

The role of scouting activities in promoting patriotism for secondary school students – Iraq.

¹ Dr. Ali Abdul Hussein Ali Al-Farjawi, ² Haidar Jameel Abbas Al-Karawi, ³ Tahseen Hamza Najm Al-Khafaji,

Abstract.

The present study aims to identify the role of scouting activities in promoting patriotism among secondary school students in Iraq. The researchers used the descriptive approach in a survey method as it is appropriate to the nature of the study. The research sample was chosen randomly; 125 students practicing scouting activities; the school scouting team and 125 students not practicing scouting activities. The researchers used the patriotism scale as a tool to collect data. The results of the present study confirm the superiority of students practicing scouting activities over students not practicing scouting activities in patriotism and national affiliation.

Keywords: *scouting activities, promoting patriotism, secondary school students – Iraq.*

Introduction and problem of the study:

Scouting is an essential means of preparing and building the personality of the individual in the different age stages. Scouting activities serve preparing the individual for future life and achieving a balance between psychological, social, and physiological human powers. Schools and universities have an important role in preparing the individuals. Educational systems must eliminate scouting illiteracy in all stages as scouts have become of the utmost importance in order to preserve the psychological balance of the individual and the integrity of formation to be able to give, work and keep pace with the rhythm of life whose psychological and physical requirements in modern urban societies with all their struggles and Physical and nervous stress.

Nourul-Deen Eid Gomaa (2000) explains that all educational institutions seek to facilitate ways to form a good citizen according to interests and field. Scouting movement is interested in achieving this noble goal because it is one of the primary goals as scouting movement is an educational system that is intended to prepare the young people physically, mentally, and spiritually", accustom them to befriend nature, be influenced by its scenes, and learn about its manifestations and secrets, train them on the various works and trades they need, teach them self-reliance and cooperation between the group, the power of observation and accuracy of attention, loyalty and honesty, courage, patience, and serving human beings wherever they are. Emotional aspects of the development of social skills and the formation of attitudes towards the environment are not ignored, (20: 2).

Farida Harzawi (2000) indicates that the scout movement plays an important role in the third world and in the first world alike, adhering to the instructions of heaven that are not contradicted by false and enlightened by previous human values. Almighty Allah created man in the best manner. Scouting builds the individual; one of the most important factors for development, progress, and growth. When the young man engages in the scouting movement at the age of less than seven years old, he/she exerts his/her effort in carrying out his/her duty towards Almighty Allah and the homeland and complies too The law To make a favor every day. In order to remember the well-being, the young make a loop at the end of the handkerchief wrapped around the neck which is never untied. This condition is not required to be large but within the limits of the abilities. When they move to the stage of scouting, they promise to do their best to Help people in all circumstances repeating the phrase "be ready". It requires

¹ General Directorate of education/ Wasit/ Iraq Email: ali19752000@yahoo.com

² General Directorate of education/ Wasit/ Iraq. Email: haiderjameel72@gmail.com

³ General Directorate of education/ Babylon/ Iraq Email: mhammed5789r@gmail.com

training in public service matters. When they move to the mobile stage, their slogan becomes “public service” after being trained in the previous stages to do it, and make sure that they have a sense of responsibility towards their homeland , (11: 51, 52).

Proctor, Tammy M (2000) notes that practicing scouting activities educates the practitioner leadership and dependency and makes him/her a distinguished leader who has the ability to solve problems, has an impact on members of the group and can organize relationships within the group and distribute actions to them without bias with or against any of the individuals, (30: 297).

The concept of patriotism is one of the modern concepts in this era. The interest of researchers in this concept has increased with the beginning of the era of globalization, in which the borders and barriers between nations and people are removed due to the great technological leap in the modern means of communication, which caused the failure of many of the original values and customs in the Islamic society. Perhaps, patriotism is the most prominent among them.

The educational institution bears the bulk of the responsibility for building and developing the patriotism system through hard and diligent work to prepare students educationally through modern and advanced curricula, modern educational technology, and atypical student activities, (12:10).

Patriotism is defined as the citizen’s feeling that he/she is a part of his/her homeland, so he/she loves, attaches, has loyalty to it. This is evident from his/her embrace of values, habits, institutions, obedience to laws, preserving wealth, integration into events and problems, and willingness to advance. Patriotism is of three levels : Material, outward, and altruistic affiliation (8: 6).

The human being is a social being. Thus, it is necessary to be attached to others by the bond of love and acceptance as he/she cannot live in isolation from others because he/she is the product of social interactions. The individuals must engage in positive social activities in order to live a social life together, (13:39, 40).

It is a feeling that includes mutual love, acceptance, and close association with the group as it satisfies a person's need to bond with others and unite with them in order to gain acceptance and feel that he/she is an individual who possesses a privileged position in the social sphere. The aspects of affiliation are related to the individual with his/her homeland in which he/she lives and with those who reside In this country. It appears in the adoption of a set of ideas, values, and standards that distinguish this society from others, (6: 137).

Patriotism is defined as a positive trend supported by love that the individual senses towards his/her homeland, confirming the existence of affiliation to this country as a member in it and feels proud and loyal to it, cherishes its identity and unites with, concerned with its issues, problems, standards, laws, and values, preserving interests and wealth, taking into account the public good, encouraging and contributing to collective actions and interacting with the majority, (13:33).

Due to the importance of developing the value of patriotism among students, educational leaders should strive to increase the awareness of teachers’ social roles in order to achieve good patriotism by focusing on building ideals and moral values among students in addition to working to increase their level of motivation to satisfy their needs in terms of self-awareness and realization in Their working life, (28: 59).

In this era, in which the pressures on students widened, and extremist ideas aimed at fighting the value of patriotism among students increased through suspicious websites on the Internet, schools today are the most closely related educational institutions influencing the development of good patriotism among students, and raising their degree of affiliation and behavior in proportion to Authentic Islamic values through classroom and non-classroom activities, (18: 121).

