

DOI: <https://doi.org/10.54702/y0hnp986>**Social support and its relationship to motivation to participate in sports competitions and scout camps for middle school female students in the Babylon Governorate Center**Muadh Saleh Jawad Al-Salem<sup>(1)</sup>✉

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This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), © Modern Sport**Abstract**

The purpose of this paper is to preparing two scales of social support and motivation to participate in sports and scouting competitions, identifying their reality and identifying the differences between them, and identifying the relationship of social support and its relationship to motivation to participate in sports and scouting competitions in the center of Babylon Governorate. Female preparatory school students in Babylon Governorate are considered the concern of the human sphere. As for the time range from 4/ 11/2022 to 11/5/2023, and the spatial field is preparatory schools in the center of Babylon Governorate. The procedure was followed to find measures of social support and motivation to participate in sports and scouting games on a sample of female students in the center of Babylon Governorate using the descriptive approach, as the research sample consisted of (370) student, and the reality of social support and the motivation to participate in sports competitions for middle school students in the center of Babylon Governorate was identified. The researcher concluded that there is a correlation between the motivation to participate in sports competitions and social support for middle school students in the center of Babylon Governorate. In conclusion, the researcher recommends making use of the standards and conducting other studies and the need to shed light on the female student segment.

**Keywords**

social support, scout camps

**Introduction:**

The importance of social support is to maintain mental and physical health, as the absence of social support increases the state of distress and psychological tension, and social support contributes to social adaptation with individuals and groups, so social support in all its forms will lead to a balance that will help the athlete to exert all her efforts in order to reach to creativity in training and competitions. Motivation to participate in sports competitions and scout camps is very important for female students, because it moves behavior towards providing all the capabilities that serve female students to participate in competitions and make efforts to achieve the desired goals of the physical education lesson. The importance of the current research lies in studying these variables and their interactions. And its impact on the level of participation in sports and scouting competitions, providing

possible treatments, and providing the necessary assistance to develop the basis for participation, as well as identifying the levels of these psychological variables among female students as a means of demonstrating and knowing the optimal level of social support to work on preparing the student psychologically with the aim of increasing her effectiveness and psychological health, and then her satisfaction and happiness, which helps her to reach The high level of participation in sports and scouting competitions held by the Directorate of Sports and School Activity in Babylon Governorate. The importance of social support lies in maintaining mental and physical health, as the lack of social support increases the player's distress and psychological tension, and social support enhances social harmony with others, which leads to a state of balance that helps the player and makes everything easier for her. We also notice during

training and competitions that her behavior towards others differs because support makes her more extroverted, cooperative and bright, because positive behavior facilitates the connection between people and is the behavior of harmony and cooperation. Through this, the person or player tries to achieve harmony with the group in order to gain respect and appreciation, and this is what he needs. Actual participation in sports and scouting competitions hosted by school sports. As a result, the research problem was defined to determine the effect of social support on participation in sports and scouting competitions for female students between the ages of (15-16). The study aimed to prepare measures of social support and participation in sports activities and scout camps for female students. In addition, identifying the relationship between social support and the motivation to participate in sports and scouting competitions for female middle school students in the Babylon Governorate Center. The researcher hypothesized that there is a statistically significant relationship between social support and participation in sports and scouting competitions for female students whose ages range from (15-16) years. The research was conducted on female middle school students in the Babylon

Governorate Center, ages (15-16 years) and the time from 1/11/2022 - 28/4/2023, and on preparatory school halls in the Babylon Governorate Center.

### **Method and Procedures:**

The researcher used the descriptive approach using the survey method, comparative studies, and correlational relationships, all of which were appropriate to the nature of the current research.

### **Community and sample research:**

The study community was identified and data and information were collected about the study population, which is represented by female secondary school students aged between 15-16 years in the center of Babylon Governorate, who number (415) female students. After identifying a group of female middle school students in Babylon Governorate during the 2022-2023 academic year, (45) female students were randomly selected from the entire community to determine the strengths and weaknesses of the scale, and this study was conducted on the female students in their schools. The application sample included (370) female students who were chosen randomly.

**Table .1** shows the research population and sample.

Research community	Exploratory experiment	Sample preparing	Sample application
415	45	370	370

The researcher used the following tools: observation, interview, questionnaire, standards, information collection form, sources and references, and used an HP computer and an electronic calculator.

