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TOKAT GAZİOSMANPAŞA UNIVERSITY
GRADUATE EDUCATION INSTITUTE

**TEACHING COMPETENCIES AND THEIR RELATIONSHIP TO THE
DIRECTION OF THE SCOUTING MOVEMENT OF THE
TEACHER OF PHYSICAL EDUCATION IN THE
CITY CENTER OF DOHUK**

ALAN NAIF NABI
PHYSICAL EDUCATION AND SPORTS
MASTER THESIS

Advisor

Dr. Asst. Prof. Yusuf SOYLU

TOKAT-2021



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With this document, I declare that all the information in this thesis has been collected and presented in accordance with academic rules and ethical principles, and as required by these rules and principles, I refer to all data, thoughts and results that do not belong to me in the study and indicate its source.

(14 /09 / 2021)

The Student Who Prepared the

Thesis

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DEDICATION

To my father..... Who has left our world, and his advice is still guiding me.

To my mother..... I can't find words that can give her right; she is the epic of love, the joy of a lifetime and an example of dedication

To my wife.... who shared with me prosperity and adversity, and my name is the symbol of sincerity, loyalty and companion on the path

To my daughters.... who I look forward to seeing their bright future, God willing

To my sisters and brother..... who taught me that life without interdependence, love and cooperation is not worth anything

To my teachers and friends..... who supported me with salvation and increased me with a letter

SUMMARY

Teaching competencies and their relationship to the direction of the scouting movement of the teacher of physical education in the city center of Duhok

The current research aims to identify (the degree of physical education teachers' possession of teaching competencies in the city center of Duhok). As well as the significance of the differences according to the demographic variables (gender, certificate, experience), The extent of the trend towards the scouting movement among physical education teachers in the center of the city of Duhok, and the significance of differences according to demographic variables (gender, certificate, experience), The relationship between teaching competencies and a tendency towards the scouting movement among teachers of physical education in the city center of Duhok. The descriptive approach was used by the survey method, and the research sample was selected using the snowball method, and their number was 170 male and female teachers. The researcher used the scale of teaching competencies prepared by (Al-Rawhi and Al-Hanai, 2013). There is an appropriate measure to measure the second variable, which is (the trend towards the scouting movement), which was prepared by (Shana'a, 2014). After that, the researcher carried out a number of scientific procedures to ensure the possibility of relying on the two scales in achieving the desired research goals, which are (honesty, stability, objectivity). (The physical education teachers in Duhok city center) were distinguished by a good level of teaching competencies. In addition to the presence of morale according to the variable of sex and the absence of differences according to the variable (certificate, experience), the physical education teachers in Duhok city center were distinguished by a weak level in the trend towards the scouting movement. In addition to the absence of differences according to the variables (gender, certificate, experience), the absence of a correlation relationship between teaching competencies and the trend towards scouting among physical education teachers in the city center of Duhok.

KEYWORD: Teaching Competencies, Directions, Scouting Movement

ÖZET

Duhok il merkezinde beden eğitimi öğretmenlerinin izcilik hareketinin yönü ile öğretim yeterlikleri ve ilişkisi.

Mevcut araştırma, (Duhok il merkezinde beden eğitimi öğretmenlerinin öğretmenlik yeterliklerine ne derece sahip olduklarını) belirlemeyi amaçlamaktadır. Demografik değişkenlere (cinsiyet, sertifika, deneyim) göre farklılıkların öneminin yanı sıra, Duhok il merkezinde beden eğilim öğretmenleri arasında izcilik hareketine yönelik eğilimin boyutu ve farklılıkların önemine göre önemi. Demografik değişkenler (cinsiyet, sertifika, deneyim), Duhok il merkezinde beden eğitimi öğretmenleri arasında öğretmenlik yeterlikleri ile izcilik hareketine yönelim arasındaki ilişki. Anket yöntemiyle betimsel yaklaşım kullanılmış, araştırma örneklemini kartopu yöntemiyle seçilmiş olup, sayıları 170 erkek ve kadın öğretmendir. Araştırmacı (Al-Rawhi ve Al-Hanai, 2013) tarafından hazırlanan öğretme yeterlikleri ölçeğini kullanmıştır. (Shana'a, 2014) tarafından hazırlanan ikinci değişken olan (izcilik hareketine yönelik eğilim) ölçmek için uygun bir ölçü vardır. Bundan sonra araştırmacı, istenen araştırma hedeflerine (dürüstlük, istikrar, nesnellik) ulaşmada iki ölçeğe güvenme olasılığını sağlamak için bir dizi bilimsel prosedür gerçekleştirdi. (Duhok şehir merkezindeki beden eğitimi öğretmenleri) iyi düzeyde öğretmenlik yeterlikleri ile ayırt edildiler. Cinsiyet değişkenine göre moral varlığı ve değişkene (sertifika, tecrübe) göre farklılık olmamasının yanı sıra Duhok il merkezindeki beden eğitimi öğretmenlerinin izcilik hareketine yöneliminde zayıf bir düzeyde fark olduğu görülmüştür. Değişkenlere (cinsiyet, sertifika, deneyim) göre farklılık olmamasının yanı sıra, Duhok il merkezinde beden eğitimi öğretmenlerinin öğretmenlik yeterlikleri ile izcilik eğilimi arasında bir korelasyon ilişkisinin olmaması.

ANAHTAR KELİME: Öğretim Yeterlikleri, Yönergeler, İzcilik Hareketi

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CHAPTER I

1.1. Introduction And Importance Of Research:

We live today in the era of an explosion of knowledge and culture And we must keep pace with this development And we get along and live with him We translate our creativity to others and show them our ability to innovate, Therefore, this development requires us to keep pace with this change In the various mathematical sciences in general and the field of teaching methods In physical education, especially to meet the challenges of this era, And due to the abundance of Sciences Associated with students' lives The educators focused on the educational process And interest in students' acquisition of mathematical skills In a way that enables them to apply it perfectly during the performance.

Therefore, contemporary education has witnessed a set of changes The challenges included its concept, objectives, methods, and programs The multiple results of scientific progress in various aspects of contemporary life, And it was natural to include these changes The field of preparing physical education teachers, training and qualifying them To keep pace with the different requirements of the times And preparing teachers who are able to achieve educational goals And the scientific outcomes sought in the educational process A teacher of physical education Competence It is one of the main pillars of the educational system He/she is the leader who seeks to achieve his/her desired goals It is a person who creates an effective learning environment also who designs the educational situations That makes the student a participant in the educational process The goals of education cannot be achieved except for a teacher who is skilled in his subject And possessing sports skills and teaching competencies That makes him able to achieve those goals.

And teaching competencies'' It is a group of abilities and associated skills which is supposed to be owned by the teacher to enable him to perform his/her tasks and his/her roles and responsibilities are the best performance, which is reflected in the educational process as a whole and especially in terms of teacher success and his ability to convey information to his students the teacher may do this by planning and preparing for lessons And other daily activities And applied, which is evident in the behavior and the actual numbers for the teacher inside and outside the classroom. “(Al-Muslim, 2005, 185)

The Ministry of Education undertook the responsibility of educating students Fundamentals from the sciences to prepare them for life through various activities It also provides multiple opportunities for experiences And skills in all areas of life And according to

the educational goals by providing sound opportunities To educate students to invest free time, Scouting skills are part of the school activity program Which is practiced either inside or outside the school Scout education aims to develop knowledge and information For students in all different fields of Scouting Scout activity helps in a practical way to achieve goals Associated with contemporary educational trends.

Sports psychologists agree However, the trends are of special significance, Because it is an important part of the life of a physical education teacher, And because it plays a big role in guiding his/her behavior In many social and professional situations And at the same time it provides us with honest predictions about his behavior in those situations, Trends can be considered as a type of learned motive Or the social motives that predispose to behavior, It generally has continuity Relative to the individual or the situation, It also represents the tendency to respond in a specific way The direction of a special group of stimuli, It can also be considered a hypothetical case From getting ready Responded Support or oppose a specific position. The trend plays an important role in determining Individual behavior It is an act of motivation He consults and directs the behavior. "(Allawi, 1994, 219)

Directions can be detected through Activities Education Non-descriptive in general And scouting activities in particular Which contribute to the development of positive trends At the individual and collective level As its activities help to assume responsibility And spread the spirit of cooperation with others And training them to play leadership roles and achieve psychological comfort And building positive social relationships It increases the ability to adapt and satisfy their personal needs Social and development of their knowledge and experience, Scout education has been closely related Documentary teacher of physical education For being activities Non-Descriptive Reinforce What a teacher does Physical education in school.

Based on the foregoing The importance of research is to shed light on the degree of possession of teaching competencies And its relationship to the trend towards the Scout movement I have physical education teachers In the city center of Dohuk To stand up On the sides Power And strengthening it And aspects Shortcomings And provide the necessary recommendations to address them.

1.2. Research Problem:

Many physical education experts agree that based On teaching physical education In the different study stages They must possess teaching competencies corollary To teach different mathematical skills, Therefore, we must have basic educational competencies I have a physical education teacher Qualify him Because he performs his role efficiently and effectively, So the recognition About their availability very important, Because it will help to identify their weaknesses and strengths, And then process it.

Through the researcher's contact with the educational community in the Dohuk city center He noticed a weakness in the performance of physical education teachers, And the decline of the scout movement in these schools Which prompted him to study to determine the teaching competencies Which must be available to physical education teachers, So, the researcher decided to study Teaching competencies and their relationship with the trend towards the scout movement in the city center of Dohuk To find out the most important obstacles And thus to promote the scout movement in the schools of the Dohuk Education Directorate.

1.3. Research Aims:

Current research aims to identify

- The degree of possessing the teaching competencies of physical education teachers in the city center of Dohuk

- The indication of the differences in the teaching competencies of physical education teachers in the city center of Dohuk Depending on demographic variables (Gender, Certificate, Experience)

- The extent of the trend towards the scouting movement among the physical education teachers in the city

center of Dohuk

- The indication of the differences is a trend towards the scouting movement of physical education teachers in the city center of Dohuk Depending on demographic variables (Gender, Certificate, Experience)

- The relationship between teaching competencies and a trend towards the scout movement among physical education teachers city center of Dohuk

1.4. Research Hypotheses:

- There were no significant differences In the teaching competencies of physical education teachers In the city center of Dohuk in light of some demographic variables.

- There were no significant differences in the direction of the scout movement among teachers of physical education In the city center of Dohuk in light of some demographic variables.

- There is no relationship between the teaching competencies and a trend towards the scouting movement among physical education teachers in Dohuk city center

1.5. Research Areas

The human field: Physical education teachers and Female teachers in Dohuk city center

Temporal domain: the year Scholastic (2020-2021)

Spatial domain: Schools in Dohuk city center.