Studies show that there are three types of patriotism:

Real affiliation: in which the individual has a real awareness of the dimensions of the situation and the circumstances surrounding his/her community internally and externally. He/she is aware of the problems of his/her community and is able to know the real causes and works with the majority and believes that the interest of the

majority and work for the common good, society's safety, growth and development, is the goal that must transcend individualism and selfishness.

False Affiliation: This type is based on false awareness by the formal and informal institutions that may distort the reality in the minds of citizens. Therefore, their vision of things and attitudes may become unreal and not expressive of the actual reality.

Belonging to a specific group: Here the individual works on the interests of the group that he/she belongs and not other groups within the same society, so he/she is not aware, does not realize, and does not work except for the benefit of this part. This has implications for the fragmentation of the society's structure. Perhaps a reason for the existence of the conflict between classes. The intensity increases as the gap between these groups increases. The final interest deteriorates and disintegrates society, (13: 65).

The stage of adolescence means the transition towards completion of growth. It is one of the important stages of life between childhood and adulthood. This period is considered a transitional period that is characterized by many complex development tasks, especially the need to adapt to the different physical, emotional, and social changes that occur during that stage. Each challenge faced by the teenager will uniquely place great demands on him/her, which may sometimes lead to a sense of a mixture of feelings of anxiety, fear, suspicion, and sometimes even feelings of guilt, (31:18).

It is clear from the previous presentation of the importance and difficulty of this stage, the problem of research is the critical stage that secondary school students go through and what activities they need to accommodate their energies. The researchers notice that there is a lack of interest in participating in scouting activities. The researchers have also noticed that scouting activities practitioners are distinguished from other non-practitioners, which prompted the researchers to conduct this study to identify the role of scouting activities in promoting patriotism among secondary school students in Iraq.

Objectives of the study.

The present study aims to identify the role of scouting activities in promoting patriotism among secondary school students in Iraq through:

1. The role of scouting activities in promoting patriotism.
2. The role of scouting activities in promoting national belonging.

The hypotheses.

1. There are statistically significant differences between students practicing scouting activities and those not practicing scouting activities in patriotism.
2. There are statistically significant differences between students practicing scouting activities and those not practicing scouting activities in the national affiliation.

Previous related studies.

1. The study of Champine, et al (2016) (24), which is entitled "Exploring the Out-of-School Time Program for Scouting Boys". This study aimed to identify time programs outside school for scouts. The descriptive approach was used as it suits the nature of the study. The study relied on a sample of (667 scouts). One of the most important results of the study is that boy scouts have more characteristics and advantages than non-practitioners. They are also superior in sports, cultural and social programs that take place outside the school program.
2. The study of Elizabeth Elam (2017) (27) which is entitled "What scouts teach boys and girls". This study aimed to identify what scouts taught boys and girls. The descriptive approach was used as it suits the nature of the study. The study was based on a sample of (470 scouts). One of the most important results of the study is that scouting

has an impact on the personality of the scouts, which is represented in the love of family and society, self-reliance and help of others.

3. The study of Howeida Abdullah Abdulrahman (2018) (22) which is entitled "The role of communication activities in scouting programs in developing leadership skills of the Egyptian child". The study aimed to identify the role of communication activities in scouting programs in developing leadership skills among Egyptian children in the age group From 12 to 15 years. The descriptive approach was used for its suitability to the nature of the study. The study relied on a sample of (350 scouts + 15 scout leaders + 15 experts interested in the field of scouting). One of the most important findings of the study is to identify the reasons behind children joining scouting activities, the acquisition of good morals and behaviors, the development of leadership skills, the acquisition of various friendships, the contribution to building personality, and the development of mental abilities.

How to benefit from previous related studies.

Having been acquainted with previous research and studies, the researchers have benefited the following:

1. The researchers deeply understood the limits of the problem.
2. Using the appropriate curriculum for the nature and objectives of the study.
3. Determining the study sample.
4. Choosing data collection tools appropriate to the nature of the research.
5. Determining the appropriate statistical treatments to reach and analyze the results.
6. Finding and benefiting from the most important Arab and foreign references.

The procedures.

The Methodology.

The researchers used the descriptive method in the survey method.

The research fields.

The time domain; The exploratory study was conducted on the 28th/2/2020 and the basic study was applied in the period from 2/2/2020 to 16/2/2020.

The spatial domain; Secondary stage schools in Wasit province.

The human field; Students of secondary schools in Iraq.

Community and Sample of the study.

The research community includes 3094 students representing (10) secondary schools in Wasit province. 165 were students practicing scouting activities and 2929 students were not practicing scouting activities. The practitioners of scouting activities represent 5.33% of the research community.

The research sample includes 250 students representing the ten school students. 125 students practicing scouting activities were chosen; (the school scouting team) and 125 non-practicing scouting activities from the same schools students were chosen. The following table shows the description of the research sample.

School	Research community			Research sample		Expletory study		Basic study	
	total	Practitioners of scouting activities.	Non-Practitioners of scouting activities.	Practitioners	Non-practitioners	Practitioners	Non-practitioners	Practitioners	Non-practitioners
Almutafawiqen secondary school for boys.	332	18	314	13	13	9	9	4	4
Saif Bin Thee Yazan secondary school for boys.	317	21	296	16	16	6	6	10	10
Abu Alqassim Alshabi secondary school for boys.	303	16	287	12	12	0	0	12	12
Alnaba Aladheem secondary school for boys.	251	15	236	12	12	0	0	12	12
Altahreer secondary school for boys.	357	19	338	15	15	0	0	15	15
Alshaheed Hussein Khalaf Oda secondary school for boys.	280	12	268	11	11	0	0	11	11
Almarkazia secondary school for boys.	358	13	345	10	10	0	0	10	10
Altoosi secondary school for boys.	273	16	257	11	11	0	0	11	11
Alsuada secondary school for boys.	290	17	273	12	12	0	0	12	12

Alshuhada secondary school for boys.	333	18	315	13	13	0	0	13	13
Total	3094	165	2929	125	125	15	15	110	110

Table (1) Numerical description of the research community and sample.

