researchers used the item discrimination index to clarify the extent of differences between individuals and the internal consistency index method according to Pearson's correlation coefficient to find the validity of the test and the difficulty factor.

Table (5) shows difficulty indices for items of decision-making scale for scout leaders.

Paragraph number	Difficulty factor	Paragraph number	Difficulty factor	Paragraph number	Difficulty factor
1	0.53	12	0.42	23	0.24
2	0.38	13	0.34	24	0.55
3	0.61	14	0.30	25	0.41
4	0.41	15	0.41	26	0.38
5	0.27	16	0.21	27	0.52
6	0.44	17	0.25	28	0.48
7	0.50	18	0.38	29	0.31
8	0.38	19	0.31		
9	0.51	20	0.44		
10	0.64	21	0.58		
11	0.21	22	0.51		

Extracting paragraph discrimination index

Table (6) shows discrimination indices for items of decision-making scale for scout leaders

Paragraph number	Excellence Factor	Paragraph evaluation	Paragraph number	Excellence Factor	Paragraph evaluation
1	0.53	Distinctive	16	0.49	Distinctive
2	0.42	Distinctive	17	0.50	Distinctive
3	0.58	Distinctive	18	0.61	Distinctive
4	0.68	Distinctive	19	0.64	Distinctive
5	0.51	Distinctive	20	0.68	Distinctive
6	0.70	Distinctive	21	0.70	Distinctive
7	0.69	Distinctive	22	0.71	Distinctive
8	0.54	Distinctive	23	0.69	Distinctive
9	0.56	Distinctive	24	0.58	Distinctive
10	0.58	Distinctive	25	0.52	Distinctive
11	0.61	Distinctive	26	0.66	Distinctive
12	0.65	Distinctive	27	0.62	Distinctive
13	0.54	Distinctive	28	0.51	Distinctive
14	0.52	Distinctive	29	0.67	Distinctive
15	0.44	Distinctive			

Scientific transactions of decision-making scale

1- Validity of the scale: Through statistical analysis of the scale items, the construct validity was verified using the internal consistency coefficient method, which is one of the most common types of validity in the field of physical education. The following was verified:

Correlation coefficient between item score and the total score for the domain to which it belongs

Table (7) shows correlation coefficient between item score and overall score of domain to which item belongs, and type of significance for scout leaders

Field	Paragraph	Correlation coefficient	Sig.	Field	Paragraph	Correlation coefficient	Sig.
Decision-making style	13	0.42	Sig.	Decision type	4	0.52	Sig.
Decision-making style	18	0.46	Sig.	Decision type	10	0.51	Sig.
Decision-making style	24	0.45	Sig.	Decision type	22	0.44	Sig.
The problem	1	0.51	Sig.	Decision type	27	0.46	Sig.
The problem	6	0.50	Sig.	Decision-making style	5	0.54	Sig.
The problem	14	0.62	Sig.	Decision-making style	8	0.33	Sig.
The problem	19	0.46	Sig.	Decision-making style	11	0.46	Sig.
The problem	25	0.52	Sig.	Decision-making style	26	0.41	Sig.
Information	2	0.49	Sig.	Decision-making style	28	0.40	Sig.
Information	15	0.38	Sig.	Time	9	0.51	Sig.

				pressure			
Information	20	0.39	Sig.	Time pressure	12	0.54	Sig.
Leadership Center	3	0.41	Sig.	Time pressure	17	0.56	Sig.
Leadership Center	7	0.56	Sig.	Time pressure	23	0.49	Sig.
Leadership Center	21	0.41	Sig.	Time pressure	29	0.41	Sig.
Leadership Center	26	0.48					

Scale reliability

To verify the reliability of the scale, the researchers used the communication skills of the scout leader for scout leaders. The researchers used the split-half method, which is one of the most commonly used types of reliability to avoid the shortcomings of some other methods. The (29) items of the scale were divided into odd and even items. The researcher used the (F) test of variance to ensure the homogeneity of the two halves, where the calculated value of (F) was (1.06), which is smaller than its critical value of (3.15) at a degree of freedom of (58). The (Spearman's correlation coefficient) was used to find the reliability coefficient of the scale as a whole, where the reliability number of the scale for scout leaders was (0.85), and this indicates a good indicator of the reliability of the scale and the quality of decision-making for scout leaders.