After reviewing the standards prepared in this field, the researcher found that the social support scale prepared by (Sanaa Jabbar) (8) is the most appropriate scale for the current research sample due to the experts' approval of it because (the

**Table .2** shows the study (Sanaa Jabbar).

Study name	Interviewer	Number of paragraphs
Sanaa Jabbar 2012	Support within the family	15
	Support within the school	15

The researcher conducted the exploratory experiment to measure social support and motivation to participate in sports activities and

support characteristic applies to this age group and is based on the Iraqi Environment Which makes it easy to apply for similarity of ideas

It is rare that there is another tool to measure the trait to be measured according to the researcher's knowledge and its psychometric properties. (Sanaa) (8) as the wording of its paragraphs was modified to be consistent with the nature of the research sample, as the scale consisted of (30) items

scout camps. (45) female students. The two scales were presented and used on Sunday, 20/12/2022, and as a result, the instructions and paragraphs of

the two scales were prepared for use in statistical analysis and to indicate the effectiveness of its paragraphs. The process of repeating a series of items was used because it is the most common and one of the methods used to demonstrate the objective nature of the answers to the scale items. The researcher selected (3) items from the social support scale, and (3) items from the interest in

participating in sports and scouting competitions scale. The paragraphs were written in the negative form, but they are different in the text, as it was noted that the paragraph score is not considered part of the total score of the questionnaire, and Table (2) shows the original and duplicate numbers for the questionnaire.

**Table .3** shows the numbers of the original and duplicate items for the two scales of social support and motivation to participate in sports and scouting competitions.

No.	Original paragraph number	Duplicate paragraph number
1	4	41
2	17	23
3	22	33

To achieve objectivity in the response, the following steps were followed: (Salah al-Din, 2010: 101)

- Distinguish the difference between the two scores (original and duplicate) for similar items in each of the questionnaires.
- Determine the absolute differences between these values for each participant.
- Obtaining the mean and standard deviation of the sum of absolute differences.

The mean number and standard deviation were calculated in order to determine the standard score at or below which the answers of any sample member are considered acceptable.

The researcher analyzed the items of the social support scales and the motivation to participate in sports and scouting competitions statistically through discriminatory ability. In addition, discovering the extent of discrimination of the items in the two scales. This method is considered one of the most effective ways to distinguish between the items and from the statistical analysis

of a sample consisting of (370) female students, where the researcher arranged the sample's scores on the scale from the highest score to the lowest score to obtain 27% of the highest scores and 27%. % of the lowest scores from the questionnaires that were sent," as the research of Myhrs-Welham (1973) and Kelly (1993) confirmed that adopting a percentage of 27% gives size and differentiation. A t-test was conducted on two independent samples using the Statistical Package for the Social Sciences (SPSS) to calculate the coefficient Distinctiveness for each item of the Social Support Scale, which is (30) items. The calculated T value is considered an indicator of the extent of the distinctiveness of each item compared to the tabular value at the significance level (0.05) and the degrees of freedom (28), i.e. (2.). The results of the statistical analysis of the items showed that All variables of the social support scale for one item are unique because their values are greater than the values in the table, which are (2.) with a significance level of (0.05).

**Table .4** shows the arithmetic mean and standard deviation for the upper and lower groups and their significance in calculating the discriminatory power of the items of the Social Support Scale

Paragraph number in the scale	Lower group 27%		Upper group 27%		T value Calculated	Level sig	force of the discriminatory paragraph
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	3.304	0.552	3.934	0.611	5.190	0.000	Discriminatory
2	3.782	0.840	4.500	0.505	4.959	0.000	Discriminatory
3	3.434	0.980	4.608	0.493	7.251	0.000	Discriminatory
4	3.369	1.102	4.369	0.826	4.922	0.000	Discriminatory

5	3.630	0.826	4.760	0.565	7.660	0.000	Discriminatory
6	3.434	0.980	4.413	0.617	5.724	0.000	Discriminatory
7	2.934	0.711	4.587	0.497	12.900	0.000	Discriminatory
8	3.239	1.099	4.304	0.695	5.555	0.000	Discriminatory
9	3.065	1.123	4.130	1.024	4.752	0.000	Discriminatory
10	2.826	0.926	4.500	0.658	9.991	0.000	Discriminatory
11	3.304	0.591	4.782	0.417	13.855	0.000	Discriminatory
12	3.152	0.665	4.565	0.501	11.502	0.000	Discriminatory
13	3.043	0.893	4.282	0.834	6.875	0.000	Discriminatory
14	3.173	0.995	4.500	0.623	7.656	0.000	Discriminatory
15	3.369	0.927	4.717	0.455	8.847	0.000	Discriminatory
16	3.413	0.685	4.434	0.778	6.678	0.000	Discriminatory
17	3.282	0.779	4.260	0.905	5.555	0.000	Discriminatory
18	2.978	0.856	4.804	0.401	13.101	0.000	Discriminatory
19	3.087	1.050	4.543	0.721	7.753	0.000	Discriminatory
20	3.717	0.544	4.739	0.772	7.332	0.000	Discriminatory
21	3.282	0.807	4.782	0.417	11.197	0.000	Discriminatory
22	3.260	0.880	4.521	0.912	6.744	0.000	Discriminatory
23	3.130	0.859	4.587	0.580	9.528	0.000	Discriminatory
24	3.673	0.944	4.630	0.878	5.031	0.000	Discriminatory
25	3.500	0.722	4.478	0.722	6.494	0.000	Discriminatory
26	3.326	0.967	4.543	0.689	6.950	0.000	Discriminatory
27	2.217	0.757	4.043	1.298	8.237	0.000	Discriminatory
28	3.152	1.299	4.739	0.443	7.840	0.000	Discriminatory
29	2.217	0.757	4.043	1.298	8.237	0.000	Discriminatory
30	2.826	0.926	4.500	0.658	9.991	0.000	Discriminatory