1.6. Define Terminology

Teaching Competencies: That integral ability includes the entire vocabulary of knowledge And skills And directions needed To perform a task Or a linked sentence of tasks Specified Successfully and effectively. (Abdel Muti, 1999: 10)

Direction: Possibility of changing behavior the desires of the individual through interaction between the teacher and the learner To bring the learner to the positive stat. (Al-Jabri, 2011, 4)

Scout Movement: They are the laws and beliefs Principles and values That must be observed to achieve the goal From this scouting and guiding movement includes the behavior that characterizes all members of the Scout Movement. (Customer and Increments, 2016, 284)

CHAPTER II

2. Theoretical framework and previous studies:

2.1. Theoretical frameworks:

2.1.1. Teaching Competencies:

2.1.1.1. The concept of teaching competencies:

The concept of competencies is considered one of the new concepts in the educational and pedagogical fields. Whether in the field of teaching in educational institutions or in the field of training, The teacher's success in teaching performance has become associated with the extent of his possession of the competencies necessary for the performance of teaching , teaching can be considered as an individual's inherent acquisition until it is practiced in positions appropriate to it, as these competencies can grow and develop for the teacher through his academic qualification, And also through his experience and knowledge in the field of teaching affairs and how to manage it, Therefore, the teacher in the educational field must have a set of competencies that enable him to walk well in the learning process that guarantees success in it, These competencies are represented in planning competencies, implementation competencies, classroom management and organization competencies, assessment competencies, professional and practical competencies, and other competencies, Before dealing with these in detail, it is worth first introducing the competencies.

As he knew her (Al-Fatlawi, 24 p .: 2003): They are abilities that are expressed in behavioral terms that include a group of tasks(Cognitive, skill, sentimental) The final performance expected to be achieved at a certain level is satisfactory in terms of effectiveness which can be observed and evaluated by various means of observation. (Al-Fatlawi, 2003, 24)

He also knew it (alazraq: 2000) It also includes the teacher's possession of a sufficient amount of knowledge, skills and positive attitudes related to his professional roles and tasks, Which appears in the performance and direction of his behavior in school educational situations with a specific level of mastery, It can be observed and measured with tools designed for this purpose. " (alazraq: 2000, 19)

(Richer, Dennis & Fox on, 2001 , Ibstopi ,2006) 78 And he defined it both as competence as an integrated set of knowledge and skills. And the trends that enable the individual to perform specific professional activities effectively, by the expected job performance standards. (Richer, Dennis & Fox on, 2001, Ibstopi, 2006) 78

In the opinion of both (Ali and Momani 2010), That teaching competencies are the capabilities and skills that a teacher possesses in the field of designing the teaching process

Implementing and correcting them to achieve more effective learning (Ali and Momani, 559, 2010)

He knew it (Nashwan and Shawan, 2004 67) As the ability to carry out an educational activity, That is based on a set of facts, concepts and instructions The principles are illustrated by educational behaviour that reaches the level of skill. (Nashwan and Shawan, 2004 67)

(Karam, 2002) defined it as a set of abilities and the associated skills that the teacher is supposed to possess, Enable him to perform his duties, roles and responsibilities well, Which reflects on the educational process as a whole Especially in terms of the teacher's success and ability to convey information to his pupils, The teacher may do this by planning and preparing for the lesson and other daily and applied teaching activities, Which is evident in the behaviour and educational preparation of the teacher inside and outside the classroom. (Karam, 130,2002)

2.1.1.2. Classification Of Teaching Competencies:

The literature distinguishes between different types of competencies, including general professional competencies such as Lesson planning, classroom management, the skills of using learning aids, and the teacher's personality and his/her relationship with the student, And the use of different measuring and evaluation methods, and there are other types of competencies They are the academic competencies related to the scientific subject, such as mastery of the scientific material and the ability to deliver the scientific material to students in the correct way.

There is, of course, no consensus on the number of basic teaching competencies and sub, and its type is the result of the different and varied educational visions and philosophies of education from one country to another. Whatever the matter, this difference is the level of teacher possession of teaching competencies The level of his practice of it remains one of the basic factors affecting the development of the effectiveness of learning science in the school, and the quality of its outputs. (Queran, 64, 2008)

Among the educational fields that have received the researchers' attention, The field of classification of teaching competencies, as the educational literature on this subject provides a large number of these classifications, Research and studies have confirmed the necessity for the teacher to possess some teaching competencies to be qualified to play his role to the fullest (alazraq, 2000, 27)

And based on the nature of the objective of the current study, Of measuring the teaching competencies of physical education teachers in the Dohuk governorate center, In light of the aforementioned theoretical classifications, the researcher relied on the classification of the following teaching competencies: -

1. Lesson planning competencies: It is the perception of the teacher in advance of the attitude and teaching procedures carried out by and learners to achieve the desired educational and teaching goals. (Al-Fatlawi, 2003, 40)

(Al-Azraq, 2000) defines it as the teacher's ability to prepare in advance and in an orderly manner for the educational position with precision and care, defining the steps and stages required by the educational position, As it is considered one of the basic guarantees for the success of a teacher in his profession, Whether it is drawing daily plans, preparing monthly plans, or the annual plan (Abdel-Rahman Saleh Al-Azraq, 2000,30)

2. Lesson implementation competencies: It refers to the teacher's behavior in the classroom. Which aims to achieve a set of goals for the student, Implementation competencies are the practical test of the teacher's ability to succeed in the profession. (Attia 2008, 98)

And (blue) defines it: a set of practical measures means the practices that the teacher performs during the actual performance during the class The implementation process is the scientific test of the teacher's ability to succeed in his profession, The teacher may demonstrate an ability to theoretically plan and prepare for a specific topic or lesson, But upon implementation, it may not achieve the desired goal Hence, the teacher's ability appears not only in the compatibility between setting goals and choosing the means upon implementation, but in his flexible ability to find suitable alternatives when a new or emergency situation occurs. (Alazraq, 2000, 32)

3. Class control competencies: The overall effective teaching behavior that is reflected in the tasks of classroom management and organization, this is in order to achieve the desired educational goals within the specified time limits. (Al-Fatlawi 2003, 252)

(Betty, 1995) mentioned a list of classroom management skills, the most important of which is: Encouraging students to take responsibility to complete the tasks assigned to them. Starting the lesson without any delay, preparing the necessary tools for it, explaining instructions to students and giving examples of them approving the aspects of student participation in the activities and the required behaviour patterns, diagnose the causes of classroom problems, and take measures to solve them, plan to learn activities to allow freedom of movement for the teacher, choosing small individual and group classroom activities to allow all students an opportunity, emphasizing positive support when students respond to activities. (Betty, 1995, 54)

4. Competencies of assessment lesson: (Allam) defined it as a group of operations that are used by experienced specialists to reach perceptions and impressions, make decisions, and test hypotheses regarding the pattern of characteristics of a particular individual that determines his behaviour or interaction with his environment. This evaluation may include multiple methods

and various tools, some of which depend sometimes on quantitative measurement and others on qualitative estimates and descriptive judgments. (2000, 31-32)

The set of procedures that the teacher performs before the beginning of the teaching, and we folded it, after its completion, and aims to obtain quantitative or qualitative data on learning outcomes to know the extent of the change that occurred in the student's behaviour, using a set of tools such as (oral and written questions or observing specific behavioral performance). (Ibrahim and others, 2002, 41)

5. Professional and practical competencies: He defined it (Maghrabi. 2008, p. 90) as a set of knowledge, abilities and trends that help the teacher perform the educational and educational roles, tasks and duties assigned to him. (Maghrabi. 2008, p. 90)

(Al-Talal, 2010) defined professional and practical competencies as a set of knowledge, trends and skills acquired by a teacher during the service. So that it enables him to perform his professional roles easily, precisely, quickly and effectively, And to achieve a high level of performance and the ability to practice effective teaching for students in the classroom. (Al-Talal, 2010, p.70)

2.1.1.3. Characteristics Of Teaching Competencies:

Teaching competencies have many characteristics, the most important of which are:

1. General: This is due to the teacher's functions that are almost one of all the learning stages, and in all the subjects, and the nature of the teaching process is similar, except that the teaching behaviour (as a method)

Each teacher has different teachers for different educational stages and different school subjects, That is, in light of the different educational content it studies, generality is also due to the existence of general competencies for each specific speciality from the other.

2. change: If the curriculum goals are changing, all the experiences of the curriculum that reflects the goals and achieve them, in light of the many sources that are referred to when building or developing school curricula, namely the conditions of society and its philosophy, and the nature of the students, the changes that could happen to them, as well as the development in the structure of the subject matter, which makes us look for more teaching competencies that can achieve these goals.

3. Interactivity: Teaching behaviour is of a complex and complex nature, meaning that it is not possible to isolate a specific pattern for it from the teaching behavior patterns alone. therefore, it is difficult to separate the adequacy of a particular teaching from other teaching competencies. (Aim, adequacy, behavior,) (Khalil and Others, 2010, p. 17-18)

2.1.1.4 Methods Of Measuring Teaching Competencies:

Improving educational attitudes and developing their outcomes depends to a large extent on the effectiveness of teachers, and the extent of their teaching aptitude and all this depends on the methods adopted in the measurement and calendar, these methods have varied, varied and have classified various classifications for varying standards Supported in it.

1. Self-measuring methods: It means the methods that rely on self-experience and personal impressions, Such as teachers 'self-evaluation and students' opinion polls about teachers, Opinions of colleagues, estimates of educational supervisors.

2. Objective Measurement Methods: It means the means that depend on monitoring reality and recording it on time, as it happens inside the classroom, Such as observation style and methods of analysis, verbal analysis.

3. Predictive measuring methods: and it means those means that aim to measure the teacher's aptitudes, capabilities and personal characteristics, which can help predict teacher adequacy or current or future teaching effectiveness, several methods can be used to assess a teacher's adequacy, including school records and test reports that measure aptitudes and mental abilities.

4. Direct measurement methods: The systems include teaching observation, classroom interaction, tests, and achievement and achievement studies that are usually administered by official agencies.

5. Indirect means of measurement: Such as the surveys that the teacher answers about himself, as well as polling the students 'opinions, and to learn about their achievement and the teacher's intelligence, characteristics, hobbies and activities inside and outside the school.

6. Educational and developmental measurement methods: This class aims to improve the teacher's behaviour and raise his efficiency.

7. Organizational administrative measurement methods: These methods are aimed at teacher promotion, confirmation, or rewards.

8. Means of measuring single occurrence: These methods consist of a set of teacher's teaching behaviour in a notecard to investigate the existence or absence of this behaviour. In a specified period. what distinguishes these methods is the recording of behaviour once, no matter

how many it occurs during a process. observation and this is done clearly sign or symbol next to the behavior that has occurred.

