

BUILDING A BAROMETER OF COMMUNICATION SKILLS FOR SCOUT LEADERS OF THE ADVANCED SCOUT TEAMS IN BAGHDAD GOVERNORATE

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ABSTRACT

The importance of the research was demonstrated by building a measure of the communication skills of the scouting leaders in the directorates of Baghdad governorate educations, as there are several factors that led to a significant weakness in the interaction between the scout leader and the advanced scouts within the scouting team by not choosing the leader in a scientific manner. The researcher used the survey method on a sample (176) From the scouts from the preparatory schools for Baghdad educations for the sample of application. A questionnaire was designed to contain several axes, each axis contains several paragraphs that included many aspects and after their presentation to the experts and the distribution of forms to the leaders conducted scientific transactions and collect the results the researcher reached To the following conclusions: extracting (six) axes through the factor analysis of the communication skill of the scout leader.

INTRODUCTION

It is the type of relations between the leader and members that determines the climate within the group and that have a direct impact and reflection on achieving goals and success and contributing to decision-making and the rule of confidence between management and members, and the scout movement is one of the most important educational methods that are used in preparing young men and youth in a proper preparation for life through The acquisition of motor skills and life skills as well as good morals, application of knowledge and the practice of scouting skills. To achieve this requires the presence of scout leaders who possess special leadership skills through which they can influence others and in particular influence their teams. Healing, so that the scouts accept the leadership of the scout leader voluntarily and without

legal obligation, because they automatically recognize the value of the leader and his ability to achieve their goals and being a manifestation of their hopes and aspirations, which allows him to field their collective leadership in a way that they want. The most important skills that the scout leader performs are the communication skills of the scout band It has a profound impact on them, and this is done through the belief of the scout leader in the necessity of achieving direct and effective communication in his division and mastery and practicing all its forms and skills, which reflects positively on the scouts and their psychological direction towards cooperation and hard work in the service of It meets by achieving the goals of the scouting work that leads to the trend or tendency towards advancing the scouting work and achieving the best results. Hence the importance of this research came through building a scale

to evaluate the reality of communication with the scout leader, which is an essential pillar of the scout leader's work in order to choose scout leaders who enjoy a high ability of Communication skills to interact and rush to work within the teams of the advanced scout, a relationship that affects directing their behavior in a manner consistent with what the community targets and accepts.

Research problem:

Through the work of the researcher, a scout leader and an official of a scouting team and a responsible scouting supervisor, the researcher noted that there is a clear defect and a great weakness in the interaction between the scout leader and the advanced scouts within the scouting squad, and most of these teams are limited to their work to greet the science on Thursday and attend some scout gatherings without implementing the issued programs One of the top leaders and lack of commitment to the instructions, and this case attracted the attention of the researcher, so he tried to study it. Perhaps one of the most important reasons for study is the poor communication of the scout leader inside the school comes by not choosing the leader scientifically through the use of measurement and testing in Stream, and this weakness pay scouts aversion scout movement and lack of interaction and harmony within the scout teams, so it was necessary to build a measure of contact with the commander of the Scout and thus contribute to add some knowledge about this field, and the addition of scientific material in the general field of knowledge.

Research Objectives:

Building a communication scale for scout leaders for advanced scout teams in the general directorates of education in Baghdad Governorate from the perspective of advanced scout teams.

Research areas:

The Human Domain: Members of the Advanced Scout Teams in the General Directorates of Education in Baghdad.

Timeframe: Duration from 2/24/2019 to 6/5/2019

Spatial domain: Preparatory schools in the general directorates of education in Baghdad Governorate.

Defining terms:

Communication: The process by which information is exchanged, which is understood by two or more people for the purpose of stimulating motivation or influencing behavior

MATERIALS AND METHODS:

Research Methodology:

The approach: is to "follow certain logical steps in dealing with problems or phenomena or address scientific issues to reach the discovery of the truth" (so the researcher used the descriptive approach in the survey method as it fits the nature of the research problem.

Search community and sample:

The sample is defined as "the part that represents the community of origin or is considered the model on which the researcher conducts the overall axis of his work" (4: 84), as the research community consisted of members of the advanced scout teams in the general directorates of education in Baghdad governorate and the sample consisted of the sample of the first exploratory experience (24 Scout and sample for building experiment (180) The process of selecting a sample is closely related to the nature of the research.

Means of gathering information, tools and devices used in research:

- Arab and foreign sources. -
- Expert opinion poll form for identifying areas of communication and measuring terms.
- Personal interviews.
- .Auxiliary Work Team -

Field research procedures:

Define the scale idea:

" The step of defining the scale idea and the rationale for its design is one of the most important and first steps, because it allows the person who designs the scale to access the main entrances and ideas that will be used in his design." The researcher defined the idea of the scale clearly and understandably by defining the desired phenomenon phenomenon. Her study of communication with the scout leader of the advanced scout teams in the Baghdad directorates directorates.