The internal consistency coefficient was calculated by performing a simple correlation between the degrees of correlation of the item with the total score of the scale. It is the correlation between each item and the total scores

of all members of the sample. Therefore, the Pearson correlation coefficient is used to extract the correlation between the scores of each item and the total scores of the scale. See Table (5).

**Table .5** shows the correlation coefficient between the item score and the total score of the scale and the statistical significance of the items of the social support scale

Paragraph number in the scale	correlation coefficient	Level sig	type sig	Paragraph number in the scale	correlation coefficient	Level sig	type sig
1	0.611	0.000	Discriminatory	17	0.730	0.000	Discriminatory
2	0.573	0.000	Discriminatory	18	0.665	0.000	Discriminatory
3	0.590	0.000	Discriminatory	19	0.567	0.000	Discriminatory
4	0.981	0.000	Discriminatory	20	0.612	0.000	Discriminatory
5	0.580	0.000	Discriminatory	21	0.679	0.000	Discriminatory
6	0.490	0.000	Discriminatory	22	0.687	0.000	Discriminatory
7	0.734	0.000	Discriminatory	23	0.740	0.000	Discriminatory
8	0.267	0.000	Discriminatory	24	0.568	0.000	Discriminatory
9	0.279	0.000	Discriminatory	25	0.671	0.000	Discriminatory
10	0.506	0.000	Discriminatory	26	0.739	0.000	Discriminatory
11	0.424	0.000	Discriminatory	27	0.652	0.000	Discriminatory
12	0.611	0.000	Discriminatory	28	0.730	0.000	Discriminatory
13	0.573	0.000	Discriminatory	29	0.665	0.000	Discriminatory
14	0.611	0.000	Discriminatory	30		0.000	Discriminatory

15	0.573	0.000	Discriminatory
16	0.590	0.000	Discriminatory

**Table .6** shown the arithmetic mean and standard deviation for the upper and lower groups, the T-value and its significance in calculating the discriminatory power of the items of the Participation Motivation Scale

Paragraph number in the scale	Lower group 27%		Upper group 27%		T value Calculated	Level sig	force of the discriminatory paragraph
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	3.456	1.277	3.826	0.949	1.575	0.119	non-discriminatory
2	4.195	0.957	4.565	0.501	2.320	0.003	discriminatory
3	3.782	0.840	4.282	1.128	2.409	0.008	discriminatory
4	3.456	0.959	4.739	0.574	7.778	0.000	discriminatory
5	3.543	1.328	4.695	0.627	5.318	0.000	discriminatory
6	3.065	1.436	4.347	1.058	4.876	0.000	discriminatory
7	2.456	1.277	4.673	0.700	10.322	0.000	discriminatory
8	2.108	1.303	4.543	0.982	10.118	0.000	discriminatory
9	2.326	1.076	4.826	0.383	14.844	0.000	discriminatory
10	3.456	1.311	2.304	1.072	4.613	0.000	discriminatory
11	2.673	1.174	4.217	0.940	6.955	0.000	discriminatory
12	3.826	1.101	4.739	0.534	5.057	0.000	discriminatory
13	3.456	1.109	4.956	0.206	9.014	0.000	discriminatory
14	3.673	1.535	4.608	0.714	3.744	0.000	discriminatory
15	3.587	1.484	4.869	0.340	5.712	0.000	discriminatory
16	3.652	1.139	4.565	0.688	4.652	0.000	discriminatory
17	2.021	0.977	4.195	1.258	9.255	0.000	discriminatory
18	2.434	1.025	4.565	0.958	10.297	0.000	discriminatory
19	2.173	0.973	4.587	0.617	14.202	0.000	discriminatory
20	3.434	1.108	4.847	0.419	8.084	0.000	discriminatory
21	3.521	1.206	4.673	0.761	5.478	0.000	discriminatory
22	3.304	1.364	4.521	0.781	5.252	0.000	discriminatory
23	3.173	0.973	4.956	0.206	12.155	0.000	discriminatory
24	3.804	0.806	4.760	0.565	6.590	0.000	discriminatory
25	2.630	1.199	4.239	1.015	6.944	0.000	discriminatory
26	3.173	1.480	4.934	0.249	7.955	0.000	discriminatory
27	2.608	1.084	4.847	0.363	13.275	0.000	discriminatory
28	3.347	1.177	4.282	1.241	3.705	0.000	discriminatory
29	3.217	0.727	4.913	0.284	14.717	0.000	discriminatory
30	3.108	1.196	4.478	0.862	6.297	0.000	discriminatory
31	2.956	1.246	4.847	0.469	9.630	0.000	discriminatory
32	3.021	1.452	4.869	0.340	8.399	0.000	discriminatory
33	2.760	1.302	4.695	0.627	9.074	0.000	discriminatory
	3.065	1.103	4.826	0.383	10.223	0.000	discriminatory
34	2.543	1.205	3.369	1.339	3.109	0.000	discriminatory
35	2.434	1.025	3.478	0.982	4.983	0.000	discriminatory
36	3.391	1.324	4.478	1.027	4.398	0.000	discriminatory
37	2.891	1.353	4.869	0.400	9.505	0.000	discriminatory
38	3.087	1.313	4.782	0.467	8.248	0.000	discriminatory
39	3.934	0.827	4.869	0.340	7.086	0.000	discriminatory
40	3.652	1.015	4.826	0.383	7.333	0.000	discriminatory
41	3.152	1.299	4.739	0.443	7.840	0.000	discriminatory
42	3.087	1.170	4.260	0.612	6.027	0.000	discriminatory