It is clear from Table (1) that the research community is 3094 students and the research sample is 250 students; 125 practicing scouts and 125 non-practitioners; 30 students For the exploratory study. The sample of the main study is 220 students; 110 students practicing scouts and 110 for non-practitioners.

The tools.

The researchers used the patriotism scale as a data collection tool.

First; Patriotism Scale Design Supplement (2).

To design the patriotism scale, the following steps were taken:

A reference survey was conducted for similar studies and references related to the subject of the study, such as the study of Aladdin Hanafi Al-Asi (2016) (9), the study of Hajar Jamal Al-Din Ahmed (2018) (21) and the study of Ahmed Farouk Jumaa (2018) (2) and a skillful era study Mossy (2018) (10).

Sections of the scale were defined and consisted of:

The linguistic affiliation section.

The patriotism section.

The political affiliation section.

The cultural affiliation section.

The national affiliation section.

The sections of the scale were presented to 10 experts (Appendix 1). The following table shows the experts' approval of the sections:

Table (2) Frequency and percentage of the experts' opinion poll on the suitability of the sections for the patriotism scale.

Proposed sections	Agree		Disagree		Agreement percentage
	Frequency	Percentage %	Frequency	Percentage %	
Linguistic affiliation section	4	40	6	60	40
National affiliation section	9	90	1	10	90
Political affiliation section	3	30	7	70	30
Cultural affiliation section	5	50	5	50	50
National belonging section	10	100	0	0	100

It is clear from Table (2) that the frequency, percentage, and relative importance of an expert opinion poll on the suitability of the section for measuring patriotism that the experts' approval rate for the sections range between (30% to 100%). The researchers accepted the 75% rate to agree on the sections. The approval percentage of the section of national affiliation ranged between (90% to 100%).

Determining the items expressing the sections of the scale.

The researchers reached the scale in its final form. It has two sections:

1. The first section; Patriotism, which has 25 items.
2. The second section; The national affiliation, which has 16 items. The total number of phrases becomes 41.

Second; the exploratory study.

The researchers conducted an exploratory study by applying the scale on the 01/21/2020 on a sample of 30 students who were randomly chosen from the research community outside the basic research sample with the aim of conducting scientific treatments for the questionnaire.

Scientific treatments of the questionnaire.

First; The validity.

The validity was calculated using the internal consistency method by calculating the correlation coefficients between the degree of the phrase and the total sum of the sections as shown in the following tables.

Table (3) The coefficient of internal consistency (the coefficient of correlation of the degree of the phrase with the total sum of the section to which it belongs).

No.	item	Coefficient of internal consistency
1	I feel proud that I am Iraqi despite the circumstances the country is going through.	**0.700
2	I prefer to work at home despite the low wages.	**0.637
3	Doing what I can to protect the homeland.	**0.715
4	I participate in the works that contribute to raising my country's affairs.	**0.598
5	I feel proud of coming home.	**0.631
6	I am proud to hear the national anthem.	**0.758
7	I feel safe in my country.	**0.702
8	I fear for the future of Iraq.	**0.602
9	I am not thinking about emigrating abroad.	**0.757
10	My countrymen are my family.	**0.662
11	I seek to excel in my studies to serve my country.	**0.746
12	I feel happy when I hear my history.	**0.648
13	The benefit of the nation is more important than the personal benefit.	**0.694
14	Defending the homeland is a sacred duty.	**0.593
15	I respect the flag of my country.	**0.805
16	I am proud to be an Iraqi.	**0.757
17	I appreciate the circumstances of my country and strive to improve them.	**0.634
18	I use water wisely and rationally.	**0.649
19	I appreciate what the Iraqi army is doing to achieve the Iraqi security.	**0.727
20	I hope to be one of the Iraqi army soldiers.	**0.626

21	I stay away from traffic violations for love of my country.	**0.725
22	I appreciate what traffic men, firefighters, and service personnel do.	**0.765
23	I stand with respect and appreciation when hearing the Iraqi Republican anthem.	**0.625
24	I prefer my homeland rights over my personal rights.	**0.636
25	I would be happy if I sacrificed myself for the honor and dignity of my country.	**0.639

It is clear from Table (3) that there is a rise in the values of the internal consistency factor, which ranged between (0.593 to 0.805). These values are significant at the level of (0.01), which indicates the validity of the scale items. It meets to measure what the section measures. Therefore, the items are true.

Table (4) The coefficient of internal consistency (the coefficient of correlation of the degree of the phrase with the total sum of the section to which it belongs; n = 30.

No.	items	Coefficient of internal consistency
1	I care about any event happening in the Arab countries.	**0.764
2	I consider Arabs my brothers.	**0.587
3	I share an opinion with different nationalities.	**0.807
4	I am seeking to make friends with the Arab brothers.	**0.748
5	I am happy for the success of any Arab country.	**0.638
6	I prefer to work in an Arab country to working in a foreign country.	**0.623
7	I am sad for the tension in Iraq's relations with some Arab countries.	**0.636
8	I believe in the importance of peace and security in the Arab world.	**0.674
9	I appreciate the assistance of any Arab country to Iraq.	**0.762
10	I cherish my Iraqi nationality despite different cultures.	**0.649
11	The success of any Arab country is considered a success for Iraq.	**0.583
12	Iraq is the heart of the Arab world.	**0.809
13	I appreciate the national anthem and flag of any Arab country.	**0.625
14	I look forward to a common Arab federation.	**0.715
15	I respect the Arab costume of any country.	**0.654
16	I participate in Arab conferences.	**0.713

It is clear from Table (4) that there is a rise in the values of the internal consistency factor, which ranged between (0.583 to 0.809). These values are significant at the level of (0.01), which indicates the validity of the scale items. The items are true.

Table (5) The coefficient of internal consistency (the coefficient of correlation of the section with the total of the scale); n = 30.