Defining the theoretical framework for the two measures:

The researcher collected theoretical information on the two variables of the communication study and

determined the dimensions of the variable to determine the axes of the scale or its fields.

Defining the scale fields:

After reviewing theoretical studies and research related to the topic of communication in the field of sports administration and management, the researcher proposed in the light of those studies from a proposal (6) fields and in agreement with the honorable lady a set of axes for communication, namely: (art of speech and listening skill and language skill) The body, emotional balance, electronic communication and self-confidence) and presented it to a group of experts and specialists in the

field of administration, tests and measurement. They are (21) experts, and they were asked to express their opinions about the validity of the fields and their definitions, in addition to any other field they see appropriate and benefit. Of the largest possible number of ideas, etc. Rat on the subject of research have expressed their approval of the gentlemen experts proposed areas and their definitions with the exception of self-confidence axis, which did not get the acceptance rate of 75% and thus became the scale consists of five axes and they cover the scale according to their opinions, and as shown in (Table 1).

Table (1)
Shows the percentage of expert opinions on scale areas

percentage	Excluded	Opinions of experts		Domains	sequence
		not agree	agree		
00%			21	The art of speech	1
00%			21	Listening skill	2
5.2%			20	body language	3
0.4%			19	Emotional equilibrium	4
0.4%			19	Electronic contact	5
1%			15	Self confidence	6

Define paragraphs of scale:

After defining the fields, the researcher formulated the paragraphs of the scale in its initial form, which numbered (43) items distributed in five areas of the scale (the art of speech, listening skill, body language skill, emotional balance and electronic communication) as shown in Appendix 3 and presented to the same group Experts for the purpose of evaluating them and judging them in terms of drafting them and their suitability in measuring communication and the areas included for measuring it and the direction of negative and positive phrase and checking the validity of the five-year scale of evaluation (always, often, sometimes, rarely and never), and in the light of the opinions and observations made by the experts, the amendment was deleted (3) Paragraph T Approval rate obtained less than 75% of the responses due to their lack of suitability in measuring areas or repeating their content, which is paragraph (3, 11) for the field of speech art and paragraph (25) for the field of body language skills, and thus the number of paragraphs

(40) and Appendix No. (4) clarifies Moreover, when the paragraphs were formulated, the researcher took into consideration that the paragraph had only one specific meaning, and that the language of each paragraph was clear and correct. And stay away from difficult phrases. And that the paragraphs be formulated in the form of the speaker ".

Third: Preparing the two standards instructions.

The instructions for the scale were laid down and taken into consideration to be easy and understandable, and to suggest reassurance about the confidentiality of the answer in order for his answer to be frank and trustworthy. He also asked them to answer all paragraphs and not leave any paragraph unanswered, and that their answer would be completely confidential and is for scientific research purposes, as was not referred to the explicit designation of the scale, as Kronbach shows that "the explicit designation of such measures may prompt the respondent to forge the answer or Refrain from the exact answer

Fourth: Calculating the weights of the alternatives:

The researcher adopted the five-way Likert method for the two measures, as they are compatible with the nature, procedures and nature of the research and the approved questionnaires. Calculating the weights in a positive direction from (1-5) according to the alternatives, which is: the phrase (never) was given weight (1) degrees, and the phrase (rarely) The weight was given (2) degrees, and the phrase (sometimes) was given the weight (3) degrees, the phrase (often) was given the weight (4) degrees, and the phrase (always) was given the weight (5) degrees. And reverse it in a negative direction.

The first exploratory experience:

He distributed the two scales forms and collected them on 3/6/2019 on a survey sample consisting of (24) scouts for scout teams. The aim of this experiment was to identify the total time for applying the scale and to identify difficulties and obstacles as well as the clarity and understanding of the paragraphs of the scale and the way of answering.

Building sample experience:

The researcher conducted a second exploratory experiment for the time period from 3-3-2019 to 24-24-2019, as he distributed the two scale forms shown in Appendix (6 and 7) and collected them on the construction sample consisting of (180) scouts randomly chosen from the original community and after retrieval Forms (4) A form was invalidated because it was incomplete or there was an error, and thus the number became (176) indexes and experimented with measuring tools in the survey study and conducting scientific transactions for the two scales.

Scientific transactions:

Content Validity:

A- Apparent honesty: The apparent honesty of the scale was achieved when the scale was presented in its initial form to a group of experts to judge the validity of its paragraphs in measuring communication.

B- Logical honesty: This type of honesty is available at the beginning of preparing the scale by introducing the concept of administrative communication and defining its fields and paragraphs with the help of a group of experts in the field of scouting, sports management, tests, measurement and sports psychology.

