Scout Culture and its Relationship with Scout Curricula According to the Perspective of the Sustainable Development Goals among Scout Leaders in Iraq

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Abstract

The Scout movement is considered a tool for upbringing and building for generations in a way that reflects positively on the civilized, scientific and social development of society, for it is no longer just a means to occupy the leisure time of youth, but rather has become a contribution to developing their abilities and behaviour by developing their social skills, instilling sound values and ethics for them, and enriching their knowledge with movements and information that can contribute to providing them with experiences that qualify them physically, mentally and socially as individuals who are good citizens in their societies to build a generation capable of serving their homeland. Values have a great and direct influence on the work that the mobile performs in terms of controlling his behavior and defining his goals And taking decisions related to its work, and the extent of the relationship of scouting curricula according to the perspective of the sustainable development goals with the application of scout culture in the behavior of scouts, the research objectives. the research community was identified with leaders and scout leaders in the education directorates in the governorates of Iraq except for the Kurdistan region for the academic year 2019-2020, and the researchers identified the research sample in a random way, Whereas, (10) leaders and female leaders were selected for the reconnaissance experiment, (40) leaders and female leaders for the construction sample.

Keywords: Scouting culture, Scouting curricula according to the sustainable development goals perspective.

Introduction

The Scout movement plays multiple roles and functions within the social system, as it is considered a form of general culture and is a practical application of moral ideals, and its fields are full of attitudes through which its practitioners acquire the good qualities that motivate our youth to assume full responsibility for increasing production and investing their energies to double national income in addition to preparing them to assume positions Leadership in different areas of life and their pride in belonging to the group and the homeland (1)
build a generation capable of serving their homeland. The problem of research
The Scout movement did not get much attention in our beloved country, Iraq, and the diversity in its curricula, knowing that the Scout movement in Iraq had started in The year (1918 AD) and its curricula are schools for group work and self-reliance in the time of technology and difficult living conditions, knowing that it was previously receiving attention for all its scouting stages, especially the (wandering) stage because of this stage of great importance in the life of society because it includes the group of university youth who The culture is acquired through education and experience from together. Values have a great and direct influence on the work that the mobile performs in terms of controlling his behaviour and defining his goals And taking decisions related to its work, and the extent of the relationship of scouting curricula according to the perspective of the sustainable development goals and the application of scout culture in the behaviour of scouts, the research objectives The research aims to identify the reality of scouting culture and scouting curricula by the goals of sustainable development and to identify the relationship between scouting curricula by the goals of sustainable development And between the scouting culture of scout leaders in Iraq. (2)

The practical side:

The researchers used the descriptive approach in the survey method, due to its blame and the nature of the research, and the research community was identified with leaders and scout leaders in the education directorates in the governorates of Iraq except for the Kurdistan region for the academic year 2019-2020, and the researchers randomly identified the research sample, as (10) leaders and leaders were selected. For the pilot experiment, (40) leaders and leaders of the construction sample.

Field research procedures:

First: Measuring Scout Culture.

The researchers adopted the Scout Culture Scale for the researcher (Wathiq Hadoud Shuailah), where the researcher relied on applying the Scout Culture Scale to theoretical definitions, which focus that scout culture is the outcome of information that scouts have, through which he can be an idea about the scouting movement to help him develop his personality, and improve His social relations and the development of his cognitive, educational, health and moral aspects, the scale consists of (54) paragraphs and each paragraph has five responses and each response represents a specific situation, and there are five alternatives to the answer in front of each paragraph, which are (always, often, sometimes, rarely, never), positive weights of them (5-4-3-2-1) respectively, and the negative weights are (1-2-3-4-5). (3)

Second: Measuring the Scout curricula according to the sustainable development goals perspective.