Sections	Coefficient of internal consistency
Patriotism	**0.682
National belonging	**0.716

It is clear from Table (5) that the coefficient of internal consistency of the section ranged between (0.682 to 0.716), which confirms that the sections are closely related to the total of the scale and therefore they contribute to building the scale and measuring. Therefore, they are true.

Second; Stability.

The stability of the scale was calculated in two ways:

1. Alpha stability for Cronback.
2. Application and re-application of the scale.

1. Alpha stability for Cronback.

The scale was applied to the exploratory sample, which consisted of (30) students from outside the basic research sample, then the scale was re-applied after (7 days), on the same sample and then the stability coefficient was calculated between the results of the application in the period from 01/28/2020 as shown With the following table.

Table (6): Alpha Cronbac Coefficient for the section of patriotism; n = 30.

sections	Alpha Cronbac	
	sections	For the scale
Patriotism	0.750	0.740
National belonging	0.730	

It is clear from Table (6) that there is a rise in the values of the Alpha Cronbac coefficient for the section that ranged from (0.730 to 0.750). These values are greater than 0.600, which confirms that the sections are stable and contribute to building the scale as they reached The values of the alpha coefficient for the scale as a whole (0.740). This value is greater than the values of the coefficient of the alpha for the section, which confirms that the sections are homogeneous and are characterized by stability and contribute to building the scale. Any deletion or addition of any of these sections can adversely affect the construction of the scale as a whole.

1. Application and re-application of the scale.

Table (7) Differences between the first application and the second application of the expletory sample to find the consistency of re-applying the section and the total patriotism scale n = 30.

Statistical significance	First application		Second application		Difference between the two mediums		Value	Consistency ratio
	s	Y+-	s	Y+-	s	Y+-		
Patriotism	64.46	6.99	63.90	8.37	0.56	10.44	0.30	0.911
National belonging	35.78	10.36	36.63	10.04	0.85	14.14	0.33	0.909
total	242.13	28.15	243.27	29.69	1.14	39.72	0.16	0.920

It is clear from Table (7) that there are no significant differences between the first application and the second application where the calculated value of T is between (0.30 to 0.33). These values are less than The value of the tabular T at the level of 0.05. The stability coefficient is between (0.909 to 0.911), which confirms that the section and the total of the patriotism scale are stable and give the same results if re-applied again to the same sample in the same circumstances.

The basic study:

The researchers applied the questionnaire to the basic study sample in the period from 2/2/2020 to 2/16/2020.

Statistical treatments.

The researchers used the SPSS software for statistical analysis to process the data and the following statistical treatments were used (arithmetic mean - percentage - Chi square - Alpha coefficient of Cronback - coefficient of internal consistency).

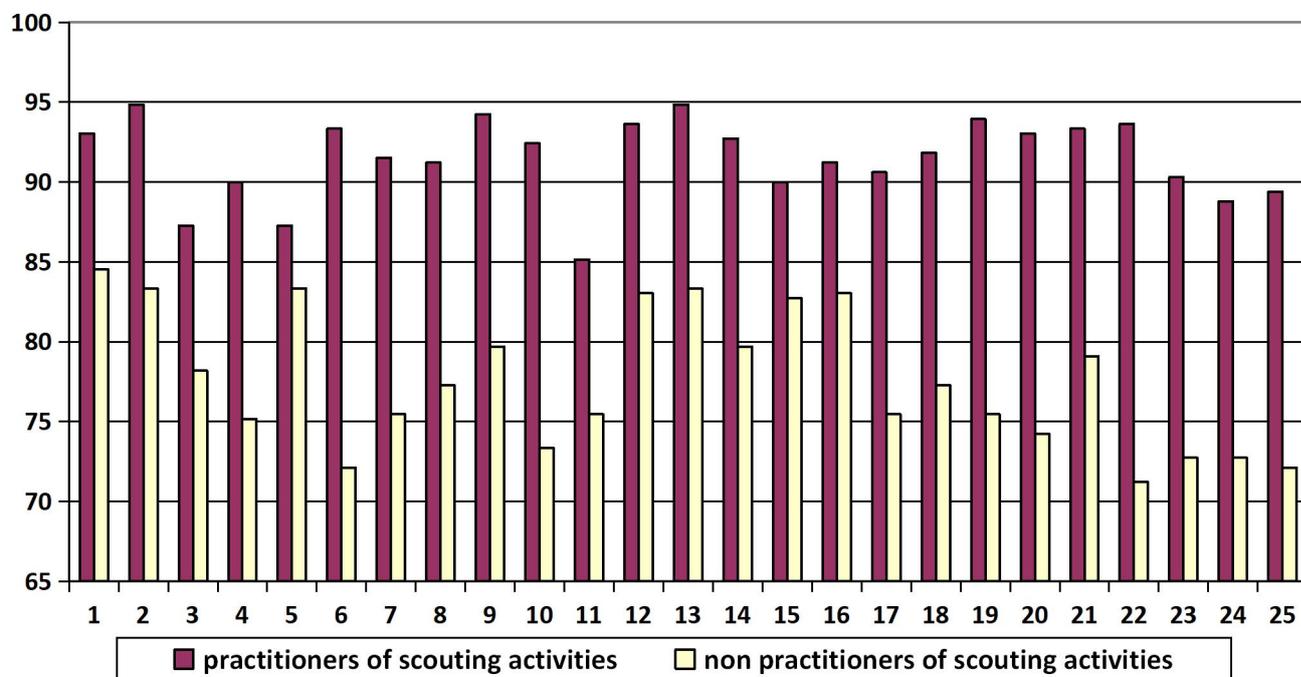
The results.