9. Methods of measurement of frequent occurrence: While using this type of method, behaviour is recorded whenever it is observed. (Muhammad Zidan Hamdan 1985: p.50)

2.1.2. Directions:

2.1.2.1. Concept of trends:

The concept of trends was and will be one of the most important and richest concepts in social psychology, rather, it is the main focus of social psychology, as individuals carry within them a very large number of attitudes towards many things and towards others as well as towards themselves as well, In all aspects of our social life, we always strive to uncover other trends, tell them about our ideas, and try to change their opinions in line with the direction we are taking. (Pennington, et, al. 44. 1999)

Each of us has attitudes that determine his behavior in a particular situation, whether these attitudes are related to religious matters or his work. or his ways of dealing with people or his activity? Or his view of an individual, or an institution, Or a nation from the nations, Or in the doctrine of Shiism doctrines (Malika, 44, 1970)

Attitudes play an important role in the educational process, where the multiplicity of trends is one of the most important topics of interest to the teacher, And parents and workers in the field of individual education and education, for knowing the individual's attitude towards a particular topic can be predicted to the degree of his achievement for this topic, and trends are formed through the process of socialization, It is through direct experience and actual practice that the individual's orientation towards a subject is formed. And the process of forming attitudes is one of the most important educational goals that it seeks to acquire. (Mansi, 89, 1991)

Attitudes are characterized by being learned and learned. And do not be out of thin air and it has many different stimuli, and it may be specific or general, it can be between two parties positive and the other negative, Or support and opposition at the group level, for attitudes prevail over subjectivity over objectivity, for they have the characteristic of relative stability and relative continuity, affected by certain circumstances. (Mansi, 1991, 89)

There are many definitions of trends, as there is no single definitive definition that is recognized by all those working in the field. However, the definition that has become more popular than others and which is still acceptable to most specialists is the definition of (Gordon Al-Barth) The trend is a state of nervous and psychological preparedness, Regulation by one's

experience, It has a directive or dynamic effect on the individual's response to all the issues and the consensus that elicits this response. (Keefe, 2002, 6)

And he defined it (Askar, 2000) as "the direction of mental and nervous readiness that is formed as a result of experiences and experiences that the individual goes through to take a position of rejection or acceptance towards issues, a person or places. (Askar. 2000.129)

An attitude is an organized, coherent way of thinking, feeling and reacting towards people, groups, and social issues, or towards any event in the environment in general. (Saeed Abu Al-Eis, 2001: 47)

(Al-Thaqafi, 2006) defined it as some emotional processes, The cognitive perception joined in the permanent picture and became determining the individual's response to an aspect of the environment. (Hussein Hamid Al-Thaqafi. 2006: 10)

He also defined it (Weiner, 2003) "that it is the emotional state that exists behind a person's opinion or belief regarding a particular topic, In terms of his rejection or acceptance of this topic and the degree of this rejection or acceptance. (Weiner et al: 2003: 261)

2.1.2.2. Importance of trends:

The importance of studying trends occupies a prominent place in many psychological studies and many applied and other fields of life So, the essence of the work in this field is to support the directions to achieve the objectives of the work weakening obstructive trends. Rather, psychotherapy in one of its meanings is an attempt to change the individual's attitudes towards himself or others or his world. Hence the study of trends is an essential element in explaining the current behaviour and predicting the future behaviour of the individual and the group as well. (Abu Jadu, 1998, 217)

2.1.2.3. Plugs directions:

1. Cognitive component: It is the first stage in the formation of an attitude and includes the knowledge and beliefs of the individual towards a topic the trend, which is acquired by the way the environment surrounding the individual and the degree of culture and learning it is a set of experiences, knowledge and information related to the topic of the direction that has been transferred to the individual through transmission and indoctrination or direct practice This is what the individual believes in from the opinions and perspectives of a specific topic that he gained from his previous experiences with the triggers of this topic, which contributes to preparing, preparing, and preparing to respond to them. And its evaluation in the situation and similar circumstances with the same stereotypical thinking based on his knowledge of previous knowledge of them. (Saad Abdel-Rahman 1998: pp. 360.361) (Maher Muhammad Omar: 1999: pg. 167) (Suhair Kamel Ahmad: 2001: p.7)

2. The Affective Component: It refers to the person's feelings and desires towards the subject and the turnout or his distaste for his love or hate him. These emotions form the emotional charge that accompanies the stereotypical thinking of the individual about the subject of the trend, which distinguishes him from others. (Ahmad, 2001, 72)

3. The behavioral component: It is the procedural steps that are related to human behaviour towards the subject of the trend, indicating its acceptance or imposition Based on his stereotypical thinking about him and his emotional sense, that is, this component includes all the behavioral preparations associated with the trend represented by the responses resulting from the crystallization of the cognitive and emotional complexes. (Al-Hijazi, 2008, 77)

2.1.2.4. Types of trends:

1. Public and private: Attitudes may be general in the sense that they are a tendency of the individual that does not change with the change of individuals or subjects. The example of a fanatic is a fanatic against Negroes, against Arabs and against Jews, The trend may be special in the sense that he is intolerant of a certain group or a certain topic without other subjects, such as being intolerant against Negroes without others.

2. Positive and negative: The individual may have positive trends in the sense of his support and acceptance of a certain position, and he may have a negative direction in the sense of his rejection and opposition to a topic.

3. Collective and individual: The trend may be collective, meaning that it is present among the majority of people, such as the Muslims 'tendency towards the love of holy places. And the tendency of the Arabs towards the love of their language, and maybe individual like a student's admiration for a teacher and not for other teachers.

4. Public and confidential: The overt trends are those that the individual can display without embarrassment or reservation. As for the secret trends, they are the ones that the individual cannot express and declare publicly in front of others.

5. Strong and weak: It may be strong or weak trends depending on the power of the tendency of the individual and their interaction with others. (Ahmad, 2001, p,103-104)

2.1.2.5. Functions of Trends:

1. Without the directions, the individual is characterized by idiocy, loss of feeling or emotions.
2. It helps the individual in trying to achieve his goals.
3. Helps adapt to and succeed in situations that the individual faces in the environment.
4. Trends guide the individual in the various aspects of his life, so it is a dynamic that insists on the individual in determination until he reaches his desired goal. (Abu Salem, 2009, p, 42)

2.1.2.6. Characteristics of trends:

1. Attitudes are learned and learned and sometimes reflect the way of bringing up in the family, school and community.
2. Attitudes are related to feelings and emotions.
3. The trends are characterized by relative stability.
4. The trends are subject to change and the degree of change depends on the nature of the trend in terms of importance, individual and position.
5. Attitudes are characterized by subjectivity as they reflect the bias of the individual or group towards his values, habits and preferences (Abdullah, 1999, 100)

2.1.3. The Scout Movement:

2.1.3.1. Brief on Scouting History:

The idea of scouting arose by the efforts of its founder, "Baden Powell", who was working as an officer in the British army, The idea of the Scouts (of Baden Powell) came to life during the Siege of (Mavkeng) when gangs of Boers surrounded the camp of Dutch immigrants of 1905 AD He used the youth to do military actions Such as guarding, cooking, transmitting messages, and he was able to break the siege after seven months, he created scout teams related to the age of the Scout. And set up an experimental camp in 1907 AD in England during the first days of August on Brownsee Island, in which twenty boys participated. After the idea was successful, he expanded the age group by including the cubs. In 1910 a new organization was started, the Girl Guides, It was established by the sister of Lord Baden-Powell and in 1909 Baden-Powell published his book The Scouts for Children, which was translated into several languages.

The scout movement entered Iraq during the Ottoman rule and was limited to some school scouting teams in Baghdad, From there, it moved to other regions of Iraq, motivated by the desire of young people to fall under its banner at its inception, the movement received a lot of encouragement until it reached an appropriate degree of preparation and organized a program of trips and visits to sister countries. The first scout squad was formed in the Soltaniyeh School in 1915. This division was considered the beginning of the scouting movement in Iraq. The movement was not active and regular at the time because of the First World War

As for after the war, specifically in 1918 AD, when organizational foundations were laid in the Ministry of Education at that time, the number of scouting teams in Baghdad became only

(17) school teams. These include Al-Baroudia, Al-Haidariya, Al-Fadl, Bab Al-Sheikh, Al-Karkh, the head of the village and the private Chaldeans. Scout activity expanded to include all Iraqi brigades (governorates), Which started practicing scouting activity at the local level. And the Iraqi Scouts were linked at the headquarters of the British Scouts.

The first training camp for scouting teachers was set up on August 22, 1925 in the Jadriya area, in which (25 scout teachers) from all over Iraq participated for three weeks. The camp commander was Mr. Jamil Al-Rawi. (Louis Aqlimd: 2018)

2.1.3.2. Objective of the Scout Movement:

The goal of the Scout and Outreach Movement is to find a way to serve others and its full respect for the person's self and dignity, As any youth organization spread across the world can withstand the requirements of the times, just as the scouting and guiding movement has withstood despite the harsh natural conditions people have reached, With the increase in deviation from principles, values and behaviors, However, the scouting and guiding movement worked and is still working to instill values, trends, and principles, And positive behaviors to build a solidarity society. (Al-Gamiaz and Abdel-Rahim, 45, 1992)

2.1.3.3. Principles of the Scout Movement:

They are the basic laws and beliefs that must be observed to achieve the goal and they represent the rules of conduct that characterize all members of the Scout Movement The Scout Movement relies on three main principles that represent its basic laws and beliefs:

1. Duty to God: Commitment to spirituality and work with the principles of Sharia and accept the duties that it calls for Or adhere to the principles of religion and act upon them, and be keen on performing rituals and adhering to values and virtues.

2. Duty towards others: Loyalty to the homeland in harmony and accord with the promotion of peace, honesty and understanding.

Man's loyalty to his community and his country.

- Documenting friendship and calling for faith in God.
- Fairness of the demands of others.
- Brotherhood and understanding among young people.
- Participation in community development.
- Respect for human dignity and rights.
- Protecting and preserving the environment and nature and not depleting its natural resources so that the balance between its components is not disturbed.

3. Duty to oneself: Every person who engages in the Scout Movement is responsible for developing himself and his duties towards the local, national and global community to which he belongs.