Validity and reliability are among the most important psychometric properties that must be present in a psychological scale, regardless of the purpose of its use. Accordingly, these characteristics and conditions must be verified in order to ensure the quality and validity of the scales used for measurement and evaluation.” (Ahmed Amin) (1) and (Ahmed). (2) , what is meant by honesty is that “the test measures what it was designed for, that is, the honest test measures the function that it claims to measure and does not measure anything else instead of it or in addition to it” (Asaad). (4) the researcher adopted two types of validity to ensure the validity of the measures. They are content validity. Content validity refers to “the extent to which the test measures the society it aims to measure.” The process of judging the validity of the content is considered logical honesty and not a personal judgment. It is a subjective endeavor, and this honesty is determined by listening. This is achieved through the opinions of experts in the extent of the validity of the areas and items of both scales, which is what the researcher did, and construct validity (the validity of the hypothesis formation). “Numerical validity is the most distinguished type of validity associated with the concept of validity, which is also known as the validity of the concept or the validity of the hypothetical construct, because it indicates the degree to which the scale measures the formation of a particular hypothetical or psychological concept.” It is also called semantic validity and can be extracted from the test when applied to individuals. The test is considered valid because it measures the attribute or concept present in it and our knowledge adds something new. A valid measure is considered stable, while a fixed measure is not valid, and a stable test is “A test

that has a high degree of accuracy, mastery, consistency, and objectivity for what it is designed to measure.” (Edward) (3) , the stability of the test also means that it is not affected by changing external factors or circumstances, which indicates the stability of the individual’s response no matter how the circumstances change. Reliability was calculated through the split-half method. This method includes dividing the items of the scale into two parts, which are odd and even items. To verify the homogeneity of both halves, the test was extracted. The F coefficient and comparing it with the tabular value at the significance level (0.05), it was found that it was not of great importance. Thus, the condition of homogeneity of results for both halves and for both scales was achieved. Then the correlation coefficient was extracted. (Pearson between the scores of the odd and even items for the scales of social support and motivation to participate). The researcher also used the Spearman-Brown equation to extract the reliability coefficient for the entire scale, as shown in Table (7). The researcher also used the Cronbach's Alpha coefficient. This type of reliability is called internal consistency, is considered one of the most common, and appropriate terms for standards. He refers to the “strength of association between test items” on the idea that this method depends on the degree of association of the items with each other within the scale and the association of each item with the scale as a whole. The degree of internal correlation between items is determined by Cronbach's alpha coefficient. Cronbach's alpha coefficient was applied to the study sample (386 female students) using the statistical package (SPSS), and the reliability coefficient was extracted for the two scales of social support and motivation to participate. Table (7) shows this.

**Table .7** shows the split-half values (correlation coefficient - Spearman-Brown equation) and the Cronbach alpha equation for the two measures of social support and motivation to participate in sports and scouting competitions.