		Practitioners of scouting activities n=110						Non- Practitioners of scouting activities n=110						Difference between the two ratios
		Yes	To some extent	No	Chi square	medium	Percentage of affiliation	Yes	To some extent	No	Chi square	medium	Percentage of affiliation	
1	I feel proud that I am Iraqi despite the circumstances the country is going through.	92	13	5	126.1*3	2.79	93.03	77	15	18	66.6*7	2.54	84.55	8.48%
2	I prefer to work at home despite the low wages.	94	15	1	137.1*5	2.85	94.85	78	9	23	72.5*6	2.50	83.33	11.5%2
3	Doing what I can to protect the homeland.	83	12	15	87.95*	2.62	87.27	72	4	34	63.3*5	2.35	78.18	9.09%
4	I participate in the works that contribute to raising my country's affairs.	88	11	11	107.8*0	2.70	90.00	65	8	37	44.3*1	2.25	75.15	14.8%5
5	I feel proud of coming	84	10	16	92.15*	2.62	87.27	80	5	25	82.2*7	2.50	83.33	3.94%

	home.													
6	I am proud to hear the national anthem.	9 2	14	4	126.6 *2	2.80	93.33	6 1	6	4 3	42.8 *9	2.1 6	72.12	21.2 %1
7	I feel safe in my country.	9 0	12	8	116.5 *8	2.75	91.52	6 6	7	3 7	47.4 *7	2.2 6	75.45	16.0 %6
8	I fear for the future of Iraq.	8 9	13	8	112.3 *8	2.74	91.21	7 1	3	3 6	63.0 *7	2.3 2	77.27	13.9 %4
9	I am not thinking about emigrating abroad.	9 1	19	0	125.6 *9	2.83	94.24	7 2	9	2 9	56.5 *3	2.3 9	79.70	14.5 %5
10	My countrymen are my family.	9 3	9	8	129.8 *4	2.77	92.42	6 5	2	4 3	55.7 *6	2.2 0	73.33	19.0 %9
11	I seek to excel in my studies to serve my country.	8 0	11	1 9	77.69 *	2.55	85.15	6 6	7	3 7	47.4 *7	2.2 6	75.45	9.70 %
12	I feel happy when I hear my history.	9 2	15	3	127.2 *2	2.81	93.64	7 6	12	2 2	64.6 *5	2.4 9	83.03	10.6 %1
13	The benefit of the nation is more important than the personal benefit.	9 5	13	2	140.8 *5	2.85	94.85	7 7	11	2 2	68.2 *0	2.5 0	83.33	11.5 %2
14	Defending the homeland is a sacred duty.	9 4	8	8	134.4 *7	2.78	92.73	7 2	9	2 9	56.5 *3	2.3 9	79.70	13.0 %3
15	I respect the flag of my country.	8 5	17	8	96.67 *	2.70	90.00	7 4	15	2 1	57.5 *1	2.4 8	82.73	7.27 %
16	I am proud to be an Iraqi.	9 0	11	9	116.4 *2	2.74	91.21	7 8	8	2 4	73.3 *8	2.4 9	83.03	8.18 %
17	I appreciate the circumstances of my country and	9 0	9	1 1	116.4 *2	2.72	90.61	6 2	15	3 3	30.6 *7	2.2 6	75.45	15.1 %5

	strive to improve them.													
18	I use water wisely and rationally.	89	15	6	113.1*5	2.75	91.82	66	13	31	39.6*2	2.32	77.27	14.5%5
19	I appreciate what the Iraqi army is doing to achieve the Iraqi security.	97	6	7	148.9*3	2.82	93.94	65	9	36	42.7*8	2.26	75.45	18.4%8
20	I hope to be one of the Iraqi army soldiers.	89	19	2	115.9*8	2.79	93.03	62	11	37	35.4*7	2.23	74.24	18.7%9
21	I stay away from traffic violations for love of my country.	97	4	9	149.2*5	2.80	93.33	72	7	31	58.9*3	2.37	79.09	14.2%4
22	I appreciate what traffic men, firefighters, and service personnel do.	95	9	6	139.3*3	2.81	93.64	61	3	46	49.4*4	2.14	71.21	22.4%2
23	I stand with respect and appreciation when hearing the Iraqi Republican anthem.	83	22	5	91.76*	2.71	90.30	62	6	42	43.9*3	2.18	72.73	17.5%8
24	I prefer my homeland rights over my personal rights.	79	25	6	78.24*	2.66	88.79	61	8	41	39.0*7	2.18	72.73	16.0%6
25	I would be happy if I sacrificed myself for the honor and dignity of my country.	84	17	9	92.53*	2.68	89.39	63	2	45	53.5*8	2.16	72.12	17.2%7

Table (8) the statistical significance of the percentage of practitioners approval for scouting activities and those not practicing scouting activities.



It is clear from Table (8) and graph No. (1) that there are significant differences between responses where the values of the Chi square ranged between (77.69 To 149.25). These values are significant at the level of 0.05. It is clear that the higher values of patriotism among students practicing scouting activities, where the affiliation ratio ranged between (85.15% to 94.85%); and for non-practicing scout activities there are significant differences between responses, where the Chi square values ranged between (30.67 to 82.27). These Values are significant at 0.05 level; high level of patriotism among students not practicing scouting activities is evident as affiliation ranged between (71.21% to 84.55%).