2- Objectivity of scale: The correction of the scale, which includes (29) items with multiple answer choices, and the extraction of its results, are not affected by the subjectivity of the corrector because they use the correction keys specific to the scale.

Statistical Methods

Percentage = Part ÷ Whole ×100 - Mean, Standard Deviation, Item Difficulty Index - Discrimination Index, T test for correlation significance, F test, Maximum Mastery Value Equation, Coefficient of Variance.

Results

Presenting the results and indicators of the most important leadership qualities

Table (8) shows calculated and tabulated value of coefficient of variation was used to determine the most important leadership qualities of two samples (scout leaders and rovers).

No.	Leadership qualities	Sample	Yes	Both	Calculated Chi^2 value	Chi^2 value	Sig.	Coefficient of variation	Order
1	He has a genuine desire to work in the Scout Movement.	Leader	36	24	0.54	3.84	Insig.	9.12	13
		Roamer	54	46					
2	Familiar with the goals, programs , and methods of the Scout Movement	Leader	35	25	0.86	3.84	Insig.	8.01	6
		Roamer	54	46					
3	To have a strong personality	Leader	34	26			Insig.	11.07	17
		Roamer	55	45					

4	He has the ability to lead	Leader	35	25			Insig.	8.15	8
		Roamer	58	42					
5	To be a good role model for the members of his group	Leader	35	25			Insig.	10,12	15
		Roamer	54	46					
6	Adhering to values, good morals and ideals The A on	Leader	34	26			Insig.	15.07	24
		Roamer	56	44					
7	He has the ability to deal with all ages .	Leader	28	32			Insig.	16,15	26
		Roamer	59	41					
8	He has experience in accepting the attitudes of his band members .	Leader	39	21			Insig.	17,12	27
		Roamer	60	40					
9	He is proficient in the affairs of his team members .	Leader	28	32			Sig.	33.05	Heterogeneous
		Roamer	42	58					
10	To have a sense of humor	Leader	28	32			Insig.	19.02	29
		Roamer	56	44					
11	He can direct members of his team to serve the community.	Leader	39	21			Insig.	18,12	28
		Roamer	57	43					
12	To be patient and broad-minded	Leader	35	25			Insig.	15,08	25
		Roamer	58	42					
13	To be calm in nature	Leader	40	20			Insig.	13,11	21
		Roamer	60	40					
14	To be cooperative with the members of his group	Leader	35	25			Insig.	10.02	14
		Roamer	56	44					
15	He has the ability to communicate with others .	Leader	36	24			Insig.	9.01	10
		Roamer	55	45					
16	A person with a strong and influential personality	Leader	28	32			Insig.	8.12	7
		Roamer	56	44					
17	He has the ability to plan successfully	Leader	34	26			Insig.	7,21	4
		Roamer	57	43					
18	He has the ability to make appropriate decisions.	Leader	39	21			Insig.	7.01	3
		Roamer	58	42					