- Self-knowledge and personal development.
- Self-esteem and self-confidence. (Jamal Al-Din Al-Shafei: 66, 2003)

2.1.3.4. World Scout Logo:

The Scout slogan is considered one of the best known logos in the world, and to recognize this slogan, the founder of the Scout Movement summed it up by saying, we have taken our emblem from the northern point used in the maps to indicate the north to show that we are on the right path. It helps the Scouts, to be honest, and depend on them in maintaining the principles of Scouting and explaining the way to others just like a compass, The compass. " As for the three points of the logo, they represent the three main points of the promise of the scouts, and the two five-pointed stars express truthfulness, knowledge, or promise and law they also express the eyes of a scout, who are always alert, As for the total of ten heads, they indicate the law of scouting and design in the logo surrounded by a rope tied with a bend or knot, which symbolizes the unity and brotherhood of the movement across the world. Also, a person cannot dissolve a knot by pulling it, whatever the force of attraction, as it symbolizes the unity and continuity of movement. As for the color of the logo, which is white and its purple background, it indicates purity and purity. As for the purple color, it indicates leadership and helping others, and Figure 1 shows the shape of the global scout logo.



Figure (1) Shows the Shape Of The World Scout Logo

2.1.3.5. Scouting stages:

1. Bud stage: It is from the age of 3 to 7 years.
2. Cubs stage: It is from 7 to 11 years old.
3. Boys stage: It is from the age of 11 to 14 years
4. The advanced stage: It is from the age of 14 to 17 years.
5. The mobile stage: It is from the age of 17 until he passes the prescribed curriculum.
6. The leadership stage: which is when the individual completes the stage of mobile upward?
7. The pioneer stage: it is from the age of 40 and over; they have no direct relationship with Scouts. (Fathy Ahmed Hadi: 2009)

2.1.3.6. Scout formations:

1. Vanguard: some individual scouts, ranging from four to eight scouts led by one of the vanguard scouts itself called (Corporal Taleea)
2. The group: It consists of two vanguards to four pioneers - within the limits of thirty-two scouts.
3. Honor Council: It consists of sergeants and their assistants who are the first in the scout teams.

(Fathy Ahmed Hadi: 2009)

2.2. Previous studies:

2.2.1. Study: (Ahmad, 2020)

(Submitting a proposed concept for developing the administrative competencies of the secretaries of colleges at Taiz University)

The study also aimed to present a proposed vision for developing the administrative competencies of the secretaries of colleges at Taiz University. By identifying the level of management competencies they have in light of the principles of total quality management, And knowing whether there are statistically significant differences at a significance level (0.05) in the sample members 'estimation of the level of availability of administrative competencies due to gender variables, College, and years of experience. The research used the descriptive method, with its two types of survey, and the questionnaire as a tool to collect data. It consisted of (55) paragraphs divided into five domains, They are effective leadership, effective decision-making,

strategic planning, participation and teamwork, and continuous improvement. The tool was applied on a sample of (83) male and female employees from the colleges of Taiz University. The results showed the lack of administrative competencies among college secretaries, and the fields were arranged in descending order, starting with effective leadership. Followed by effective decision-making, participation and teamwork, so continuous improvement, Finally, strategic planning, as the results showed that there are statistically significant differences due to the college variable in favour of the applied colleges, And the absence of statistically significant differences attributable to heterosexual sex, and years of experience, and the research presented a proposed scenario for developing managerial competencies.

2.2.2. Study: (Nazzal, 2016)

(The degree to which the Scouting teachers in the Qasaba Al Mafraq Education Directorate possesses the principles of the movement Scouting and Guidance)

The study aims to reveal the degree to which Scouting teachers in the Qasaba Mafraq Education Directorate possess the principles of the Scout and Guidance Movement and a teacher, and the study tool consisted of a questionnaire consisting of (20) items. The results and the study sample consisted of (44) study teachers showed that there are statistically significant differences in the degree of scouting teachers 'possession of the principles of the scouting and guiding movement, And for the benefit. And the absence of statistically significant differences attributable to the variables: gender, experience, and specialization in having teachers of the educationally acceptable level Scouts in the education of the Kasbah of Mafraq for the principles of the Scout Movement, The results also indicated that there are statistically significant differences due to the scientific qualification variable and in favour of Scouting teachers with a bachelor's degree. In light of the results, a set of recommendations were presented.

2.2.3. Study: (kanaan, 2004)

(Attitudes of physical education teachers in Jordan towards the scouting and extension movement)

A study aimed at identifying the attitudes of physical education teachers in Jordan towards the scouting and extension movement, And the statement of the relationship of the study variables towards (gender, scouting qualification, and marital status) on those trends, and the study sample consisted of (568) physical education teachers and their teachers. Its teachers are those who lead the scouting and extension teams and those who do not lead such teams, according to (316) teachers and (252) teachers, the special sample included (111) male and female teachers who study subjects other than physical education and lead scouting and extension teams. by (67) teachers and (44) teachers. To collect field information for this study, the researcher designed a questionnaire that included (46) items distributed into five areas:

technical, social, administrative, professional, officials 'interest, and incentives. The researcher used the descriptive approach in his study, and the results of the study indicated, in part, that there are no statistically significant differences attributable to gender.

2.2.4. Study: (Hilal, 1993)

(Attitudes of secondary school teachers towards the activities attached to the curriculum in secondary schools in the Ministry of Education in Irbid Governorate)

The study aimed to reveal the attitudes of secondary school teachers towards the activities attached to the curriculum in secondary schools in the Ministry of Education in Irbid Governorate. The study sample consisted of (172) male and female teachers. To achieve the purpose of the study, the researcher used a questionnaire that included (53) items distributed in the following areas. Scientific cultural and artistic activity, sports activity, social activities and school trips, scouts and guides, class club activity, and public service. The results of the study showed that most of the trends of the study sample tended towards a positive aspect of the activity associated with the curriculum. And there are no statistically significant differences due to the sex variables and the number of years of experience, The study recommended the necessity of conducting a study on the problems and difficulties that limit the practice of educational activities and working to develop appropriate solutions to them.

2.2.5. (Ruba Al-Miqdadi, 2014)

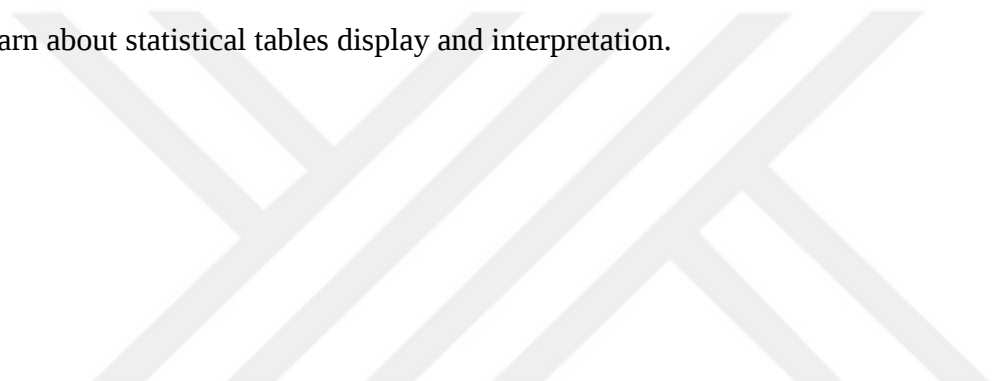
(The level of professional competencies in the light of international standards for mathematics teachers)

Aimed study titled. The level of professional competencies in light of international standards for mathematics teachers. The study aimed to reveal the level of professional competencies in light of the standards of mathematics teachers in Libya and ways to develop them. The sample of the study consisted of 131 male and female teachers, and the researcher prepared a questionnaire consisting of 33 paragraphs. The results revealed a level of professional competency among mathematics teachers there were no statistically significant differences in the level of professional competencies due to the variable of sex, experience, and educational qualification.

2.2.6. tracing back previous studies.

Through his observation of previous studies, the researcher notes his focus on the teaching competencies of male and female teachers and their direction. It will not be evident from previous studies that there is a study linking the teaching competencies and attitudes of male and female teachers towards the Scout Movement, and this is what the current study is doing,

Benefit from previous studies:

1. Choose a research topic.
 2. Defining the study problem.
 3. Choose the appropriate scientific approach.
 4. Choose the research sample and its size.
 5. Identify the appropriate tool for the study.
 6. Choosing the appropriate procedures to be followed when distributing the questionnaire.
 7. Learn about statistical tables display and interpretation.
- 

CHAPTER III

3. Research procedures

3. 1. Research methodology:

The researcher used the descriptive approach in the survey and correlative method to suit the nature of the research and its problem.

3. 2. Research Society:

Information on the research community was obtained from the General Directorate of Education(Planning Department) in Dohuk Governorate, In terms of the number of male and female teachers and educational qualifications (Diploma, Bachelor, Postgraduate Studies) In the Directorate of Education in Dohuk, there are (315) teachers and schools. After excluding teachers with higher degrees Because of their small numbers in the Dohuk Education Directorate As shown in Table (1).

Table (1) Research Community

Teacher	Teachers	diploma	Bachelor
212	103	73	242
315		315	

3. 3. Research sample

The researcher's lack of access to all members of the research sample Because of the suspension of the official working hours at the ministry of education, and e-learning was satisfied due of the covid19 pandemic, The researcher referred to the non-probabilistic method of the snowball method, This sample is used when the researcher has difficulty reaching the community he wants to study It begins with a small sample and then begins to grow until it reaches a stage after which it is difficult to reach other individuals, or he has finished obtaining what he wants from the data (Abu Alem, 2011, 128), As the researcher designed a questionnaire form using programming google forms As the questionnaire included two measures prepared to achieve the research objectives And they are (Teaching competencies, the trend towards the Scout movement) And distributed them to teachers and physical education teachers After bringing the personal mobile phone numbers of all physical education teachers from the Planning Division of the Dohuk Education Directorate, he obtained (170) Response, which represents a ratio of (53.96%) From the research community, which is considered a good percentage that can be relied upon to reach the research results And as shown in Table (2)

Table (2) Research Sample

Final application sample		Stability sample		Excluded	
Teachers	F teachers	Teachers	F teachers	Teachers	F teachers
128	42	23	17	91	14
170		40		105	

3.4. Search tools:

It means "the method by which the researcher can solve a problem, whatever those tools are," Data, samples, or devices "(MAHCHBI , 2002, 163), And to obtain related data In the objectives of the research, the researcher made use of the previously prepared teaching competency scale (Al-Rouhi and Al-Hanai, 2013) The component consists of 33 paragraphs divided into five axes They are (lesson planning, lesson implementation, classroom control, evaluation, professionalism and practicality, There is an appropriate scale to measure the second variable, which is (the trend towards the Scout Movement) Prepared by (Shana'a, 2014) Consists of 41 paragraphs) Each paragraph has five alternatives It is (very large, large, medium, few, very few), Weights (5, 4, 3, 2, 1) After that, the researcher carried out some scientific procedures to ensure the reliability of the two scales in achieving the desired research objectives of him and my agencies.