Construction Certification:

First: the discriminatory power of the paragraphs.

“This method aims to assess the sincerity of the test on the basis of its ability to distinguish between those with high scores and those with low scores in characteristic or ability measured by the test” As the answers of all the sample of the exploratory trial of (176) scouts were emptied. The total score was determined for each of the forms. The forms were arranged in descending order from the highest to the lowest. Then the upper (27%) percentage was chosen with the number of (48) forms, and the lowest (27%) with the number of (48) forms from the grades to represent the extremist group and excluding the (46%) middle number with (80) forms as Kelly confirmed (1939) and Mehren and Lehmann (1973) on “that the adoption of 27% gives the largest size and differentiation.” and then the test (t.test) was used for the purpose of calculating the discrimination factor for each of the paragraphs of the scale of (40) and the results showed that the level of The calculated significance is smaller than the value of the approved significance level (0.05), which means the indication of the calculated values of (T) for all and for all paragraphs except for paragraph (9). Thus, the scale became (39) items as shown in Table (2)

Table (2)

T values show the discriminatory strength of the contact scale paragraphs of the pilot experiment sample

indication	Error level	Value of t	Statistical parameters		the group	paragraph
			standard deviation	Arithmetic mean		
moral	0.000	.758	1.18033	3.6042		1

			.08647	2.2708		
moral	0.001	.971	.23699	2 3.7917		2
			.03827	2.1667		
moral	0.001	.274	.37979	3 3.6042		3
			.03056	2.5417		
moral	0.020	.831	.23699	4 3.2917		4
			.10367	2.3750		
moral	0.000	.179	.26305	5 3.3542		5
			.10768	2.5833		
moral	0.030	.450	.09621	6 3.7708		6
			.27092	2.2083		
moral	0.010	.610	.52927	7 3.4583		7
			.03635	2.2292		
moral	0.000	.097	.05857	8 3.3333		8
			.30194	2.5833 1.30194		
random	0.060	.867	.23771	9 3.0000		9
			.16616	2.5417		
moral	0.000	.660	1.4128	10 3.5625		10
			.19988	2.5833		
moral	0.000	.326	.31277	11 3.2500		11
			.18483	2.1458		
moral	0.000	.702	.48694	12 3.7083		12
			.37802	2.6250		
moral	0.000	.015	.09155	13 4.0000		13
			.18033	2.6042		
moral	0.000	.196	.22890	14 3.9792		14

			.34678	2.8750		
moral	0.000	.379	.89819	15 4.0417		15
			.33621	2.7917		
moral	0.000	.621	.28824	16 4.0000		16
			.36038	3.0208		
moral	0.000	.616	.06191	17 4.2500		17
			.04657	2.3958		
moral	0.000	.312	.15470	18 3.3333		18
			.11724	2.3333		
moral	0.000	.674	.27145	19 3.1458		19
			.17128	2.2292		
moral	0.000	.424	.06441	20 3.8750		20
			.27719	2.3333		
moral	0.000	.044	.21384	21 3.6250		21
			.15758	2.6458		
moral	0.000	.527	.15143	22 3.6875		22
			.21146	2.3542		
moral	0.000	.110	.21967	23 3.7917		23
			.15143	2.3125		
moral	0.000	.145	.12672	24 3.5833		24
			.23484	2.5833		
moral	0.000	.403	.31481	25 3.6250		25
			.18501	2.5000		
moral	0.000	.003	.03635	26 3.7708		26
			.07168	2.4792		
moral	0.000	.866	.05668	27 3.7708		27

			.23322	2.3958		
moral	0.000	.310	.21967	28 3.2917		28
			.98841	2.5417		
moral	0.010	.449	.34464	29 3.3542		29
			.23699	2.7083		
moral	0.000	.684	.24039	30 3.3125		30
			.8501	2.0625		
moral	0.030	.145	.52753	31 3.4167		31
			.21439	2.8125		
moral	0.010	.380	.35204	32 3.5417		32
			.21748	2.9167		
moral	0.000	.013	.00861	33 3.5625		33
			.18333	2.4375		
moral	0.000	.970	.47301	34 3.4792		34
			.26305	2.6458		
moral	0.000	.798	.30449	3.479		35
			.22039	2.500		
moral	0.000	.118	.03635	2.5000		36
			.16216	36 3.7708		
moral	0.000	.601	.25460	2.3958		37
			.45850	37 3.4792		
moral	0.000	.709	.18426	2.4792		38
			.23699	38 3.7083		
moral	0.000	.886	.16388	2.7917		39
			.37593	39 3.9167		
moral	0.010	.572	.36769	2.6458		40

			.07	40 2.9583		41
moral	0.000	.758	.08647	2.312 1.074		
			1.2369	41 3.2708		

At a degree of freedom (94) and the significance level (0.05)

Second: the coherence coefficient of internal (relationship of the degree of the paragraph to the total degree):

The coherence coefficient is used, "to provide us with evidence for the homogeneity of the paragraphs" and the degree of internal coherence is "the correlation coefficient between the degrees of each paragraph and the total degree of scale" and to find the coefficient of coherence the Pearson correlation coefficient was used between the degree of each A paragraph and the overall score for the scale and for all individuals of the sample of (176) scouts, and it became clear that all paragraphs are statistically significant at the error level of (0.05). To measure contact, the meter shows the internal consistency.