19	He has self-confidence	Leader	36	24			Insig.	6.11	1
		Roamer	56	44					
20	He is flexible in dealing with the members of his scout troop.	Leader	34	26			Insig.	12,15	19
		Roamer	58	42					
21	He has a side of creativity and ambition.	Leader	25	35			Insig.	9.35	12
		Roamer	57	43					
22	He has the ability to quickly implement the scouting program.	Leader	25	35			Sig.	31.02	Heterogeneous
		Roamer	59	41					
23	Paying attention to appearance and good grooming	Leader	34	26			Insig.	9.05	11
		Roamer	41	59					
24	Addressing the problems of scouts without discrimination	Leader	35	25			Insig.	8.35	9
		Roamer	61	39					
25	To be characterized by seriousness and decisiveness	Leader	35	25			Insig.	7.25	5
		Roamer	55	45					
26	To serve the decisions of the scout troop	Leader	36	24			Insig.	6.13	2
		Roamer	59	41					
27	The ability to coordinate the efforts of all members of his troop during scouting activities .	Leader	40	20			Insig.	10,13	20
		Roamer	60	40					
28	He has the ability to guide the behavior of his troop members during scouting activities.	Leader	29	31			Sig.	32.18	Heterogeneous
		Roamer	59	41					
29	The ability to correct and avoid mistakes	Leader	35	25			Insig.	10.15	16
		Roamer	42	58					
30	The ability to choose alternatives during scouting activity	Leader	34	26			Sig.	30.45	Heterogeneous
		Roamer	58	42					
31	Loved by everyone	Leader	27	33			Insig.	11,15	18
		Roamer	56	44					
3	He has a clear vision	Leader	27	33			Insig.	14.03	23

2	for the work	Roamer	59	41					
33	He has innovative and creative ideas .	Leader	34	26			Insig.	13.15	22
		Roamer	59	41					

Relationship between performance level and leadership qualities and decision-making
After the researchers identified the most important leadership qualities of the scout leader from the point of view of the scout leaders and rovers, and identified the responses of the research sample members in each of the research variables, the role of identifying and verifying the main objective of this research comes, which is the relationship between the most important leadership qualities of the scout leader and the most important communication and decision-making skills, as well as choosing the validity of the hypothesis put forward for this research.

Establishing relationship between performance level indicators of scout leaders and decision-making for a sample of scout leaders
Table (9) shows values of inter-indicator correlation coefficients for variables indicators for sample of scout leaders

Variables	Performance level	Leadership qualities	Decision making
Performance level	-	0.53	0.38
Leadership qualities		-	0.16
Decision making			-

Table (10) shows partial correlation coefficient values for variable indicators for sample of scout leaders

Variables under investigation	Correlation coefficient values	Nature of correlation coefficient	Contribution ratio R2	Calculated (t) value	Tabular (t) value	Sig.
Performance level + leadership qualities + proven decision-making	0.514	Partial	0,264	4,563	2,021	Sig.
Performance level + decision-making based on proven leadership qualities	0,358	Partial	0.128	2,919		Sig.
Leadership qualities + decision-making based on consistent performance levels	0.05	Partial	0.002	0,382		Insig.

The results of Table (10) show that the partial correlation coefficients indicate that the correlation of the leadership qualities variable with the decision-making variable depends on the extent of correlation of the scout leader's performance level.

Finding relationship between performance level variables, leadership qualities, and decision-making from scouts' perspective

The researchers used Pearson's simple correlation coefficient to achieve this purpose, as the correlation coefficient value of the scout leader's performance level indicators and leadership qualities from the scouts' point of view was [value missing].
(0.423), and the value of the correlation coefficient for leadership qualities and decision-making was (0.321), while the value of the correlation coefficient between leadership qualities and decision-making for the scout sample was (0.118), and Table (11) shows this:
Table (11) shows values of inter-indicator correlation coefficients for variable indicators for roamer sample

Variables	Performance level	Leadership qualities	Decision making
Performance level	-	0,423	0,321
Leadership qualities		-	0.118
Decision making			-

In order to obtain partial correlation coefficient values, given that the phenomenon under study includes two independent variables and one dependent variable, and to ensure the isolation of their effects without affecting the correlation value between the second independent variable and the dependent variable that is, isolating the effect of the leadership traits variable and then isolating the effect value of the decision-making variable the researchers extracted partial correlation coefficient values that focus on isolating the variables to identify the residual effects of the second independent variable and the table.
(12) This is shown by:
Table (12) shows partial correlation coefficient values for variable indicators for roamer leaders sample

Variables under investigation	Correlation coefficient values	Nature of correlation coefficient	Contribution ratio R2	Calculated (t) value	Tabular (t) value	Sig.
Performance level + leadership qualities + proven decision-making	0.514	Partial	0.1677	4,434	2,021	Sig.
Performance level + decision-making based on proven leadership qualities	0,358	Partial	0.090	3,127		Sig.
Leadership qualities + decision-making based on consistent performance levels	0.05	Partial	0.000	0,208		Insig.