3.4.1. Validates the scale:

Honesty is considered An important characteristic To be taken care of in the measurements, And the honest standard He who fulfils the job for which he was set Or the extent to which it does the job it is supposed to do (Al-Najjar, 2010, 282). This means that when we apply the scale, we must verify that there are indications of truthfulness. So the apparent honesty was extracted For both scales by displaying the two scales On a group of experts and specialists Accessory (1) In the field of psychology, teaching methods, measurement, evaluation, and scout education, of which there are (22) experts.

After collecting the forms, the opinions of the experts were reviewed, and it was found that they were unanimously agreed on the validity of the two scales According to their directives and suggestions, the wording of the paragraphs was modified The researcher relied on the percentage of 75% or more from the agreement of the experts' opinions as a criterion to indicate the apparent validity of the scale. Bloom notes that when the experts' agreement is 75% or more, the scale has achieved apparent validity (Bloom, ather,1983, 126). And Table (3) (4) shows that.

Table (3)**Messrs. Experts' Agreement, The Trend Scale Towards The Scouting Movement**

Sequencing of the vertebrae	The experts			
	The Accepters	%	The Naysayers	%
2,12,25,18,32	22	100	0	0
1,10,17,21,29,33,37	21	95.45	1	4.65
3 ,16,23 ,36,39	20	90.90	2	9.10
5.11.19,24,27,35,38	19	86.36	3	13.64
6,8,20,13,30,31,40	18	81.81	4	18.19
9,14,15,22,26,34,41	17	77.27	5	22.73
4,7,28	16	72.72	6	27.28

Table (3) shows the unanimous agreement of the experts on the scale of the trend towards the scouting movement, with the deletion of three paragraphs (4, 7, 28), which did not obtain a 75% agreement, with minor modifications to the other paragraphs.

Table (4)**Experts' Agreement For The Teaching Competency Scale**

Sequencing of the vertebrae	The experts			
	The Accepters	%	The Naysayers	%
3,4,12,19,24,30	22	100	0	0
2,8,16,20,29,33	21	95.45	1	4.65
6,7,13,21,25,28,31	20	90.90	2	9.10
12,22,14,26,32	19	86.36	3	13.64
5,9,17,23,27	18	81.81	4	18.19
1,10,15,18	17	77.27	5	22.73

Table (4) shows the unanimous agreement of the experts on the scale of teaching competencies without deleting any paragraph with minor modifications to the paragraphs.

3.4.2. Stability of Scale:

Stability means the extent of accuracy with which the test measures the phenomenon for which it is designed (Allawi and Radwan, 2008, 278), This means that in the case of applying the same scale to the individuals themselves for a number Many times in the same way, we get the same result every time (Radwan, 2006, 98) Consistency is especially important in choosing and using a test for a specific purpose as it indicates the amount of confidence we can place in our test results. (Omar et al., 2010, 215)

To find the stability factor for a test for both scales, the researcher chose a method for extracting the stability factor, which is the half segmentation. In this method, two scores can be obtained for each individual by dividing each test into two halves. The first half includes the odd answers and the second half the marital answers. On it, we get two degrees for each individual and the correlation between these two degrees. On that, we get two degrees for individual and the correlation between these two degrees (Scores for both halves of the test). It is considered as the internal consistency of a half only and not for the test as a whole. (Allawi and Radwan, 2008, 286). This method was applied to use consistency through sample forms outside the research sample (The excluded) and the adult (40) teachers and schools, as the scale phrases were divided into two halves, the first half included expressions with individual sequences, while the second half included expressions with marital sequences so that each individual had two degrees. The first represents the sum of the scores of the individual paragraphs and the second represents the total of the even scores for the paragraphs. It is the most common method used and the most convenient to obtain equal halves. (Abu Allam, 2011, 235)

The reliability coefficient was found through the Pearson correlation coefficient between the scores of the two halves of the test. As the value of the correlation between the two halves of the scale (teaching competencies) (0.768) and for scale (trend towards the Scout movement) (0.724). It is noteworthy that the correlation between the scores of both halves of the test is considered as internal consistency, not all. And to obtain the coefficient of overall stability, the Spearman-Brown equation was used (Anastasi, 1976, 116). As the stability of the scale (Mathematical Creation) reached (0.866) And for the scale (Assertive Behavior) (0.839). This indicates that the scale has a high stability factor.

3.5. Final application:

The research tool was distributed and applied to the research sample indirectly. Hand out the questionnaire containing the two measures (Teaching competencies, trend towards the scout movement) by programming (google forms) through which allows the researcher to identify the sample's emotions and their expressions, accordingly, they were provided with a method and how to answer the measurement paragraphs. The application period has been extended from (25/1 / 2021 to 28/3 / 2021), the researcher got (170) responses.

3.6. Statistical methods:

The following statistical methods were used through the application of the (SPSS) statistical system.

- SMA
- Standard deviation
- Percentage
- The Hypothesis Average
- T.Test for independent samples.
- Simple correlation coefficient – Pearson
- Unidirectional analysis of variance

CHAPTER IV

4. Presentation And Discussion Of The Results

The results will be presented and discussed in light of the statistical data obtained from the research sample according to the research objectives as follows.

4.1. Presenting And Discussing The Results Of The First Goal:

Identifying the "teaching competencies of physical education teachers in the city center of Duhok" In order to achieve the first goal, the teaching competencies of physical education teachers were measured through the application of the teaching competency scale on the individuals of the research sample, the total score of the scale was adopted mainly in identifying the degree of teaching competencies of physical education teachers, and the table (5) shows the details of that.

Table (5)

It Shows The Statistical Values Of The Teaching Competency Scale Scores

the number	SMA	standard deviation	hypothetical mean	T value	Indication level
170	116.47	10.48	90	144.89	0.000

The arithmetic mean of the research sample was (116.47), with a standard deviation of (10.48), and when comparing the arithmetic mean and the hypothetical mean of the scale (90) shows that there are significant differences in favour of the arithmetic mean the calculated (T) value reached (144.89) and with a significance level (0.000), which is smaller than the approved significance value (0.05), which indicates the presence of a good degree of teaching competencies that can affect the individuals of the research sample. The researcher attributes this to.

Physical education teachers are subject to the schools of Dohuk governorate during their studies in physical education colleges and institutes to good teaching and training programs in the subject of teaching methods that depend on the teaching of teaching competencies and consolidating these competencies and changing the attitudes of physical education teachers to learning and mastering the art of using teaching competencies during teaching, which was reflected in their work while teaching physical education in schools affiliated to Dohuk

Governorate. This is confirmed by (Fatlawi, 2003) "The movement of teacher education is based on competencies and programs that set goals for teacher training. The required competencies are clearly defined, then the teachers are committed to the responsibility for reaching these levels, and those who train them are responsible for ensuring that the set goals are achieved. (Al-Fatlawi, 2003, 32)

- In addition to the continuous follow-up and evaluation of the Directorate of Sports and Scout Supervision of the Directorate of Education of Dohuk for the work of physical education teachers during service in schools and the opening of continuous training courses to know physical education teachers with all that is new and updated in the field of teaching methods and the presence of continuous model lessons by highly qualified teachers throughout the year it led to the mastery of these competencies among physical education teachers, and this confirms (Al-Shayeb, 2017) "The teacher's teaching competencies are acquired thanks to the job preparation this can be done through the initial preparation of the teacher in training institutes or colleges of education, or training and continuous career preparation for the teacher within the framework of the training strategy proposed by the educational supervisor and implemented in the field. (Al-Shayeb, 2017, 20)

- The love of physical education teachers in the Directorate of Education of Dohuk for the teaching profession and their full belief in the importance of their work was reflected in the performance of their job and thus led to research and water all the information related to the subject of physical education and what are the materials and auxiliary skills to bring out the lesson of physical education in the most beautiful form and this work was not done, as the teacher did not possess good mathematical skills and teaching competencies to help him in this, and this confirms that (Al-Rouhani, Al-Hinai, 2013). Achieving effective teaching in the educational process requires the teacher to possess many competencies and skills related to his field of work and his ability to employ them to achieve the desired educational goals. And the attitudes and values necessary for the teaching work are a set of basic things that the teacher of the twenty-first century must know. (Al-Rouhani, Al-Hinai, 2013, 517)

4.2. Presenting And Discussing The Results Of The Second Objective:

Identifying "the significance of the differences in the teaching competencies of sports teachers in the city center of Dohuk according to demographic variables (gender, certificate, education experience).

This hypothesis was validated after making a comparison between (gender, testimony, experience) and the tables (6) (7) (8) showing that.

Table (6)**Statistical Values For Measuring Teaching Efficiency By Gender**

gender	the number	SMA	standard deviation	T value	Indication level	The significance of the differences
teachers	128	120.92	10.80	14.37	0.000	function
F teachers	42	102.92	10.73			

It is evident from the table (6) that the average scores in the teachers' teaching competency scale amounted to (120.92) with a deviation of (10.80), and the average scores for teachers were (102.92) and with a standard deviation of (10.73), and the researcher used the T-test to find out the significance of the differences between gender (teachers, female teachers). The result of the test showed that the calculated T-value for the teaching competency variable amounted to (14.37). When referring to the significance level, we note that the significance level is (0.000), which is smaller than the approved significance value (0.05). There are significant differences in the teaching competencies between male and female teachers and in favour of teachers.

This result can be explained and discussed.

- The lack of teaching competencies for female teachers in dealing with the problems that direct them during the physical education lesson, especially with the cultural and social variable. The social fact that Dohuk governorate is one of the Iraqi governorates that are conservative in customs and traditions, which affected the lesson and the emergence of various behaviors, and teachers are unable to find appropriate solutions for them and how to overcome her awareness in the field of education. And the result agreed with the result of the research (Al-Rouhani and Al-Hinai, 2013) that there are significant differences in the gender variable.

- The teachers are more active and capable of teaching competencies during the physical education lesson and the use of teaching methods because they have field experience in practicing sports activities and events or being former players in sports clubs, and this helps and increases the teacher's confidence in himself in performing sports skills during the application of the physical education lesson. As well as the teachers' follow-up on developments, amendments and developments that occur in the sports field, whether amendments to the law or training methods and technical performance of skills. The active participation of teachers in tournaments and competitions as referees or coaches for sports teams. And their attendance at sports courses and festivals on an ongoing basis.