Table (3)

The method of internal consistency between the responses of each paragraph and the overall scale of the scale

Error level	Their coefficient of correlation	Paragraph number	Error level	Their coefficient of correlation	Paragraph number
000	599	1	000	596	
000	663	2	000	624	
000	730	3	000	735	
000	596	4	000	476	
000	641	5	0004	632	
000	686	6	000	648	
000	644	7	000	597	
000	601	8	000	640	
000	598	9	001	283	
000	613	0	000	633	0
000	689	1	000	416	1
000	420	2	000	602	2
000	532	3	000	.686	3
000	694	4	000	590	4
000	609	5	000	677	5
000	581	6	000	618	6
000	609	7	000	627	7
000	586	8	000	532	8
000	575	9	000	539	9
			000	704	0

Stability of scale:

First: the half-way method.

The researcher adopted the half-way segmentation method because it is one of the most widely used method of consistency. "This method is based on dividing the test paragraphs into two halves, the first contains the paragraphs with odd numbers and the other contains the paragraphs with even numbers, and thus this method covers equal degrees for the two halves of the paragraphs" On the sample of (176), the value of the correlation coefficient between the two halves was (0.914) at an error level of (0,000), so (Spearman-Brown equation) was used, so the value of the half-test stability coefficient was adjusted with the Spearman Brown stability indication equation (Spearman - Brown) has reached the value of the stability factor of the scale (0.955) and this indicator G It is high stability coefficient, it can be relied upon to assess the stability of the test.

Second: The method (Alpha Kronbach Factories)

"This type of stability is called internal homogeneity, and indicates the strength of correlations between paragraphs in the test" To calculate the stability of the Alpha Cronbach coefficient for the scale of the decision, the researcher relied on the same sample building number (176), and when calculating the value of the stability factor, it turns out that it is It reaches (0.960) and the error level (0.05), which is a reliable high stability factor

The objectivity of the scale:

After the data was emptied from the test and repeated, it became clear that all the phrases were clear to the sample as it is distinguished by the fact that the alternatives are multiple choice and do not accept the answer to more than one alternative and there is no phrase for the open answer as the questionnaire is highly objective and it is not possible to differ on the degrees obtained Sample individuals.

Statistical means:

Statistical data was processed by using the Ready Program (SPSS)

RESULT AND DISCUSSION:

Global honesty (factor analysis):

I use the researcher global analysis to determine the efficiency of the paragraphs of the scale and the global analysis is one of the most important and most important types of honesty to ensure the extent of the sincerity of the paragraphs in measuring them for what was set for it and its ability to express the sincerity of each paragraph in measuring the characteristic that the scale should measure and the most important characteristic of it Global honesty is the reduction of the number of items of the scale to the lowest number according to the ability of each individual in measuring the researched phenomenon on the basis of the degree of its strength in expressing the concept or attribute that the scale was prepared to measure based on the degree of its saturation with that feature or concept and thus obtaining paragraphs of quality rather than quantity.

Link Matrix:

The correlation matrix shows the following:

741 correlations exist

The presence of (710) positive correlation relationship

There are (31) negative correlations

The presence of (430) significant correlations

(311) random association

Sample size:

It turns out that the value of (KMO) reached (0.851) and as long as this value is greater than (0,500) then the sample size is sufficient to perform the global analysis. As for the Barlett test for circularity, the error level for the indication was (0,000) at a degree of freedom (741) which is Below the approved significance level (0.05), which indicates that this matrix represents the unit.

The primary factors before rotating the contact scale:

The researcher followed the method of the Hotelling Principal Components in the global analysis, and nine basic factors were identified as axes of the scale. 3), and therefore the results of the global analysis showed that there were nine factors that were accepted, which are the factors that were the highest value of the latent root (Eigen value) which is greater than one and that these factors have explained a total of (72.35%) of the total variance and table (4) shows That.