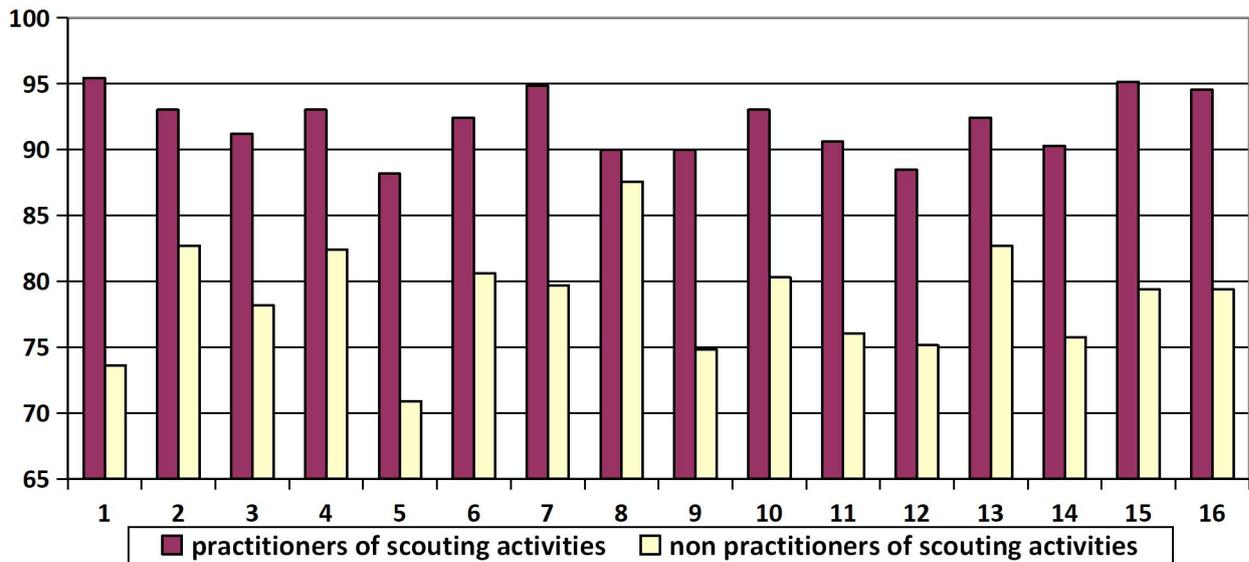
Concerning the differences between the two ratios, there are differences between the practitioners of scouting activities and those not practicing scouting activities in patriotism, in favor of practitioners of scouting activities in all phrases where the differences between the two ratios ranged between (3.94 to 22.42). Differences between the two percentages, which amounted to 22.42%; followed by the phrase “I am proud to hear the national anthem, with differences amounting to 21.21%; then the phrase “My country’s people are my family ”with differences of 19.09%; and “I feel proud to belong to the country” came last with the lowest percentage of differences, which amounted to 3.94%.

Table (9) the statistical significance of the percentage of practitioners approval for scouting activities and those not practicing scouting activities.

No.	item	Practitioners of scouting activities n=110	Non- Practitioners of scouting activities n=110	Difference between the two

														ratios
		y e s	T o s o m e e x t e n t	n	Chi squa re	medi um	Percent age of affiliati on	y e s	To so me ext ent	n	Chi squa re	me diu m	Perce ntage of affili ation	
		9 7	1 1	2	150.0 *2	2.86	95.45	6 2	9	3 9	38.5 *3	2.2 1	73.64	21.82 %
1	I care about any event happening in the Arab countries.	8 9	1 9	2	115.9 *8	2.79	93.03	7 6	11	2 3	65.2 *5	2.4 8	82.73	10.30 %
2	I consider Arabs my brothers.	9 1	9	1 0	120.7 *8	2.74	91.21	7 1	6	3 3	58.1 *6	2.3 5	78.18	13.03 %
3	I share an opinion with different nationalities.	9 3	1 1	6	130.1 *6	2.79	93.03	7 7	8	2 5	70.4 *9	2.4 7	82.42	10.61 %
4	I am seeking to make friends with the Arab brothers.	8 0	2 1	9	78.78 *	2.65	88.18	6 0	4	4 6	46.3 *3	2.1 3	70.91	17.27 %
5	I am happy for the success of any Arab country.	9 2	1 1	7	125.4 *7	2.77	92.42	7 4	8	2 8	62.4 *7	2.4 2	80.61	11.82 %
6	I prefer to work in an Arab country to working in a foreign country.	9 5	1 3	2	140.8 *5	2.85	94.85	7 2	9	2 9	56.5 *3	2.3 9	79.70	15.15 %
7	I am sad for the tension in Iraq's relations	8 3	2 1	6	90.89 *	2.70	90.00	7 9	21	1 0	74.9 *6	2.6 3	87.58	%2.42

	with some Arab countries.													
8	I believe in the importance of peace and security in the Arab world.	84	19	7	93.62*	2.70	90.00	61	15	34	29.1*5	2.25	74.85	15.15%
9	I appreciate the assistance of any Arab country to Iraq.	92	13	5	126.1*3	2.79	93.03	72	11	27	54.5*6	2.41	80.30	12.73%
10	I cherish my Iraqi nationality despite different cultures.	87	15	8	104.3*1	2.72	90.61	66	9	35	44.4*2	2.28	76.06	14.55%
11	The success of any Arab country is considered a success for Iraq.	85	12	13	95.58*	2.65	88.48	63	12	35	35.5*8	2.25	75.15	13.33%
12	Iraq is the heart of the Arab world.	90	15	5	117.7*3	2.77	92.42	74	15	21	57.5*1	2.48	82.73	9.70%
13	I appreciate the national anthem and flag of any Arab country.	89	10	11	112.0*5	2.71	90.30	65	10	35	41.3*6	2.27	75.76	14.55%
14	I look forward to a common Arab federation.	97	10	3	149.5*8	2.85	95.15	69	14	27	45.0*7	2.38	79.39	15.76%
15	I respect the Arab costume of any country.	95	12	3	140.3*1	2.84	94.55	70	12	28	48.9*5	2.38	79.39	15.15%
16	I participate in Arab conferences .	97	11	2	150.0*2	2.86	95.45	62	9	39	38.5*3	2.21	73.64	21.82%



It is clear from Table (9) and graph No. (2) that there are significant differences between responses where the values of the Chi square ranged between (78.78 to 149.58). These values are significant at 0.05 level. It is clear that the national affiliation values among students practicing scouting activities are high, where the affiliation ratio ranged between (88.18% to 95.45%). For those who are not practicing scouting activities, there are significant differences between responses, where the values of Chi square ranged Between (29.15 To 74.96). These values are significant at the level of 0.05. It is clear that there is a rise in the values of national affiliation among students not practicing scouting activities, where the proportion of affiliation ranged between (70.91% to 87.58%).