Schedule (7)

Statistical Values Of The Teaching Adequacy Scale According To The Certificate

Certificate	the number	SMA	standard deviation	T value	Indication level	The significance of the differences
Diploma	57	115.94	10.21	0.210	0.99	function
Bachelor's	113	116.29	10.29			

It is evident from the table (7) that the average score in the teaching competency scale for the diploma holder was (115.94), with a deviation of (10.21), and the average score for the holders of a bachelor's degree was (116.29) with a standard deviation of (10.29), the researcher used the T-test to find out the significance of the differences between holders of (diploma, bachelor's) certificates. when we return to the significance level, we note that the significance level is (0.99), which is greater than the approved significance value (0.05). There are no significant differences in the teaching competencies of teachers holding diplomas and bachelor's degrees. These results can be explained by the similarity of the curriculum for preparing and training physical education teachers in physical education colleges and institutes and their passing through almost the same teaching experience before serving in the Directorate of Education. In addition, diploma and bachelor graduates are subject to the same development courses, regulations, laws and instructions that they are subject to during the service prepared by the Directorate of Sports Activity of the Directorate of Public Education in Dohuk Governorate.

In order to identify whether there are statistically significant differences in the variable of experience (less than 5 years, from 5 years to 10, 10 and above) In measuring the teaching competencies of physical education teachers, the researcher used the analysis of variance, as shown in the table. (8)

Table (8)

Statistical Values Of The Measure Of Teaching Efficiency According To Experience

Variable	Contrast source	Sum of squares	degrees of freedom	mean squares	F	Sig
Experience	between groups	98.929	2	49.465	0.026	0.361
	within groups	8053.518	167	48.225		
	the group	8152.447	169			

The results showed that there were no significant differences in the teaching competencies between the three groups due to the fact that all values of (Sig) significance were greater than 0.05, which is (0.361), and the researcher attributes this to.

- Great interest in physical education lessons at present by male and female teachers and the provision of an appropriate environment for the lesson, including playgrounds, squares, tools and equipment that are distributed continuously every year by the directorates of sports activity. The participation of male and female teachers in the lectures of exemplary lessons given by highly qualified male and female teachers to identify new methods and modern methods of teaching and to diagnose the obstacles facing the physical education lesson. This is confirmed by (Moawad, 2002) in "The success of the lesson delivery depends on many factors, including the care of the preparation and the selection of activities appropriate to the student's preferences and need, provided that the activities are suitable for the tools and devices in the school, Likewise, the success of directing the physical education lesson depends on the personality of the teacher and the way he treats the students, motivating and encouraging them, as well as arousing their enthusiasm and impulse to participate in the various activities and activities of the lesson. (Moawad, 2002, 195)

- I was able to meet physical education teachers to translate the educational goals and plans developed into practical reality. As well as adhering to the instructions of the directorates of sports activity in teaching physical education, sports skills and legal subjects in a theoretical way in the annual curriculum, and this confirms that (Al-Momani, 2019). Teaching competencies are necessary in educational situations, especially as they aim to evaluate planning, skills, knowledge and attitudes necessary for most teachers who can teach in light of the possibilities and climate available in the educational environment. (Al-Momani, 2019, 118).

4.3. Presentation And Discussion Of The Results Of The Third Objective:

Identifying "the extent of the trend towards the scouting movement among physical education teachers in the city center of Dohuk" In order to achieve the third goal, the trend towards the scouting movement was measured among physical education teachers by applying the measure of the trend towards the scouting movement to the members of the research sample. The total score of the scale was adopted mainly in identifying the degree of tendency towards the scouting movement among teachers of physical education, and the table (9) shows the details of that.

Table (9)**It Shows The Statistical Values Of The Trend Scale Toward The Scout Movement**

the number	SMA	standard deviation	hypothetical mean	T value	Indication level
170	86.55	9.82	114	114.91	0.000

The arithmetic means of the research sample members reached (86.55) with a standard deviation of (9.82), and when comparing the arithmetic mean with the hypothetical average of the scale amounting to (114), it was found that there were significant differences in favour of the hypothetical mean, as the calculated value of (T) reached (114.91) and with a level of significance (0.000), which is smaller than the approved significance value (0.05), which indicates the presence of weak tendencies towards the scouting movement by physical education teachers.

The researcher attributes this to the

- The lack of training courses that develop the scouting skills of physical education teachers, as well as the scarcity of scout camps for school teams affiliated with the Directorate of Education in Dohuk Governorate, which has become almost non-existent lately, and this confirms (Shana'a, 2014) The promotion of positive trends requires the provision of preparation and training programs for workers and volunteers in the Scout Movement and the appointment of many specialists and qualified Scouts to contribute to the implementation of school activities in general and Scouting in particular, in addition to working to revive the value of volunteer work and the desire to volunteer in these programs and activities. (Shana, 2014, 2466)

- The lack of teachers specialized in scouting activities in the Directorate of Education Dohuk, The reason for this is due to the unwillingness of physical education teachers in the city center of Dohuk to volunteer in the scouting programs prepared annually by the sports supervision in the Directorate of Education And the lack of appointment of teachers with a high specialization in the skills of the verbal movement, in addition to the lack of vocabulary of scout education in the physical education curricula, which reduced the trends towards the scout movement because most teachers adhere to the methodological book prepared by the Ministry of Education.

- The failure to allocate sums of money from the supervision of the sport of the scout camps for school teams and the training of physical education teachers on scouting activity and the lack of equipment, tools and tents for schools affiliated with the Education Directorate led to teachers returning to the scouting movement because, as is well known, the scouting activity needs a financial specialist, equipment, and tents so that the physical education teacher can produce a lesson and teach scouting skills to the students. Otherwise, the teacher will face many

obstacles that are impossible to overcome. This is confirmed by (Customer and Ziyadat, 2016) “the lack of interest on the part of the pillars of the educational process, sports supervision and school principals in this type of activity on the pretext that scouting activities consume school time and come at the expense of lessons for the learner and represent an additional burden on the administration and teachers.” and educational supervisors on this type of activity (Customer and Ziyadat, 2016, 257)

4.4. Presenting And Discussing The Results Of The Fourth Goal:

Identifying “the significance of differences, a trend towards the scouting movement among physical education teachers in the city center of Dohuk, according to the demographic variables (gender, certificate, experience)

This hypothesis was validated after making a comparison between (gender, testimony, experience) and the tables (10) (11) (12) showing that.

Table (10)

Statistical Values For Measuring The Trend Towards Scouting By Gender

Gender	the number	SMA	standard deviation	T value	Indication level	The significance of the differences
Teachers	128	86.75	10.51	0.442	0.696	function
Teachers	42	85.97	7.40			

It is clear from the table (10) that the average score in the measure of the tendency towards the scouting movement for teachers was (86.75), with a deviation of (10.51), and the average score for teachers was (85.97), and with a standard deviation of (7.40), The researcher used the T-test to find out the significance of the differences between gender (teachers, female teachers). The result of the test showed that the calculated T-value of the trend variable toward scouting movement amounted to (0.442), and when we return to the significance level, we note that the significance level is (0.696).), which is greater than the approved significance value (0.05). It is clear that there are no significant differences in the trend towards the scouting movement between male and female teachers of physical education. This result can be explained and discussed by the lack of opportunities available for both sexes' teachers and female teacher's participation in scouting activities and programs in its various fields did not lead to a different

orientation towards the scouting movement. And this result agreed with the result of. (Al-Zabab and Ziyadat, 2016)

Table (11)

Statistical Values Of The Trend Scale Toward Scouting Movement According To The Certificate

Certificate	the number	SMA	standard deviation	T value	Indication level	The significance of the differences
Diploma	57	86.77	9.08	0.65	0.219	function
Bachelors	113	85.83	8.81			

It is evident from the table (11) that the average score in the scale of the trend towards scouting movement for holders of a diploma was (86.77), with a deviation of (9.08), and the average score for holders of a bachelor's degree was (85.83) and with a standard deviation of (8.81). The researcher used the T-test to find out the significance of the differences between the certificate (diploma, baccalaureate). The result of the test showed that the calculated t-value of the trend variable toward scouting movement was (0.65). When we return to the significance level, we note that the significance level is (0.219), which is greater than the approved significance value (0.05). It is clear that there are no significant differences in the trend towards the scouting movement among teachers holding diplomas and bachelor's degrees. The researcher attributes this to the low level of field experience in the scout camps for physical education teachers in the Dohuk Education Directorate. Which led to a decrease in the trend towards the scouting movement and the achievement of the goals of the scout camps? In addition, the programs for preparing a physical education teacher in the Faculty of Physical Education or the Sports Institute, especially the subject of scout education, are similar and somewhat weak, and after graduation Those joining the teaching profession face the same obstacles and difficulties in practicing scouting skills in scouting lessons and camps, and they are subject to unified ministerial instructions, instructions and laws.

To identify whether there are statistically significant differences in the variable of experience (less than 5 years, from 5 years to 10, 10 and above) In measuring the trend towards scouting movement among physical education teachers, the researcher used the analysis of variance as shown in the table (12).

Table (12)**Statistical Values Of The Trend Scale Toward Scouting, According To Experience**

Variable	Contrast source	Sum of squares	degrees of freedom	mean squares	F	Sig
Experience	between groups	19.265	2	9.633	0.126	0.882
	within groups	12747.823	167	76.334		
	the group	12767.088	169			

The results showed that there were no significant differences in the trend towards the scouting movement according to experience (less than 5 years, from 5 to 10 years, 10 and above). due to the fact that all the values of the significance of (Sig) were (0.882), which is greater than the value of the approved significance (0.05). The researcher attributes this to the lack of training courses for teachers during the service on the Scout Movement which allows them to get acquainted with the historical origins of the Scout Movement and the principles and values of the Scout Movement and to pass these courses, in addition to the lack of seminars and scouting conferences in the Directorate of Education and the lack of scouting movement in the external activity of schools affiliated with the Directorate of Education of Dohuk, Also the vast majority of physical education teachers have the same attitude towards the scouting movement, which made their responses similar and close to the scale of the trend towards the scouting movement.

The fact that Scouting activity teachers deal within the framework of regulations, laws, instructions and bulletins of Scouting activity with one source, which is the Ministry of Education, and they learn under the same social, economic and political conditions The number of experience years teacher have will have no bearing on their estimates of direction towards Scouting, and this confirms this (Lavie, 2016). Given that all leaders of scouting activity are subject to a unified reality and learn under similar financial, technical and moral capabilities to some extent and the centralization of educational administration, increasing the years of scouting work for teachers will not give statistically significant differences. (Lavie, 2016, 150)

4.5. Fifth Objectives:

Identifying the "relationship between teaching competencies and the orientation towards the scouting movement among physical education teachers in the city center of Dohuk". In order to achieve the fifth goal, the relationship between the teaching competencies and the tendency towards the scouting movement among the members of the research sample was found, and the table (13) shows that.