Table (4)

Shows the values of the latent roots, the ratio of the contrast and the aggregate variance to the application results and the extracted factors

After rotation			Before rotating							
Pooled variance (cumulative %)	Contrast Ratio (Factors Importance %)	Latent root (in-kind values)	Pooled variance (cumulative %)	Contrast Ratio (Factors Importance %)	Latent root (in-kind values)	Factor s extracted	Pooled variance (cumulative %)	Contrast Ratio (Factors Importance%)	Latent root (in-kind values)	sequence
17.5710	17.5710	6.8527	27.371	27.3716	10.674	1	27.371	27.371	10.674	1
30.0033	12.4323	4.8485	41.604	14.2323	5.5506	2	41.604	14.232	5.5506	2
41.5766	11.5732	4.5135	49.897	8.29322	3.2343	3	49.897	8.293	3.2343	3
49.9271	8.35047	3.2566	55.979	6.08195	2.3719	4	55.979	6.0819	2.3719	4
56.1048	6.17770	2.4093	60.476	4.4972	1.7539	5	60.476	4.497	1.7539	5
61.8026	5.69783	2.2215	63.849	3.37304	1.3154	6	63.849	3.3730	1.3154	6
65.9836	4.18097	1.63058	66.869	3.02025	1.1779	7	66.86	3.0202	1.1779	7
69.2385	3.25490	1.26941	69.683	2.81356	1.0972	8	69.683	2.8135	1.0972	8
72.3576	3.11914	1.21646	72.357	2.67432	1.0429	9	72.357	2.674	1.0429	9
							74.6525	2.2948	0.8949	10
							76.7839	2.131	0.8312	11
							78.6973	1.9134	0.7462	12
							80.3315	1.6342	0.6373	13
							81.874	1.5424	0.6015	14
							83.3767	1.5027	0.5860	15
							84.8169	1.4401	0.5616	16
							86.1929	1.37601	0.5366	17
							87.4852	1.29228	0.5039	18
							88.6614	1.17617	0.4587	19
							89.6409	0.9795	0.3820	20
							90.6200	0.9790	0.3818	21
							91.5189	0.8989	0.3505	22
							92.3800	0.8611	0.3358	23
							93.1836	0.80361	0.3134	24
							93.9328	0.7492	0.2921	25
							94.6646	0.7317	0.2853	26
							95.3219	0.6573	0.2563	27
							95.9709	0.64900	0.2531	28
							96.5384	0.56742	0.2212	29
							97.0470	0.50864	0.1983	30
							97.5494	0.50238	0.1959	31

							98.0326	0.48320	0.1884	32
							98.4776	0.44497	0.1735	33
							98.8631	0.38551	0.1503	34
							99.1742	0.31113	0.1213	35
							99.4621	0.28785	0.1122	36
							99.7192	0.25709	0.1002	37
							99.8833	0.16417	0.0640	38
							100	0.11663	0.0454	39

Primary factors before recycling

Below is a matrix of primary factors before rotation in Table (5), which shows that there are nine factors accepted while neglecting the rest of the factors.

Table (5)

Shows the factors extracting the call scale before recycling

Explanatory contrast	Factors									sequence
0.597135	0.02832	0.143	-0.112	0.122	0.12900	-0.0353	0.2170	0.68498	0.11868	1
0.694168	-0.0221	-0.063	0.0728	0.0030	0.10439	0.10084	0.331	0.74052	0.07264	2
0.771011	-0.0231	-0.093	-0.043	0.1205	-0.11094	0.12812	0.1956	0.77020	0.29154	3
0.757433	0.2562	-0.138	-0.070	0.1217	0.13594	-0.0882	0.1572	0.08751	-0.7708	4
0.542743	0.03749	-0.247	0.2410	0.1845	-0.02063	-0.0074	0.2678	0.18176	0.53393	5
0.854765	0.03523	0.025	0.009	0.0405	-0.03974	0.04259	0.2537	-0.0332	-0.8844	6
0.818274	-0.1072	0.036	0.221	-0.115	0.22447	-0.3228	0.0491	0.53420	-0.5485	7
0.850173	0.12169	0.058	0.1774	-0.296	-0.11009	0.04108	0.1131	0.41655	-0.7156	8
0.590958	-0.0079	-0.296	0.1803	-0.063	-0.39261	0.13458	-0.158	0.48353	-0.1882	9
0.638701	-0.0731	-0.174	-0.037	0.0399	-0.21327	0.32020	-0.0455	0.60290	-0.2937	10
0.755099	-0.0555	-0.050	0.3794	-0.090	0.15529	-0.0136	-0.3138	0.42994	-0.5382	11
0.753031	-0.0155	0.051	0.1086	0.1529	0.34593	0.70589	0.00184	0.08546	0.29945	12
0.79673	0.17154	0.178	-0.037	0.0950	0.33824	0.69295	0.0128	0.11842	0.34098	13
0.688857	0.07168	0.030	0.3343	0.1774	0.29932	0.64135	0.11074	0.01045	0.16194	14
0.570323	0.21360	0.027	0.0972	0.021	-0.08829	-0.1208	0.3134	0.18292	0.59994	15
0.71403	0.04387	-0.151	-0.053	-0.166	0.46214	-0.2406	0.3902	-0.0362	0.48320	16
0.617024	0.17353	-0.112	-0.168	0.2263	0.278756	-0.14114	0.4230	0.07961	0.46000	17
0.511916	-0.2898	-0.025	-0.251	-0.026	0.213011	-0.2545	0.32818	-0.0404	0.37906	18
0.782076	0.02730	0.116	0.1602	-0.137	-0.29983	-0.0032	0.17976	-0.0707	0.77205	19
0.86955	-0.0099	0.031	0.2292	-0.172	-0.19314	-0.0839	0.23940	0.2257	0.79597	20
0.759677	-0.0381	0.086	0.1810	0.0708	-0.1467	-0.1193	0.34630	0.08683	0.74144	21
0.53962	0.23370	-0.045	0.0270	-0.135	0.027248	0.02659	0.2921	0.10087	0.60572	22