Conclusions
There is a consensus among sample of scout leaders regarding level of performance. There is a consensus among the sample of scout leaders in identifying the most important leadership qualities of scout leaders. Relationship between leadership qualities variable and decision-making variable for sample of scout leaders was based on relationship between their performance level. Level of performance is common factor between variable of leadership qualities and decision-making from point of view of scout leaders.

Recommendations

Need to adopt performance level of scout leaders that two researchers reached in order to identify scout leaders in Iraqi universities and generalize it to general directorates of education. Paying attention to scout leaders and developing their abilities and skills through training courses and scout camps. Establishing a union in Iraq called Iraqi Central Union for Scout Administration. Adopting the most important leadership qualities that two researchers have achieved in scout leaders in Iraqi universities and generalizing them to education directorates in Iraq. Diversifying methods to improve performance level of scout leaders through training, planning and participation in scout camps.

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Appendices

Appendix (1) shows performance level scale for sample of scout leaders

No.	Field	Paragraphs
1	Administrative	I will define the future goals of the scout troop.
2		I will not adhere to the timeline I set for achieving the goals .
3		I will not contribute to the process of improving procedures .
4		I don't care about building a strategic plan that includes a rapid response to potential changes .
5		I rely on long-term plans to implement the annual plan and develop scouting.
6		Respect time when attending meetings
7		new plans and ideas on an ongoing basis.
8		I prefer not to waste time holding continuous meetings .
9	Leader	I have the ability to handle most situations well
10		Address the problems faced by members of the scout troop in an effective manner.
11		I work on involving members of the scout troop in the planning process.
12		immediate decisions regarding the outstanding issues in the work of the scouting organization.
13		I will not delay in making the decision in order to reach the right decision, and I am firm in my opinion.
14		I lack the tact, intelligence, and ability to handle critical situations.
15		is shown in recording the absences of close members of the scout troop.

16		Show the strength of my personality in order to positively influence others .
17		I will not show enthusiasm and support for my area of expertise, which I practice in the Scouting movement.
18		The most violent members of the scout troop when protesting the distribution of tasks assigned to them
19		My inability to solve the personal problems faced by members of the scout troop
20		I have the ability to pass judgment on members of the scout troop.
21	cognitive	I have a clear vision of the work of the scouting organization through my knowledge of its activities .
22		I have no prior knowledge of the principles, goals , and tasks of the Scout Movement.
23		I have general knowledge about scouting skills.
24		I have widespread local reach and knowledge.
25		I adhere to traditions, values, dress, and positive social customs.
26		I am unable to discover the talents and abilities of the scout troop members, nor do I strive to develop them. Their cognitive abilities
27		I will not keep up with scientific developments in my field of specialization.
28		I have the ability to develop scientific programs for the scout troop.
29		I assign duties to members of the scout troop; these duties vary among the members of the troop.
30		The application of new methods of knowledge that are emerging in some countries has been neglected.
31	Skillful	I take into account the skill-based aspect in teaching members of the scout troop.
32		I am not concerned with improving the skill level of weak members within the scout troop.
33		I strive to teach the scout troop scouting skills in multiple ways
34		I lack the ability to diversify stimuli.
35		I do not follow modern trends in scouting education.
36		I have a wealth of new ideas and suggestions .
37		Ensure the suggested scouting skills are appropriate for the age group of the troop members .
38		My inability to acquire complete, timely, and accurate information hinders decision-making.
39	Contact and communication	He lacks the skills to communicate with the community and the flexibility to deal constructively with all types of leaders and the scouting organization.
40		I contribute to spreading cultural and scientific awareness and exchanging experiences through modern means of communication.
41		no I can integrate with others
42		I can convey ideas and orders clearly and understandably to the members of the scout troop .
43		I am distinguished by being the type of person who excels at the art of listening well to what subordinates say.
44		I use clear and understandable words.
45		He took his colleague's opinion on a topic related to social values.
46		Listen to the opinions of the scout troop members when a misunderstanding occurs between them.
47	Psychological	A. Avoid feeling stressed when you recall an unpleasant event.
48		I feel alert and ready.
49		Commit to psychological commitment