Scale	Split-half		Cronbach alpha correlation
	Correlation coefficient	Spearman-brown Equation	
Social support	0.955	0.972	0.972
Motivation to participate in sports competitions and scout camps	0.945	0.981	0.987

After the preparation of the relevant standards in the research was completed, they were applied to the final application sample, which numbered (370). If the preparation of the scale has been completed, the final number of items for the social support scale is (30) items, and it is ready for application, as the questionnaires were sent by mail to schools (preparatory girls) in the General Directorate of Education in Babylon, and they will be directly applied to the members of the main research sample on the day Monday 3/3/2023 to 26/3/2023. After completing the application of the scale and implementing the basic experiment, the researcher collected the questionnaires, transcribed their data, and arranged them in preparation for performing statistical treatments on them.

The researcher used the Statistical Package for the Social Sciences (SPSS) to process the data contained in his research, and the statistical methods that were adopted were: percentage, arithmetic mean, chi-square test (Chi-2), standard deviation, standard error, Pearson correlation coefficient, and the equation Spearman-Brown test (T) for two independent samples, the

Cronbach equation, and the T-test for one sample. The researcher used a measure of motivation to participate in sports and scouting competitions, which was built by the researcher (Moaz Saleh Jawad). The scale consists of (42) items, each item has four grades starting with (1-2-3-4).

### **Discussion:**

After measuring the social support variables, applying the criteria associated with their measurement, and obtaining data for the members of the basic experiment, which numbered 370 female students, the researcher intended to extract descriptive statistics indicators represented by the values of the mean, standard deviation, standard error, and coefficient of deviation. For the two variables of the study, the results related to the statistical treatments showed that the values of the skewness coefficient for the two variables were (zero), and this is an indicator that indicates that the research sample was moderately distributed, and that the value of the standard error indicates that the sample size is suitable for statistical analysis, and Table (8) shows this.

**Table .8** shows descriptive statistics indicators for the investigated variables

Variables	Sample volume	Mediator	Lower value	Upper value	Arithmetic mean	Standard deviation	Skewness
Social support	370	188.0000	125.00	227.00	190.2251	15.27832	-0.048
Participation motivation	370	189.0000	125.00	220.00	188.8118	13.31880	-0.606

After completing the preparation of the social support scale and applying it to the members of the main research sample, which numbered (370) female students and included (3) areas and (29) items, the researcher then tried to collect the values of the average scores and the standard deviation of the sample members' scores on the scale, then calculate the value of the hypothetical average. For the scale, which is (150) degrees, after deducing the significance of the differences between the two averages (the achieved average and the hypothesized average of the scale) through

the use of a sample t-test. One way to achieve this goal is recognition and social support. The results accompanying the data analysis showed that the average score of individuals in the research sample reached 119 degrees, with a standard deviation of 11.221 degrees, when comparing the average score to the expected average of the 60-degree scale. , a significant difference was found. The calculated T value was 23.15, with a degree of freedom of 369, and was less than the significance level (0.05). This is shown in Table (9).

**Table .9** shows the significance of the differences between the achieved arithmetic mean and the hypothesized mean for the social support scale

Sample	Arithmetic mean	Standard deviation	hypothesized mean	Degree of freedom	T value	Type sig
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	370	119	11.221	60	369	Calculated Tabular		sig
						43.341	1.96	

From Table (10) it is clear that the difference is in favor of the achieved arithmetic mean, and this indicates that the reality of social support is above the mean. This result can be explained by the fact that (female students) have social support, and the researcher attributes the reason for this difference to the fact that this group enjoys high social support in addition to the availability of financial and moral support in all its forms, along with raising the level of learning basic skills. This indicates the importance of social support and its relationship to the motivation to participate in sports competitions. In addition, scout camps. The researcher also believes that the strength of support has a positive impact on female students, as it enables female students to meet their needs, share their feelings, and stand with them during the learning process, all of which contributes to the positive perception of the female student. As well as the following, whether from the coach, family, or management, about the player's condition. This will increase her self-esteem. The determination to succeed and the desire to achieve or accomplish all the requirements and goals of the game as a result of positive thinking about herself and her psychological state, both of which contribute to her success. The researcher believes that when a student receives help and social support from others, this is essentially like forming bonds and relationships that have a

positive impact on the student's morale. We realize that this will be reflected in her organization of life, work, training and contribution to achieving her goal of achieving good results during the Games. In addition, social support is the act of feeling and behavior toward others for the purpose of providing help, and in turn, an athlete's sense of self will increase his or her self-esteem when embraced and provided with the goal of actually helping. And support them, and as a result social support must be effective. To achieve the desired goal and ambition. After completing the preparation of a measure of motivation to participate in sports competitions and scout camps, the researcher applied the measure to members of the basic research sample, which included (370) female students. Then the researcher sought to extract the arithmetic average values. The standard deviation of the students' scores on the scale, and calculating the hypothetical mean value of the scale, which is (80) degrees. After concluding the importance of the differences between the two averages (the achieved average and the assumed average of the scale) with a one-sample t-test as a statistical tool to achieve this goal and determine the validity of the matter. As for women's participation in sports and recreational activities for middle school female students in the city center of Babylon, the results were clarified in Table (10).