0.675249	0.00217	-0.246	0.0230	0.0506	-0.0225	-0.0800	0.3770	0.1412	0.6651	23
0.801296	0.04681	-0.018	-0.016	0.238	0.08110	-0.2555	-0.6511	0.1728	0.4644	24
0.657482	0.11029	-0.112	0.249	-0.085	0.08707	0.06188	-0.4929	0.08508	0.5489	25
0.616887	0.18001	-0.058	-0.027	0.073	0.11415	0.09116	-0.4828	0.05815	0.5629	26
0.65227	-0.0619	-0.042	0.000	0.319	-0.1525	0.2169	-0.3713	0.4190	0.4007	27
0.80052	0.00592	0.158	-0.254	-0.164	-0.077	-0.0172	0.1141	0.8061	-0.1209	28
0.787129	0.21698	-0.000	-0.232	-0.067	0.10696	-0.2630	-0.3681	0.6679	0.1381	29
0.776791	-0.3254	0.406	-0.171	-0.225	-0.2263	0.1647	-0.0511	0.4526	0.3736	30
0.731462	0.0369	0.080	-0.241	0.022	0.22214	-0.1060	-0.5255	0.5230	0.2333	31
0.777259	-0.4461	0.296	0.318	0.460	0.38052	-0.0756	0.0553	0.1518	-0.0266	32
0.818981	0.5200	0.561	0.153	0.275	-0.1327	-0.1951	0.0846	0.1047	-0.2434	33
0.776378	-0.0780	0.191	0.091	-0.184	-0.0676	-0.0448	0.0891	0.2121	0.7946	34
0.749891	-0.0447	-0.135	-0.159	0.528	-0.3559	0.1217	0.2430	0.3860	-0.2732	35
0.728629	-0.0176	-0.027	0.108	-0.027	0.34172	-0.2914	0.1393	0.4077	-0.5725	36
0.732	-0.0046	-0.144	0.210	-0.209	0.08945	-0.1784	-0.0790	0.5599	-0.5138	37
0.802	0.03197	0.056	-0.101	-0.004	-0.0458	0.2495	0.2327	-0.0258	-0.8179	38
0.860	0.0250	0.063	-0.019	-0.028	0.01747	0.2452	0.3583	0.0009	-0.8159	39

Initial factors after recycling:

Below is a matrix of primary factors after rotation in Table (6), which shows that six factors were accepted while the rest of the factors were neglected.

Table (6)

The matrix shows the primary factors after rotation

Explanatory contrast	Factors									sequence
0.597135	0.09543	0.1805	0.2225	0.2467	0.11203	0.49428	0.36040	0.11150	0.21401	1
0.694168	0.00153	-0.0201	0.1647	0.1869	0.20434	0.57105	0.44010	-0.02723	0.26338	2
0.771011	0.00888	-0.0235	0.1705	0.0276	0.14959	0.67765	0.25806	0.16276	0.40722	3
0.757433	-0.11447	0.2141	-0.333	0.0728	-0.10515	0.17306	0.38393	-0.35909	-0.5140	4
0.542743	0.11864	-0.0888	-0.229	0.0744	0.09239	0.20858	-0.04958	0.11334	0.62870	5
0.854765	-0.00032	0.1640	-0.140	-0.112	-0.11245	0.11013	0.28640	-0.62698	-0.5435	6
0.818274	0.17766	0.0635	0.0472	-0.003	-0.1886	0.11076	0.82569	-0.11581	-0.1933	7
0.850173	-0.17891	0.1628	0.0928	-0.315	-0.0203	0.15471	0.65739	-0.39357	-0.2680	8
0.590958	-0.16469	-0.1515	-0.024	-0.512	-0.06717	0.41907	0.30539	0.05741	0.0342	9
0.638701	-0.08168	-0.1122	0.1023	-0.313	0.13493	0.60858	0.31471	-0.03082	-0.1486	10
0.755099	0.15395	-0.0083	-0.062	-0.368	0.03036	0.04039	0.69073	0.08309	-0.3241	11
0.753031	-0.07782	-0.2456	0.1230	0.0871	0.79852	0.06605	-0.1086	0.09165	0.0411	12
0.79673	-0.05509	0.0513	0.1584	0.0698	0.84947	0.03413	-0.1081	0.12044	0.1099	13
0.688857	0.26005	0.0274	-0.190	-0.117	0.73835	0.0414	-0.0700	-0.0565	0.1248	14