Table (13)
Relationship Between Teaching Competencies And Attitudes Towards The Scouting Movement

Statistical parameters	Arithmetic mean	standard deviation	(t) computed value	Indication level
Teaching Competencies	116.47	10.48	0.41	0.600
The trend towards scouting	86.55	9.82		

It is evident from the table (13) that the average score on the teaching competency scale was (116.47), with a deviation of (10.48). And the average score for the measure of the tendency toward the scouting movement was (86.55), with a standard deviation of (9.82). The researcher used the Pearson correlation coefficient test to find out the relationship between teaching competencies and the tendency towards the scouting movement among physical education teachers. where the value of (t) reached (0.41), and when we return to the significance level, we note that the significance level is (0.60), which is greater than the approved significance value (0.05). There is no significant relationship between the teaching competencies and the tendency towards the scouting movement among teachers of physical education.

The researcher attributes this to

Scout activity in schools faces many difficulties that a physical education teacher can get rid of which generates problems that hinder it in the implementation and application of scouting activities in the school and outside the school as an external activity that is related to the teacher in the school and what is related to the school students, as well as obstacles related to the material, moral and technical capabilities and obstacles related to the scouting activity itself, and this confirms that (Lavie, 2016). Scout activities face some difficulties, the most important of which is the lack of scout leaders in some directorates, the lack of tools for scouting activity, and the difficulty of some officials understanding the importance of scouting activity and the annual transfers of male and female teachers, leaders, and scout teams at the end of each academic year, and the lack of budgets for scouting activity at the level of directorates and the Ministry of Education and the lack of private and secure places for the scouting activity (permanent camps), the lack of authority in the hands of the scout supervisor in the directorate, the reluctance of teachers to receive the scouting activity, and the lack of material and moral incentives provided to scout leaders. (Lavi, 2016, 4)

The lack of real belief of the school administration in the Directorate of Education in Dohuk in the importance of the scouting activity in the school and the failure to develop strategic

plans for the scouting activity and the failure to provide the appropriate environment for the teacher to engage in scouting activity and harnessing the available possibilities led to the reluctance of the physical education teacher to engage in any scouting activity in the school, and this is almost certain (Al Fahidi, 2009). The school principal is considered direct responsibility for all the school's employees and primary responsibility for the school's achievement of its goals, as his position on the extracurricular school activities has a great relationship with the extent of his support for these activities within the limits of the possibilities available to the school, the school principal is considered the primary responsibility for school activities and for its various programs and effectiveness in his leadership and administrative dimension as he is the top of the administrative pyramid and the decision-maker in that educational institution where he is convinced of the activity and his participation in preparing plans and programs for the activities and encouraging the workers in the activities to continue and increase their giving. (Al Fahidi, 2009, 118).

The large number of work assigned to the physical education teacher inside the school hinders scouting activities to a high degree because of the efforts he makes inside the school and the one assigned to it in terms of preparing lessons and school records, preparing annual and daily plans, a large number of teaching staff for the teacher and the limited time available to him inside the school, all of this constitutes a burden on the teacher and hinders him from leading the scouting activity, especially since the activity needs records, follow-up and more effort, which leads to Their reluctance to lead the activity.

CHAPTER V

5. Conclusions, Recommendations And Suggestions

5.1. Conclusions

- The physical education teachers in Dohuk city center were distinguished by a good level of teaching competencies.

- There are significant differences in the teaching competencies of physical education teachers in Duhok city center according to the gender variable and in favour of teachers.

- There are no significant differences in the teaching competencies of physical education teachers in Duhok city center according to the degree variable.

- There are no significant differences in the teaching competencies of physical education teachers in the city center of Dohuk, according to the variable of experience.

-The physical education teachers in Dohuk city center were distinguished by a weak level in the trend towards the scouting movement.

- There are no significant differences in the trend towards the scouting movement for physical education teachers in the city center of Dohuk, according to the gender variable.

- There are no significant differences in the trend towards the scouting movement for physical education teachers in the city center of Dohuk, according to the certificate variable.

- There are no significant differences in the trend towards the scouting movement for physical education teachers in the city center of Dohuk, according to the variable of experience.

- There is no correlation between teaching competencies and the tendency towards the scouting movement among physical education teachers in the city center of Dohuk.

5.2. Recommendations

- Inclusion of the subject of teaching competencies as an independent subject in the curricula of teaching methods in the faculties of physical education and teaching it in a focused manner

The Directorate of Sports Activity of the Directorate of General Education, in coordination with the Deanship of the Faculties of Physical Education, has opened specialized development courses for male and female teachers on teaching competencies and the scouting movement.

- Reconsidering the policies of appointing male and female teachers in the Directorate of General Education and selecting them according to their specialization, not the graduation rate, and including the scouting movement among the important specializations.

- The Directorate of Sports Activity provides devices, tools and special tents for scouting activities for the purpose of using them in physical education lessons in schools.

- Preparing a guide with the teaching competencies and the scouting movement necessary for teachers of physical education and training them on these during service.

- Preparing the Directorate of Sports Activity in the Directorate of Education of Dohuk for future plans to develop and develop teaching competencies and activate the scouting activity.

- Reconsideration by the Ministry of Education of the financial budget and the material and technical capabilities that enhance school activity.

- Opening development courses, scientific seminars and international conferences for the reality of the scout movement and the teaching competencies necessary for the physical education teacher on an ongoing basis.

- Increasing the number of physical education classes per week and reducing the number of lessons and the administrative and technical tasks assigned to the physical education teacher

- Activating the Scout incentives system for students and teachers (the system of badges, medals, and certificates of thanks and appreciation)

- To coordinate between the Directorate of Education of Dohuk and the other state departments to contribute to the training and rehabilitation of physical education teachers and to spread the scouting movement.

5.3. Suggestions

- Conducting experimental research to develop and develop teaching competencies and scouting skills for physical education teachers in Dohuk Governorate

- Conducting such a study in other directorates of the directorate general in Dohuk governorate and comparing its results

- Conducting a survey study to find out the reasons for the weak tendency of physical education teachers towards the scouting movement and ways to get rid of it

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Postgraduate study /ma

The opinions of the masters of experts and specialists About veracity of metrics(Teaching competencies and direction Towards the Scout Movement)

Dear expert Mr..... Respected

Jurisdiction:..... The scientific title..... Date of obtaining the title

Scientific:..... Workplace..... .

The researcher intends to conduct the research (Teaching competencies and their relationship to the direction of the scout movement among the physical education teachers in the city center of Dohuk) It is part of the requirements for obtaining a master's degree. And for the purpose of preparing metrics (Teaching competencies, trend towards the Scout movement) The researcher relied on the teaching competency scale (Al-Rouhi and Al-Hanai, 2013) component consists of 33 paragraphs distributed on five axes Which (Lesson planning, lesson implementation, classroom control, evaluation, professionalism and practicality). and a measure of the trend towards the Scout Movement(Shana'a, 2014) The It consists of 41 items

And due to your experience and scientific knowledge in the field of teaching methods And psychology, measurement, evaluation and scouting material, Therefore, please indicate the validity of the scale and write your scientific observations What you see appropriate in front of each paragraph on the scale attached herewith.

Note that the proposed answer alternatives are (very large, large, medium, few, very few)

Thank you for your valuable time, and accept my sincere thanks and gratitude

Researcher: Alan Naïf Nabi

A trend scale toward the Scout Movement

S	Paragraphs	Fit	write off	Suitable after modification
1	I feel that the Scout movement provides multiple beneficial activities for young people			
2	I believe that scouting experiences are essential to the success of a scout leader			
3	I believe that working in the Scout Movement provides an opportunity to form broad social relationships			
4	I feel that the manner of laws and regulations by those in charge of the Scout Movement arouses my interest in the movement.			
5	I feel proud and honored when my scouts reach the highest distinctive levels.			
6	I work very hard for my conviction of Scouting			
7	Those responsible for the movement and their constant follow-up to it.			
8	I see that the leaders of the Scout movement enjoy a privileged social place among the teachers in the school			
9	I feel that the interest in material and moral enhancement actively contributes to the Scout Leader's activity			
10	I think that the professor of scouting team leadership for my teacher and physical education teachers is useful for the success of scouting			
11	Poetry about the principal's interest positively affects Scouting.			
12	I feel proud and proud when I participate with the Scouts in community service and development activities.			

13	I feel that the participants in the Scout Movement are better in academic achievement than their peers.			
14	Feel fair and distribute courses and sessions to scout outside the leaders			
15	I encourage my friends to work in the Scout Movement			
16	He was alarmed by the apparent lack of media coverage of the activities of the Scout Movement.			
17	Feel the care of putting the right Scout Leader in the right place in Scouting activities.			
18	I feel that the moral return to me from the Scout Movement as a Scout Leader makes me interested in it more			
19	Working in the Scout Movement promotes good habits and social values			
20	I feel Scouting cares about the public interest Away from personal interests			
21	I think that working in the Scout Movement is important and no less important than working in other fields of sport			
22	Feel the happiness and pleasure when the two officials follow the scouting activities			
23	I prefer practicing scouting activities than practicing any other activity.			
24	I feel that the community's appreciation for my scouting work encourages me to continue with it			
25	I feel the necessity to encourage the leaders to use modern methods and means when forming the Scout Squad			
26	I see that my work in the Scout Movement strengthens my relationships with friends			
27	I see that using the badge system properly for Scouts leads them to distinction and creativity			
28	Scouts and Guides love them very much			
29	I feel that the success of Scout leaders in the Scout Movement is affected by the extent to which they provide moral incentives			
30	I feel that the officials in the education			

	system respect the opinion of the leaders of the Scout Movement.			
31	I feel that Scouting is a useful and important means of spending leisure time and recreation.			
32	I believe that working in scouting movements helps me to succeed in areas of social life.			
33	I prefer working in the Scout movement regardless of providing financial incentives			
34	I feel that working in the Scout Movement contributes to building an integrated personality			
35	I feel the school principal's respect for the workers in the Scout Movement			
36	I feel that applying the principles and objectives of the Scout Movement to the Leader is to protect the Scouts from delinquency			
37	My work in the Scout Movement brings me satisfaction and appreciation from the school principals			
38	I see that providing the scout uniform for the leader at the expense of the school makes him more interested in scouting			
39	I feel a great conviction motivating me to participate in the scouting movement			
40	I see that the scout movement develops among the leaders positive trends towards meaningful and constructive cooperation			
41	I see that a qualified Scout Leader is able to develop his scout squad and run it successfully			