The researchers adopted the Scout Curriculum Scale according to the sustainable development goals perspective of the researcher (Magda Abbas Muhammad), where the researchers adopted the application of the scale on the sustainable development goals used in the Scouting curricula, the scale consists of (71) paragraphs and each paragraph has five responses, and each response represents a specific situation. In front of each paragraph there are five alternatives to the answer, which are (always, often, sometimes, rarely, never), the positive weights of which are (4-3-2-1-0) respectively, and the negative weights are (0-1-2-3-4) The highest score obtained by the subject is (284), and the lowest score is (0). The hypothetical mean of the scale (142), and whenever the score obtained by the subject is equal to or higher than the hypothetical mean, indicates the prevalence of the scout curricula according to the perspective of the sustainable development goals among scout leaders. (4)

Psychometric properties of the Scout Culture Scale:

Honesty:
The validity of the Scout Culture Scale and Scouting Curricula was verified according to the sustainable development goals perspective, by presenting their paragraphs to a group of experts and specialists to ensure the validity and suitability of their paragraphs for measurement.

**Stability:**

To verify the stability of the Scout Culture Scale and the Scout Curriculum Scale by the sustainable development goals perspective,

**Halftone segmentation:**

The half-segmentation was calculated by isolating the individual paragraphs from the marital paragraphs and to find out the homogeneity between the individual and marital paragraphs, and then calculate the correlation coefficient between them, so the value of the correlation coefficient between the two halves was (0.767) for the Scout Culture scale and (0.744) for the Scout Curriculum Scale according to the development goals perspective Since this indicator is concerned with half of the vocabulary, it is necessary to use the (Spearman-Brown) equation to identify the amount of the stability coefficient for all vocabulary. After the statistical procedure for this equation, the stability value of the entire scale was (0.868) for the Scout Culture scale and (0.849) for the Scout Curriculum Scale the scale. According to the perspective of the sustainable development goals, which is a high value, which indicates that the scale is constant.

**Statistical methods:** The Statistical Package for Social Sciences (SPSS) was used.

**Results**

Presenting, analyzing and discussing the results of Scouting culture and Scouting curricula according to the perspective of the Sustainable Development Goals of the Scout leaders, to verify this goal, the researchers used the T-test for one sample t-test to compare the sample mean of (100.144) with a standard deviation of (33.84) with the average The hypothesis for the scale was (150), so the calculated T value was (-23.62), which is a function of the level of significance (0.05) and the degree of freedom (250) of (± 1.96). They have psychological security and statistically significant. Table (1) illustrates this.

**Table (1): It shows the results of the T-test for one sample to indicate the difference in the scouting culture of students of the College of Physical Education and Sports Sciences.**

<table>
<thead>
<tr>
<th>variable</th>
<th>Number of paragraphs</th>
<th>default means</th>
<th>mean</th>
<th>standard deviation</th>
<th>t value</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scout Culture</td>
<td>54</td>
<td>162</td>
<td>98.36</td>
<td>23.39</td>
<td>9.37</td>
<td>significance</td>
</tr>
<tr>
<td>Scouting curricula according to sustainable development</td>
<td>71</td>
<td>177.5</td>
<td>125.34</td>
<td>39.18</td>
<td>8.247</td>
<td>significance</td>
</tr>
</tbody>
</table>


This result can be interpreted as naturally expected, as the Scouting curricula, which depend on the perspective of sustainable development, are those that meet the needs of the present without compromising the ability of future generations and helping them meet their own needs.

The relationship of the Scout curricula according to the perspective of the sustainable development goals in Scout culture:

Table (2): It shows the relationship of the Scout curricula according to the perspective of the sustainable development goals in Scout culture:

<table>
<thead>
<tr>
<th>variable</th>
<th>unit of measure</th>
<th>mean</th>
<th>standard deviation</th>
<th>R value</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scout Culture</td>
<td>degree</td>
<td>98.36</td>
<td>162</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scouting curricula according to sustainable development</td>
<td>degree</td>
<td>125.34</td>
<td>177.5</td>
<td>0.73</td>
<td>Significant</td>
</tr>
</tbody>
</table>