**Table .10** shows the significance of the differences between the achieved arithmetic means and the hypothesized mean for participation motivation

Sample	Arithmetic mean	Standard deviation	hypothesized mean	Degree of freedom	T value		Type sig
					Calculated	Tabular	
370	94.15	2.01	80	368	5.3833	1.96	sig

From Table (10), it is clear that the difference is in favor of the arithmetic means achieved for participation motivation, and this indicates that the reality of the female students' scores on this variable is above the mean because the calculated (T) values of (55.383) for job performance are greater than their tabulated values of (1.96). At a degree of freedom (368) and below the level of significance (0.05), the researcher believes that

whenever a student has a good reality of motivation to participate until she reaches a stage of brilliance and creativity and proves herself and her potential and is keen to appear appropriately in school participations and represent her school well and bear responsibility for success, this is not the case. It comes out of nowhere, but it came as a result of the presence of motivation, love for work, ambition, perseverance, and determination



to succeed, regardless of the obstacles. This was confirmed by (Abdul Karim Afaf) "The availability of motivation and desire among female students to develop their cognitive abilities and to acquire information, knowledge, and developments, effectively helps in developing and developing their cognitive aspects significantly." (Alaa ) (5). After completing the preparation of a measure of motivation to participate in sports competitions and scout camps, the researcher applied the measure to members of the basic research sample, which included (370) female students. Then the researcher sought to extract the arithmetic average values. The standard deviation of the female students' scores on the scale, and calculating the hypothetical mean value of the scale, which is (80) degrees. After concluding the importance of the differences between the two averages (the achieved average and the assumed average of the scale) through the use of a one-sample t-test as a statistical tool to achieve this goal and determine the validity of the matter. As for women's participation in sports and recreational activities for middle school female students in the city center of Babylon, the results were clarified. In Table (10). The researcher also believes that the strength of support has a positive impact on female students, as it enables the students to meet their needs, share their feelings, and stand with them during the learning process, all of which will contribute to their positive reputation, with the coach or administration following up on the student's condition. This will increase her self-confidence. The determination to succeed or achieve all the goals of the game and the goals assigned to them as a result of their positive assignment and the psychological state they have to push, work or develop. The researcher believes that when a student receives help and social support from others, this is essentially like forming bonds and relationships that have a positive impact on the student's morale. We realize that this will be reflected in her organization of life, her career, her training, and her commitment to achieving something important during the Games to fulfill her desire to succeed. The researcher also believes that the lack of sources of support for some female students in Babylon Governorate does not push them to leave or move away from training or communication in

order to achieve the best in sports and scouting competitions. Social support consists of multiple components, including: financial or moral assistance, which may be provided by the family or Friends or school. As a result, we conclude that some female players' morale is likely to rise despite the lack of financial assistance. In addition, social support is actions, feelings and behavior towards others to provide help and assistance, and in return, the athlete's sense of herself will increase her self-esteem when she is embraced with the aim of real help and support and standing with her at all times and providing care and guidance to her, because social support must be effective support. To achieve the desired ambition and goal directed towards it. The researcher also believes that the emergence of a significant relationship in all variables of the sample is due to the fact that it is a behavior and tendency towards a positive act of assistance towards one or several people, or towards an act of care. Alternatively, compassion, or towards providing assistance or physical effort. What. This help may be purely informational and helps the person as a result of his feelings towards others. All of these forms of assistance promote social interaction that enhances bonds, love, and courtship, and this behavior is derived from multiple sources and participants who are part of the community together because the individual is part of the group. "There are several dimensions of social support, including moral support, which includes providing support and material support, as well as providing the individual with direct services and information support, which is summed up by providing advice and guidance that helps the individual solve his problems and gives him feedback on his behavior (Amirogmal). (6). This suggests that social support is a viable behavior with positive aspects that describe individuals as being able to provide help or assistance to another when they need it, and the types of assistance vary depending on the specific need. Since social support has the ability to promote positive adaptation and personal development, it is also important as a buffer against the effects of psychological stress, as it reduces the spread of psychological stress and depression. This means that social support is a viable behavior that has positive aspects that

describe individuals as being able to provide help or assistance to another when they need it, and the type of assistance varies depending on the specific request. Since social support can have the potential to facilitate positive change and personal development, it is also important as a buffer against the effects of stress, because it reduces the prevalence of stress and depression (Amir). (7). This was confirmed by (Mohammed, And Other)"Through the results, conclusions were reached, the most important of which is the preference for the experimental group in the applied exercises for metacognitive education used in the educational curriculum for performance, which had an effective role among the members of the experimental group" (9). This was confirmed by (Zghair, S. A. K., & Kadhum, And Other)" One of the most important results reached by the researcher is that: The students of the Faculty of Physical Education (males) have a higher degree of cultural intelligence than the students of the Faculty of Fine Arts, and there are statistically significant differences among the sample members according to the specialization variable. (10)