Teaching Competency Scale

S	The first axis: planning the lesson	Fit	write off	Suitable after modification
1	I can formulate educational goals in various fields (cognitive-emotional - psychomotor) with complete accuracy			
2	Have the ability to plan the conduct of the lesson in line with the set goals			
3	Have the ability to choose the introduction			

	to the lesson and physical preparation exercises commensurate with the skill to be taught			
4	I can determine the appropriate teaching methods to achieve the objectives of the lesson			
5	I can choose the appropriate learning methods and help to learn the skills desired to be taught			
6	I can select the appropriate calendar for the goal set			
	The second axis: implementation of the lesson			
1	Have the ability to explain the educational skills very clearly			
2	I can choose the appropriate exercises to teach different skills			
3	I can use the appropriate configurations to carry out the various lesson procedures			
4	I have no difficulty calling for physical exercise			
5	Have the ability to involve all students in carrying out the teaching assignments			
6	I can easily move between the different parts of the lesson			
7	Have sufficient ability to relate the lesson to students' previous experiences			
8	I can use mathematical tools and educational aids in an optimal manner			
9	I find it difficult to use various teaching methods and methods commensurate with the skills learned			
10	I can take into account the individual differences between students			
	The third axis: adjust the row			
1	Have the ability to choose appropriate solutions according to the problems that may occur during the lesson			
2	I don't find it difficult to control a large number of students in the classroom			
3	I can distribute attention to all students in the class			
4	I can create an atmosphere of familiarity and friendliness between me and the students			
5	Have the ability to develop a sense of			

	responsibility and self-management among students			
6	I can use appropriate methods of altering students' behavior			
	Fourth Axis: Evaluation			
1	Have the ability to define tribal learning levels			
2	I can put cognitive tests easily and conveniently			
3	I can easily implement the scientific tests designed to measure students' levels of motor skills			
4	I can use the continuous calendar			
5	I have no difficulty interpreting and analyzing students' cognitive and skill results			
	The fifth axis: professionalism and practicality			
1	Possess sufficient specialized knowledge as a school sport teacher			
2	I can apply what I have learned from courses and teaching methods for learning and teaching.			
3	Possess sufficient knowledge of various educational developments related to school sports curricula			
4	I do not find it difficult to form good relationships with students, school administration and teachers			
5	Possess competence and knowledge in organizing various sporting activities and events in the school			
6	Possess scientific knowledge in managing and controlling many sports competitions			

Any other note you see that was not mentioned in the questionnaire:

Experts' names

S	expert names	The scientific title	Jurisdiction	Workplace
1	Laith Muhammad Dawood	Professor	Teaching methods	Mosul University
2	Ahmed Qassem mohammed	Professor	Teaching methods	University of Dohuk
3	Mohammed Mahdi Mubarak	Assistant Professor	Teaching methods	Zakho University
4	Uday Abdel Hussein Karim Farag	Assistant Professor	Measurement and calendar	Diyala University
5	Omar Selim Thanoun	Assistant Professor	Measurement and calendar	Mosul University
6	Alan camil Ibrahim	Assistant Professor	Teaching methods	University of Dohuk
7	Ziad Salem Abd	Assistant Professor	Teaching methods	Tikrit University
8	Fathia Omar Mohamed	Assistant Professor	Teaching methods	University of Benghazi, Libya
9	Amina Karim Hassan	Assistant Professor	Teaching methods	Kirkuk University
10	Moheb Hamed Raja	Assistant Professor	Scouting material	Tikrit University
11	Warhill Asim Hamad	Assistant Professor	psychology	University of Dohuk
12	Saadi Omar Younes	Assistant Professor	Teaching methods	University of Dohuk
13	Moayad Kamal El-Din Izzat El-Din	Assistant Professor	Teaching methods	University of Dohuk
14	Jalal Kamal Hamad	Assistant Professor	Measurement and calendar	University of Dohuk
15	Emad Ibrahim Haider	Teacher	psychology	University of Dohuk
16	Uday Ghanem Mahmoud	Teacher	Scouting material	Mosul University
17	Uday Ghanem Mahmoud	Teacher	Teaching methods	University of Sulaymaniyah
18	Awat Ali Hussein	Teacher	Teaching	University of

			methods	Sulaymaniyah
19	Ibrahim Musa Ibrahim	Teacher	Teaching methods	University of Dohuk
20	Nihad Ibrahim Taha	Teacher	Teaching methods	University of Dohuk
21	Jamil Ahmed Hussein	Teacher	Measurement and calendar	University of Dohuk
22	Muhammad Hashem Rashak	assistant teacher	Scouting material	University of Misan



Gazi Osmanpasa University / tokat

Faculty of Sport Sciences

Postgraduate study /ma

The researcher conducts his study tagged with) Teaching competencies and their relationship to the direction of the scouting movement of the teacher of physical education in the city center of Dohuk (As a supplementary requirement to obtain a master's degree in the field of teaching methods, physical education Therefore, the researcher prepared a questionnaire directed to physical education teachers in the city center of Dohuk. So that includes the first two sections It is related to the demographic variables, which are (gender, certificate, experience (The second section includes two measures. The first is teaching competencies and the second is the trend towards the scouting movement.

Accordingly, you are kindly requested to answer the paragraphs of this questionnaire accurately and objectively, according to what you deem appropriate by marking (↘) In the appropriate field after reviewing the paragraph and the answer, Use the data only for the purposes of scientific research, knowing that it is not necessary to write the name on it.

Thank you for your blessed efforts and good cooperation with us in the service of scientific research

Researcher

Alan Nayif Nabi

Section one: demographic variables

1- sex : Mention female

2- Certificate : diploma Bachelor higher degrees

3- Experience less than five years 5-10 years old more than 10 years.

The second section: Two measures of teaching competencies and the trend towards the scouting movement

Teaching Competencies						
s	The first axis: planning the lesson					
	Paragraphs	Very large	big	medium	few	Very few
1	I can formulate educational goals in various fields (cognitive - emotional - psychomotor) with complete accuracy					
2	Have the ability to plan the conduct of the lesson in line with the set goals					
3	Have the ability to choose the introduction to the lesson and physical preparation					

	exercises commensurate with the skill to be taught					
4	I can determine the appropriate teaching methods to achieve the objectives of the lesson					
5	I can choose the appropriate learning methods and help to learn the skills desired to be taught					
6	I can select the appropriate calendar for the goal set					
	The second axis: implementation of the lesson					
1	Have the ability to explain the educational skills very clearly					
2	I can choose the appropriate exercises to teach different skills					
3	I can use the appropriate configurations to carry out the various lesson procedures					
4	I have no difficulty calling for physical exercise					
5	Have the ability					

	to involve all students in carrying out the teaching assignments					
6	I can easily move between the different parts of the lesson					
7	Have sufficient ability to relate the lesson to students' previous experiences					
8	I can use mathematical tools and educational aids in an optimal manner					
9	I find it difficult to use various teaching methods and methods commensurate with the skills learned					
10	I can take into account the individual differences between students					
	The third axis: adjust the row					
1	Have the ability to choose appropriate solutions according to the problems that may occur during the					

	lesson					
2	I don't find it difficult to control the large number of students in the classroom					
3	I can distribute attention to all students in the class					
4	I can create an atmosphere of familiarity and friendliness between me and the students					
5	Have the ability to develop a sense of responsibility and self-management among students					
6	I can use appropriate methods of altering students' behavior					
	Fourth Axis: Evaluation					
1	Have the ability to define tribal learning levels					
2	I can put cognitive tests easily and conveniently					
3	I can easily implement the scientific tests designed to measure students' levels of motor skills					

4	I can use the continuous calendar					
5	I have no difficulty interpreting and analyzing students' cognitive and skill results					
	The fifth axis: professionalism and practicality					
1	Possess sufficient specialized knowledge as a school sport teacher					
2	I can apply what I have learned from courses and teaching methods for learning and teaching.					
3	Possess sufficient knowledge of various educational developments related to school sports curricula					
4	I do not find it difficult to form good relationships with students, school administration and teachers					
5	Possess competence and knowledge in					

	organizing various sporting activities and events in the school					
6	Possess scientific knowledge in managing and controlling many sports competitions					
	A trend scale toward the Scout Movement	Very large	big	medium	few	Very few
1	I feel that the Scout movement provides multiple beneficial activities for young people					
2	I believe that scouting experiences are essential to the success of a scout leader					
3	I believe that working in the Scout Movement provides an opportunity to form broad social relationships					
4	I feel proud and honored when my scouts reach the highest distinctive levels.					
5	I work very					

	hard for my conviction of Scouting					
6	I see that the leaders of the Scout movement enjoy a privileged social place among the teachers in the school					
7	I feel that the interest in material and moral enhancement actively contributes to the Scout Leader's activity					
8	I think that the professor of scouting team leadership for my teacher and physical education teachers is useful for the success of scouting					
9	A poetry about the principal's interest positively affects Scouting.					
10	I feel proud and proud when I participate with Scouts in community service and development activities.					

11	I feel that the participants in the Scout Movement are better in academic achievement than their peers.					
12	Feel fair and distribute courses and sessions to scout outside the leaders					
13	I encourage my friends to work in the Scout Movement					
14	He was alarmed by the apparent lack of media coverage of the activities of the Scout Movement.					
15	Feel the care of putting the right Scout Leader in the right place in Scouting activities.					
16	I feel that the moral return to me from the Scout Movement as a Scout Leader makes me interested in it more					
17	Working in the Scout Movement promotes good habits and social values					

18	I feel Scouting cares about the public interest Away from personal interests					
19	I think that working in the Scout Movement is important and no less important than working in other fields of sport					
20	Feel the happiness and pleasure when the two officials follow the scouting activities					
21	I prefer practicing scouting activities than practicing any other activity.					
22	I feel that the community's appreciation for my scouting work encourages me to continue with it					
23	I feel the necessity to encourage the leaders to use modern methods and means when forming the Scout Squad					

24	I see that my work in the Scout Movement strengthens my relationships with friends					
25	I see that using the badge system properly for Scouts leads them to distinction and creativity					
26	I feel that the success of Scout leaders in the Scout Movement is affected by the extent to which they provide moral incentives					
27	I feel that the officials in the education system respect the opinion of the leaders of the Scout Movement.					
28	I feel that Scouting is a useful and important means of spending leisure time and recreation.					
29	I believe that working in scouting movements helps me to succeed in areas of social life.					

30	I prefer working in the Scout movement regardless of providing financial incentives					
31	I feel that working in the Scout Movement contributes to building an integrated personality					
32	I feel the school principal's respect for the workers in the Scout Movement					
33	I feel that applying the principles and objectives of the Scout Movement to the Leader is to protect the Scouts from delinquency					
34	My work in the Scout Movement brings me satisfaction and appreciation from the school principals					
35	I see that providing the scout uniform for the leader at the expense of the school					

	makes him more interested in scouting					
36	I feel a great conviction motivating me to participate in the scouting movement					
37	I see that the scout movement develops among the leaders positive trends towards meaningful and constructive cooperation					