As for the differences between the two ratios, there are differences between the practitioners of scouting activities and those not practicing scouting activities, in the national affiliation in favor of practitioners of scouting activities in all items where the differences between the two ratios ranged between (2.42 to 21.82); between the two percentages, which amounted to 21.82%; followed by the phrase “I feel happy for the success of any Arab country” with differences of 17.27%; then the phrase “I respect the Arab dress of any country” with differences of 15.76%, and the phrase “I believe in the importance of peace and security in the Arab world” came last with the lowest percentage of differences which reached 2.42 %.

The differences between students practicing scouting activities and non-practicing scouting activities in the national affiliation.

Table (10) Differences between students practicing scouting activities and those not practicing scouting activities in the section and total of the patriotism scale.

Statistical significance	Practitioners of scouting activities n 110		Non Practitioners of scouting activities n 110		Difference between the two mediums		Value	Difference ratio
	s	Y+-	s	Y+-	s	Y+-		
Patriotism	68.6	3.324	58.11	2.724	10.49	*25.61	%15.3	68.6
National belonging	44.11	1.684	26.71	3.422	17.4	*47.85	%39.45	44.11
total	264.6	5.455	216.5	6.455	48.08	*59.66	%18.17	264.6

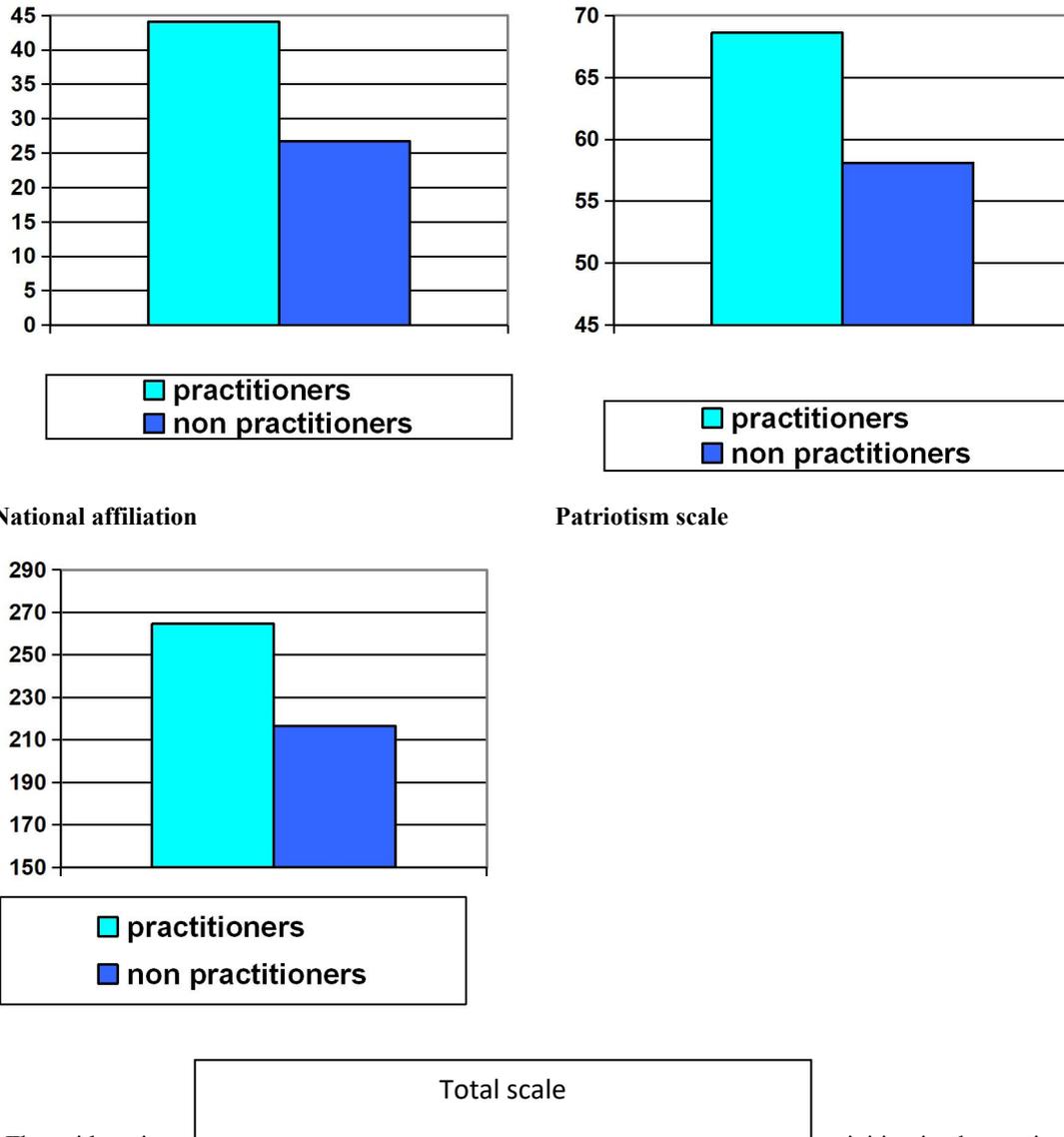


Fig. (3) The arithmetic mean for practitioners and non-practitioners of scouting activities in the section of patriotism. Figure (3) the arithmetic mean for students practicing scouting activities and students not practicing scouting activities in the section and total of the patriotism scale.

It is clear from Table (10) and graph No. (3) regarding the differences between students practicing scouting activities and those not practicing scouting activities, in the section and total of the patriotism scale that there are significant differences between the two groups at the level of 0.05; in all sections and total of the patriotism scale in favor of students practicing scouting activities, where the value reached (25.61 to 47.85). These values are greater than the tabular value at 0.05 level. The percentage of differences between the two groups in favor of students practicing scouting activities reached between (15.3% to 39.45%).

Discussion of the results.