### **Conclusions:**

- There is a positive relationship between social support and the desire to participate in sports and scouting competitions among female middle school students.
- The majority of female students are those who have social support, which in turn increases the motivation to participate in sports and scouting competitions in the Babylon Governorate Center.
- Social support has a role in helping female students to practice their work by participating in sports and scouting competitions.
- The more female students have an acceptable social support reality, the more this affects their motivation to participate in competitions and thus serves school sports.

### **Recommendations:**

- Conducting other studies to uncover the relationship of social support to some other variables.

- Need to pay attention to sports topics and programs transmitted through digital communication means because of their influential role in selecting talents and stimulating professional performance.
- The teacher, the school, and the school administration must care about developing human relations between them and the students, defend their legitimate rights, and be worthy of bearing responsibility in difficult times.

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### Appendix (1) Social support scale after ensuring its validity

No.	Paragraphs	Always	Sometimes	Rarely
1	I find help while carrying out a task from the school administration			
2	I receive advice and guidance from my colleagues and teachers			
3	I receive care and attention from the school administration			
4	In my difficult times, I find someone who takes care of me at school			
5	I receive congratulations when I achieve the best results from the school administration			
6	My colleagues and friends visit me at home to check on me			
7	My relationship with my classmates at school is good			
8	I have a number of loyal female colleagues			
9	The school administration offers a proposal to solve my problems			
10	The school administration provides all the sports supplies and tools I need for my training			
11	I strive to implement all sports activities in school			
12	I enjoy helping the school administration achieve school sports goals			
13	My colleagues stand by me when needed			
14	My school thanks me when I achieve the best results			
15	I receive help from my family in completing my training at school			
16	My family takes an opinion and helps me with it			
17	My family's hearts are full of love for me			
18	My family constantly gives me advice and guidance			
19	The source of support in my life is my family			
20	I enjoy the encouragement of my family when I participate in various sporting and scouting activities			

21	My family supports me when I am in financial difficulty			
22	My family provides a comfortable and convenient place when I need it			
23	My family shows interest in making me happy			
24	My family shares my joys and sorrows			
25	My coach listens to my ideas			
26	My classmates miss me when I'm not at school			
27	My family is trying to contact me			
28	My school contributes and shares with me the embarrassing situations I went through			
29	I feel secure and psychologically stable with my school			
30	My friends take my opinion and make me happy with it			

### A scale of motivation to participate in sports competitions and scout camps

No.	Paragraphs	Alw ays	Somet imes	Rarel y	often
1.	I would like to participate in contributing with my fellow guides in all opportunities				
2.	When I find one of my fellow advanced female guides, I feel better and I aspire to be at his level or better.				
3.	Through my participation in scout camps and sports competitions, I want to raise the status of my country				
4.	I can achieve the goals I am capable of while participating in scout camps				
5.	Feel the excitement and desire to work during scout camps and sports competitions				
6.	Gain good attitudes and experiences when setting up each camp				
7.	I am interested in everything new that I learn from my school				
8.	Participating in scout camps and sports competitions increases my physical and skill capabilities				
9.	Proper planning by the camp leadership achieved my goals				
10.	I am interested in developing my scouting and sports skills				
11.	My love for scouting and camping drives me to do my best to carry out my duties to the fullest				
12.	Participating in scout camps and sports competitions motivates me to excel in my work through perseverance and diligence				
13.	My ability to perform scouting contracts and perform sports skills is highly distinguished				
14.	I feel happy and excited if I am chosen as a corporal for the vanguard				
15.	I am able to perform many scouting and scouting skills that my fellow advanced Girl Guides cannot				
16.	I always be frank in expressing my opinion and accepting the opinion of others, including my fellow advanced guides, while setting up the camp.				
17.	I learn from the mistakes I may make during scout camp and sports competitions, and I overcome them with joy				
18.	I have high confidence in participating in the summer party and entertaining my fellow advanced guides during camping				