0.570323	-0.08743	0.1478	0.0173	0.1686	0.03712	0.08989	-0.05436	0.10100	0.69961	15
0.71403	-0.03086	-0.1546	-0.1017	0.6297	0.10921	-0.20099	0.08822	0.02971	0.47031	16
0.617024	0.02219	0.0749	-0.191	0.5888	0.09438	0.1758	-0.09556	0.05573	0.41903	17
0.511916	0.12682	-0.2395	0.1576	0.5513	-0.11946	-0.0202	-0.10414	-0.02409	0.28892	18
0.782076	-0.05698	0.0083	0.1883	-0.0569	0.02864	-0.10872	-0.34641	0.11328	0.77109	19
0.86955	-0.01519	-0.0526	0.1932	0.0085	0.03915	0.02275	-0.06486	0.17559	0.88995	20
0.759677	0.15062	0.0380	0.0915	0.1326	-0.01221	0.05790	-0.21152	0.08029	0.80925	21
0.53962	-0.19193	0.0392	0.0052	0.2178	0.20664	0.01332	-0.08474	0.0900	0.62896	22
0.675249	-0.02015	-0.1711	-0.0926	0.2770	0.03603	0.18903	-0.13082	0.08454	0.70634	23
0.801296	0.112697	0.03213	-0.0188	-0.0091	-0.12872	-0.00258	-0.07284	0.87152	0.07540	24
0.657482	-0.03162	-0.1103	-0.0570	-0.2001	0.210973	-0.18823	-0.02602	0.65483	0.30253	25
0.616887	-0.07724	-0.0122	-0.0339	-0.015	0.222292	-0.05226	-0.1974	0.69850	0.17424	26
0.65227	0.14225	-0.0353	0.0880	-0.2234	0.15220	0.43776	-0.12302	0.56351	0.16011	27
0.80052	-0.16902	0.12080	0.4591	0.0756	0.007236	0.53732	0.499536	0.03413	0.03662	28
0.787129	-0.22815	0.13629	0.1950	0.1348	-0.08446	0.293496	0.428355	0.61915	0.01202	29
0.776791	0.049466	-0.0506	0.7694	-0.0858	0.108015	0.235834	-0.00852	0.176982	0.27147	30
0.731462	-0.03366	0.03618	0.2582	0.1265	0.061452	0.19898	0.243444	0.731517	-0.09243	31
0.777259	0.85080	0.05904	0.0268	0.1220	0.061207	0.04650	0.162342	0.036743	-0.02583	32
0.818981	0.06136	0.8792	-0.0196	-0.0859	-0.1187	0.033728	0.102615	-0.08605	-0.03403	33
0.776378	0.035329	-0.0323	0.3604	0.0892	0.110143	-0.03932	-0.10122	0.295633	0.72448	34
0.749891	0.116168	0.10567	-0.1119	-0.1005	-0.14729	0.79102	-0.03592	-0.20687	-0.10529	35
0.728629	0.139838	0.08595	-0.0902	0.1678	-0.12811	0.110104	0.730415	-0.17665	-0.26909	36
0.732	-0.0422	-0.0358	-0.0128	-0.1786	-0.11807	0.16866	0.787328	-0.03195	-0.18548	37
0.802	-0.07301	0.12438	-0.0359	-0.1207	0.06201	0.163703	0.18254	-0.61405	-0.57012	38
0.860	-0.02426	0.12937	-0.0581	-0.0791	0.10566	0.145529	0.261146	-0.70379	-0.48738	39

Contact scale description:

The scale of communication in its final form consists of (36) paragraphs, of which (25) are positive paragraphs, (11) are negative paragraphs, as Appendix (1) shows, as the scale consists of six axes which are:

- The first axis consists of (9) paragraphs, which are paragraphs (5,4, 15, 19, 20, 21, 22, 23, 34,), arranged from top to lowest and took the new sequence from (1-9) which is not pure His phrase was divided between the axis of body language (5) words and the emotional equilibrium axis (3) paragraphs and the axis of the art of speech (2) paragraphs and the axis of listening skill (1) paragraph and named the axis of body language.