50		I lack self-control
51		n't have the ability to convince
52		I strive for self-realization
53		I lack the courage to engage in self-competitive activities .
54		I don't think much about the decision-making process .
55		I am concerned about the success of the scouting activities .
56		I have the flexibility to deal with members of the scout troop during performances.
57		no I feel comfortable when I am assigned tasks that require patience.
58		I feel uncomfortable when a colleague makes a proposal related to my work.

Appendix (2) to identify the most important leadership qualities that must be available in a scout leader

No.	Leadership quality	Correct	Uncorrect	Notes
1	He has a genuine desire to work in the Scout Movement.			
2	Familiar with the goals, programs, and methods of the Scout Movement			
3	To have a strong personality			
4	He has the ability to lead			
5	To be a good role model for the members of his team			
6	Adhering to values, good morals, and high ideals			
7	He has the ability to deal with all ages			
8	He has experience accepting the attitudes of his band members.			
9	He is skilled in the affairs of his squad members.			
10	To have a sense of humor			
11	He can direct members of his team to serve the community.			
12	To be patient and broad-minded			
13	To be calm and easygoing			
14	To be cooperative with members of his team			
15	He has the ability to communicate with others.			
16	With a strong and influential personality			
17	He has the ability to plan successfully			
18	He has the ability to make appropriate decisions.			
19	He has self-confidence			
20	He is flexible in dealing with the members of his scout troop.			
21	He has a creative and ambitious side.			
22	He has the ability to quickly implement the scouting program.			
23	Paying attention to appearance and good grooming			
24	Addressing the problems of scouts without discrimination			
25	To be characterized by seriousness and determination			
26	To serve the decisions of the scout troop			
27	The ability to coordinate the efforts of all members of his troop during scouting activities.			
28	He has the ability to guide the behavior of his troop members during scouting activities.			

29	The ability to correct and avoid mistakes			
30	The ability to choose alternatives during scouting activity			
31	Loved by everyone			
32	He has a clear vision for the work			
33	He has innovative and constantly evolving ideas.			

Appendix No. (3) shows the most important leadership qualities from the point of view of the scout leader

No.	Phrases	Always	Sometimes	Never
1	I express my instructions and directions very clearly.			
2	Send my messages, which are full of information.			
3	My messages are always clear.			
4	Enjoy the mobile experience and understand their messages.			
5	I use my body movements to send my directions.			
6	I try to make my instructions to the scouts in a way they can understand.			
7	I observe the mobile users' responses to the content of my message.			
8	My instructions were sent directly to the intended mobile number.			
9	I try to give my guidance to everyone without discrimination.			
10	My body language always means the same thing as my words.			
11	I encourage scouts to share information with me.			
12	Use two-way communication from leader to mobile and from mobile to leader			
13	When I deliver a message, I focus on one concept.			
14	My message is always brief.			
15	All scouts understand my words and instructions.			

Appendix (4) shows the most important leadership qualities of a scout leader from point of view of the rover scouts

No.	Phrases	Always	Sometimes	Never
1	He expresses his instructions very clearly			
2	He sends my messages, which are full of information.			
3	His messages are always clear.			
4	He listens carefully to the speakers and understands their messages.			
5	He uses his body movements to send his directions.			
6	He tries to make his instructions to the scouts understandable.			
7	He observes the mobile users' responses to the content of his message.			
8	His instructions are sent directly to the intended mobile phone.			
9	He tries to make his instructions general for everyone.			
10	His body language always means the same thing as his words.			
11	The scouts are encouraged to exchange information with him.			
12	Two-way communication is used from the leader to the mobile phone and from the mobile phone to the leader.			
13	When he delivers a message, he focuses on one concept.			

14	His messages are always brief.			
15	All scouts understand his words and instructions.			