1. Discussing the results of the first section; Patriotism.

Table (8) and graph No. (1) concerning statistical indications of the percentage of approval of students practicing scouting activities, and non-practicing scouting activities on the item of patriotism and table (10) and graph (3), concerning the differences between students practicing scouting activities and non-practicing scouting activities in the section and total of the patriotism scale indicate high patriotism values among students practicing scouting activities and higher patriotism values among students who are not practicing scouting activities. Students who

practice scouting activities outperform students who are not practicing scouting activities. These results are consistent with the results of the study of Muhammad Shujaa Al- Sindi, (2001) (15), and the study of Hasna Muhammad 'Braham (2008) (3) which emphasized the influence of practicing scouting activities on patriotism.

The concept of belonging refers to the affiliation of an entity, with which the individual is united with and integrated into it as an acceptable member having the honor of belonging to it, and feels safe in it. That belonging is an emotional and consignment charge that the individual has in situations related to the homeland at different levels and fields, which can be inferred through A set of behavioral phenomena issued by the individual so that the phenomena are expressive of the individual's position, and the individual's vision towards what the individual was exposed to, whether positively or negatively is expressed, (19: 93).

Patriotism is that inner feeling of attachment and pride. It is an affection for the love of the country or a person's attachment to his/her homeland. It is a natural instinct that pushes the person to love the land on which he/she lives, in tolerate towards it, defends it and sacrifices for it. It can only be achieved with the individual's sense of belonging to and loyalty to the nation, (5:54).

The necessity of exposure to the concept of patriotism must be taken into account, given that there are many who believe that it is related to the concept of nationalism. It is assumed that they are two sides of the same coin or a form of nationalism. The concept of patriotism is related to the homeland, which is the land on which the citizen lives, and is related to it and has history and memories, (26: 389).

The development process of society can only be achieved with the support and effective contribution of the masses in it, as it is the only guarantee and its basic condition, as broad participation and its various forms achieve national unity, national integration is completed, and the positive response of society as a whole is also achieved, (7: 92).

The loyalty system does not appear in any society except when it is preceded by the socialization of individuals resulting from powerful relations: (domination, dependency, and submission). Loyalty to the homeland represents a fundamental value that pushes the individual to represent this value effectively, and causes him/her to defend this loyalty against any threat that threatens him/her. This is the responsibility of the family to teach to its children to become loving and defending their country. When the family gives its children love and affection, he/she feels that he/she is an effective component that strengthens him/herself-image and gives him/her more self-confidence, which leads to a sense of his/her belonging to his/her family, his/her love and his/her loyalty to them, which makes him /her care about what the family is doing, (1: 229).

2. Discussing the results of the second section; National Affiliation.

Table (9) and graph No. (2) for statistical indications of the percentage of approval of students practicing scouting activities, and non-practicing scouting activities on the items of national belonging and table (10) and graph (3), concerning the differences between students practicing scouting activities and non-practicing scouting activities, in the section and total of the patriotism scale indicate that there is a rise in the values of national affiliation among students practicing scouting activities and the values of national affiliation among students who are not practicing scouting activities. Students who practice scouting activities outperform students who are not practicing scouting activities. The results are consistent with the results of the study of Muhammad Duhaik (2004) (16), the study of Mubarak Dhiab Saeed (2013) (14), and (Polson, et al (2013) (29)), which confirmed that practicing scouting activities has a vital role in national affiliation.

The concept of nationalism is related to the concept of the nation, as nationalism came from the word nation, and people are the nation. This word is in the foreign languages of the Latin plant, due to the word (Nascor) from which the word nationalism is derived. The word nation is found in the Latin verb (Nasei) Which means in the simplest sense of the act of birth (To be Born), meaning a group of people who are born in a specific area of land, (24:11).

The Italian scientist Pascale Mancini sees that the national societies are natural societies, where he distinguished them from many other human groupings, such as religious, political and partisan sects, as he outlined the concept of the nation as a natural society of people linked to each other by regional association, origin and customs And language, due to participation in public life and social conscience, (5:23).

Nationalism in its most precise sense is an expression of that relationship that connects the people of one nation. It is an expression of feeling or passion based on the unity of belonging and destiny, (23: 449).

As for the elements of nationalism, many authors agreed that it is the language, history, traditions and interests, in the memories of the past and its tendencies, the present and the hopes for the future. Although some talked about the factor of race, others talked about the factor of civilization and common history, a third group talked about the role of the environment, (25: 163).

The national feeling is a relative process among nations, as its strength differs in some nations from other nations or during wars and emergencies from other periods in a particular nation. Some researchers focus on the importance of national sentiments, while others focus on the importance of the principle of the right to self-determination in the nation-state, (17: 87).

The term nationalism is considered a modern socio-political concept. When some researchers use the expression of belonging to the nation, they mean that they are constant. The common traits in a given society that give it the name of the nation, constitute a single nation, and determine the one nation are the problems faced by this nation and the factors that control its formation. That is applied to its past, present, and future. It is also applied to the solutions addressing the problems”, (4:31).

Conclusions and recommendations.

Conclusions.

Through the previous presentation of the research results and through the goals and hypotheses of the research, the researchers reached the following conclusions:

The levels of patriotism are high among students practicing scouting activities.

The levels of patriotism are high among students not practicing scouting activities.

The students practicing scouting activities outperform students who do not practice scouting activities in the total sum of patriotism.

The recommendations.

In light of the research findings, the researchers recommend the following:

Making use of the results of the present study by providing scouting activities in all stages of education in Iraq.

Stakeholders (students, workers, and supervisors) should participate in developing plans for scouting activities.

Paying attention to the scouting practice as well as the activities of the championships.

Providing scouting activities for girls and boys with special needs.

Paying attention to the announcement of the scouting activities before they are implemented within a sufficient time.

Providing a budget for scouts in prep schools.

Educating the school community about the importance of scouting activities.

Developing long-term plans for scouting activities.

Providing a sense of security and not wasting the dignity of the citizen.

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