We conclude from Table (2) that there is a relationship between the Scouting curricula, which is based on a sustainable development perspective, and the Scouting culture adopted by the Scout Leader, scouting curricula being a group of diverse programs that meet the needs of Scouts according to their age, to achieve the principles of the Scout Movement that seeks to educate the individual from all ways. It is also the group of experiences and activities that the Scout Movement provides under its supervision to Scouts with the intention of their contact with these experiences and their interaction with them, and the results of these frictions are the interaction that takes place learning or modification in their behaviour that leads to achieving comprehensive integrated growth. (5) It is a comprehensive general plan for the subjects that the student should study. In school in order to obtain an academic degree or a certificate qualifying to work in a specific profession, “Scout programs” is all the activities that boys and youth do in terms of activities that suit their needs by using the Scout method to achieve the educational goal of the movement, and it includes the various activities on which the activities of the stages depend “is the development that works to achieve A better life for the individual than he is by working to improve the social, economic, cultural and political aspect, especially the health and environmental aspect, as it has a very great impact on the life and health of the individual, sustainable development has become a major issue for many international organizations included in the United Nations, such as the United Nations Development Program (UNDP) and the Organization for Economic Cooperation (OECD), the Sustainable Development Committee emanating from the Earth Summit issued a book that includes four main dimensions of development. Sustainability represented in the economic, social, environmental and technological dimension, and these dimensions give his view on the most important indicators related
First - the economic dimension:

Several indicators are reflected in the environment in which a person lives, namely:

1- The rate of per capita consumption of natural resources: the rate of per capita consumption must be commensurate with the available resources and in a way that ensures their survival for future generations. It is known that developed countries are more consumers of natural resources than developing countries.

2- Eradication of poverty: Developing countries seek to fight poverty through their indication that poverty does not mean prosperity and the exploitation of all environmental potentials, but rather taking people to their needs and directing resources properly so that an individual can fulfil the requirements of his life and that development is inclusive of the sufficiency of individuals.

3- Equitable Income Distribution: Sustainable development aims at distributing income among all individuals in an equitable manner, and not building social disparities between the rich and the poor, and this requires developing countries to distribute equitably in the resources available to them.

Second - the social dimension:

The social dimension is of prominent importance in achieving sustainable development and there are a set of indicators that define the role of this dimension, namely:

1- Good governance: It is represented in the use of democracy and participation in decision-making, which will be positively reflected in society.

2- Providing health and education: Providing health and education at all school levels is important, and sustainable development has had a prominent role through concern for human development and human building, which will ensure the continuity of development and lasting awareness.

3- Population growth and population distribution:

Sustainable development means determining the population and not overly increasing the capacity of societies, which will negatively affect the environmental depletion as well as the population distribution between rural and urban areas in a thoughtful manner, to reduce the prejudice to green areas and reduce the emitted environmental pollution.

Third - the environmental dimension:

“The environmental dimension represents natural resources (water, energy, agriculture and biodiversity), which is the backbone of sustainable development. It is defined as the interest in managing natural resources by focusing on the quantity and quality of resources on the globe. The concept of environmental development is related to environmental pollution or the overuse of resources that leads to depletion. Natural resources and their collapse, on the other hand, it is related to the concepts of waste recycling and safe disposal of waste.

Fourth - The technological dimension

“The technological dimension and its uses have positive results in raising the income of countries and individuals and improving living conditions. Among its most important indicators, which should be taken into account:

1- The use of clean technology in industry: as technology may result in a pollution tax, therefore it is necessary to choose technology with a clean use that does not cause environmental pollution, and many industrialized countries have passed laws for the use of technology, and financial penalties for those who commit such violations

2- Adopting advanced technology: it is the process of selecting technology with high quality and appropriate efficiency, as well as using tools and machines with a clean use.
Conclusions

In light of the results reached by the researchers, a set of conclusions were reached:

The members of the research sample, the Scout leaders, enjoy a good level of Scouting culture, as well as there is a moral correlation between the Scout curricula according to the sustainable development goals perspective and the scouting leader’s scout culture.

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Conflict of Interest: None to declare.

Ethical Clearance: “All experimental protocols were approved under the University of Babylon and carried out in accordance with approved guidelines”.

References