- The second axis (9) paragraphs, which are paragraphs (6, 24,25, 26, 27, 29, 31, 38, 39,), arranged from top to lowest and took the new sequence (from 10 to 18,) which is an immature axis distributed His phrase between the axis of emotional equilibrium (6) is the phrase and the electronic communication axis (2) paragraph and the axis of the art of speech (1) paragraph and is called the axis of emotional equilibrium.

- The third axis (5) paragraphs, which are (7, 8, 11, 36, 37) and arranged from top to lowest and took the new sequence (from 19 to 23), which is an immature axis whose phrase was distributed between the axis of electronic communication (2) words and art Speech (2) is a paragraph and axis of the art of listening (one paragraph) and it is called the axis of electronic communication..

- The fourth axis (6) paragraphs, which are (1, 2, 3, 10, 28, 35) and arranged from top to lowest and took the new sequence (from 24 to 29), which is an immature axis that was divided between the axis of the art of speech (3) The focus of the listening skill (1) is a paragraph and the emotional equilibrium axis (1). The electronic communication axis (1) is a paragraph and it is called the art of speech axis.

- The fifth axis (3) paragraphs, which are (12, 13,14) and arranged from top to lowest and took the new sequence

(from 30 to 32) and was called the axis of emotion control, which is a pure factor.

- The sixth axis (4) paragraphs, which are (9, 16,17, 18) and arranged from highest to lowest and took the new sequence (from 33 to 36) is an immature axis whose phrase is divided between the axis of the art of speech (1) the phrase and the axis of the listening skill (1) A passage and the emotional equilibrium axis (2), and it is called the axis of listening skill.

- Axes (7. 9.8) Each axis of one paragraph consists of the seventh axis paragraph (30) and the eighth axis paragraph (33) and the ninth axis paragraph (32) and it was not adopted because it did not follow the conditions of acceptance of the worker. Excluded.

CONCLUSIONS:

- Extracting (six) axes through the factor analysis of the communication skill of the scout leader.

- He neglected the seventh, eighth, and ninth factors because he did not fulfill the conditions for accepting the factors.

- The results of the factor analysis have proven their efficiency through high values by the amount of the total explanation of the axes extracted from this study.

- The importance of the axes extracted from the analysis is clear in their arrangement and composition, as each factor has its own importance when describing the researched indicators.

ENDORSEMENT:

. - The scale adopts the communication skills of the scout leader

- Circulating the scale on the general directorates to evaluate the leaders of the scouts.

. Conducting another similar study of the psychological aspects -

. - Setting the standards and the standard levels of the scale

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Annex (1)

Start	Scarcely	Sometimes	frequently	Always	Paragraphs	sequence
					Personal	
					Friendly with scout band members	
					He is asking about the conditions of the scouting squad	
					Unconcerned with natural phenomena	
					He talks with the boy scouts to find out their problems and find solutions to them.	
					Feel happy when working with scouts	
					Prepare his needs and desires just as important to the needs and desires of others	
					When his ideas conflict with others, he expresses it in a positive way	
					I compete with others in implementing scout skills	

					I do not respect the privacy of others and interfere with everything	
					Emotional direction	
					I am a group on the social networking site	0
					Have a strong relationship with the band members	1
					I share scouts eagerly to learn and grow skills. And I try to invent all that is new	2
					Express his feelings towards others in a tactful and positive manner	3
					I try to develop himself by bringing in scientific sources	4
					He works to spread the spirit of love among the band members	5
					I wonder a lot about the reasons and how to perform the skills	6
					Self-confident	7
					Applied skills	
					Have fun implementing the skills myself	8
					I am trying to invent something new	9
					I try to implement and apply the skills for every encounter	0
					Do initiatives to visit special needs institutes or orphanages	1
					In his dealings with others, I try to drain the sources of differences and focus on opportunities to end differences	2
					The boy scouts show the strength of their personality and make their own decisions	3
					Cognitive direction	
					I urge the band members to read and be informed	4
					Set cognitive goals to learn in each meeting	5

					I am very annoyed when performing the simplest mistakes in performing scouting skills	5
					I follow passionately the news of scouting teams and the setting up of camps	7
					Allow the band members to introduce the knowledge during the weekly meetings	8
					Social trend	
					He suggested meeting initiatives with members of the band outside of work	9
					I believe that the traits acquired through scout education have a benefit in social life	0
					I tend to establish social relationships with band members	1
					Ask about the conditions of the families of the band	2
					Interested in the cognitive aspect in the course of modern	3
					Share the band members their event directly or through social media	4