19.	My family always encourages me to participate in scout camps and sports competitions				
20.	I am happy when I get one of the hobby badges				
21.	I can work sincerely in scout camps and sports competitions if I have the opportunity I desire				
22.	The presence of my family members or friends at scout camp and sports competitions motivates me to do more distinguished work				
23.	The nature of the land and the harsh climate reduce my desire to participate in scout camps and sports competitions				
24.	Participating in scout camps is an opportunity for me to renew and develop				
25.	The diversity of the scouting curricula and sports competitions motivates me to participate in scout camp and sports competitions				
26.	I am pleased to be responsible for the work that I participate in with my fellow advanced guides				
27.	When I am asked to do something inside the scout camp, I accomplish it in the best way and in the shortest time				
28.	I like that my duties and obligations are within the limits of my responsibility while holding scout camps and sports competitions				
29.	It is my duty to preserve the public property of the scout camp and ensure its continuity				
30.	My conscience scolds me when I fail to perform my scouting and sports duties				
31.	I rely on others to perform some of the work that I must do while setting up the camp and performing sports competitions.				
32.	I always be sincere in my work assigned to me by my school				
33.	It is not my duty to monitor anyone who tries to abuse or tamper with the property of the scout camp, because it is one of the duties of field commanders.				
34.	During my participation, Scout camps provide me with the opportunity to make decisions about myself				
35.	Participating in scout camps and sports competitions gives me satisfaction with myself as a result of helping my fellow advanced guides				
36.	I respect the opinions and suggestions of my colleagues				
37.	I made the right decision while participating in the camp and sports competitions, even if it was at my own expense				
38.	I take the criticism of my fellow mentors who are my predecessors with pride				
39.	I participate with my colleagues in discussing, expressing, and understanding their point of view during the scout camp and sports competitions				
40.	I get emotional when I am assigned a mandatory task				
41.	Scout camps and sports competitions provide me with the opportunity to interact and get closer to my colleagues				
42.	My dealings and behavior with my fellow advanced guides must be easy and wise				

**Appendix (2)**  
**shows the names of experts and specialists with whom personal interviews were conducted**

No.	Scientific title	Names	Specialization	Affiliations
1	Prof. Dr.	Nahida abd zaid al-dulaimi	Learn kinetic /volleyball	College of physical education and sports sciences, university of Babylon
2	Prof. Dr.	Muhammad nima hassan	Sports psychology	College of physical education and sports sciences, university of Babylon
3	Prof. Dr.	Haitham muhammad kazem	Psychology/football	College of physical education and sports sciences, university of Babylon
4	Prof. Dr.	Haitham hussein abd	Sports psychology/gymnastics	College of physical education and sports sciences, university of Babylon
5	Prof. Dr.	Amna fadel mahmoud	Test and measure	College of physical education and sports sciences, university of Babylon
6	Prof. Dr.	Thaer salman matar	Learn kinetic	College of physical education and sports sciences, university of Diyala
6	Assist. Prof. Dr.	Wathiq hudoud shaila	Psychology/scouting	General directorate of education, Babylon
7	Lec. Dr.	Mortada ali shaalan	Psychology/scouting	General directorate of education, Babylon

**المساندة الاجتماعية وعلاقتها بدافعية المشاركة في المنافسات الرياضية والمخيمات الكشفية لطالبات المرحلة الإعدادية بمركز محافظة بابل**

معاذ صالح جواد السالم  
وزارة التربية / المديرية العامة لتربية بابل

من خلال عمل الباحث كمعلم تربية رياضية في إحدى مدارس محافظة بابل، يلاحظ الباحث وجود ضعف في مشاركة الطالبات في المسابقات الرياضية التي تستضيفها الأنشطة الرياضية والمدرسية وهدف البحث الى اعداد مقياسي المساندة الاجتماعية ودافعية المشاركة في المنافسات الرياضية والكشفية والتعرف على واقعها والتعرف على الفروق بينهما، والتعرف على علاقة المساندة الاجتماعية وعلاقتها بدافعية المشاركة في المنافسات الرياضية والكشفية في مركز محافظة بابل وتعتبر طالبات المرحلة الإعدادية في محافظة بابل هم المجال البشري اما المجال الزمني من 2022/11/4 الى 2023/5/11 والمجال المكاني هو مدارس الإعدادية في مركز محافظة بابل و تم اتباع إجراء إيجاد مقياسي المساندة الاجتماعية والدافعية للمشاركة في الألعاب الرياضية والكشفية على عينة من طالبات مركز محافظة بابل باستخدام المنهج الوصفي، حيث تمثلت عينة البحث به (370) طالبة و تم التعرف على واقع المساندة الاجتماعية ودافعية المشاركة في المنافسات الرياضية لطالبات المرحلة الإعدادية في مركز محافظة بابل و توصل الباحث إلى وجود علاقة ارتباطية بين دافعية المشاركة في المنافسات الرياضية والمساندة الاجتماعية لطالبات المرحلة الإعدادية في مركز محافظة بابل ختاماً يوصي الباحث بالإفادة من المقاييس و إجراء دراسات أخرى وضرورة تسليط الضوء على شريحة الطالبات.

مستخلص البحث

المساندة الاجتماعية ، مخيمات كشفية

الكلمات المفتاحية