



Social behavior of scouting groups in vocational schools in Babylon Governorate center

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Abstract

Importance of this study stems from its focus on advanced scouts and advanced guides in vocational schools. It aims to understand their social behavior and assess their potential for improvement. Given importance of scouting in vocational schools, the research problem lies in the variation in social behavior levels among advanced scout and advanced guide groups within these schools, and to identify the reasons for this variation. Study also aims to develop a social behavior scale for scouting groups, identify the level of social behavior within these groups in vocational schools, and understand the behavior of vocational students participating in scouting groups according to gender. The researcher employed a descriptive methodology, utilizing survey techniques, case studies, and comparative studies. Study sample consisted of scout troops from vocational schools in Babylon Governorate center advanced scouts and advanced guides. The study concluded that the scout troops both scouts and guides exhibited high levels of social behavior. The guide troops demonstrated even higher levels of social behavior than the scout troops . The recommendations include holding a successful scout day each month to practice various scouting activities and creating educational opportunities to instill social and educational values and train positive behavior.

Keywords: social behavior , Scout troops , Vocational schools , Scouting activities.

Introduction

World today is living in the age of technology and the information revolution in various fields of life, including the field of education. This expansion must be matched by a development in the philosophy and vision of scouting education programs that help the individual to adapt to the requirements of the age.

Scouting movement is distinguished by its concern for young people at all ages, providing each stage with appropriate educational programs based on scientific studies to align with the distinctive characteristics of growth at these stages. The advanced scout and advanced guide stage is considered one of the important stages, as it is during this stage that the psychological, mental, physical and social development of the advanced scout and advanced guide takes place.

Importance of the research lies in studying the social behavior of students participating in vocational school scouting groups and evaluating their potential for improvement.

Research problem based on concept of scouting education and the goals that scouting education can achieve in human development through its modern vision, and in light of the cultural and social transformations and the current circumstances we are going through, the student must know his own psychology and the psychology of others, otherwise it will be impossible for him to deal with society and adapt to the situations he is exposed to in his life as an individual of society, and thus he will find himself rejecting some frameworks, laws and social values.

Environment in which an individual lives greatly affects him and influences the formation of his personality. Several terms fall under the umbrella of cultural level, social level, and other terms related to the environment.

School environment, with its various variables, influences students' orientation in different fields, including scouting and scouting activities. These activities prepare students to acquire social experiences that contribute to the formation of a balanced personality. Participating in scouting activities helps to reject undesirable behavior and fosters a greater sense of self-confidence. Based on the researcher's modest experience as a physical education teacher in the General Directorate of Education in Babylon and as a scout leader, and through his participation in camps and scouting activities organized by the Directorate's Department of School Sports and Activities, Scouts and Guides Division, he observed a variation in the social behavior of students participating in scouting groups. This observation prompted him to address this issue: understanding the social behavior of vocational school students participating in scouting groups.

Research objectives to identifying social behavior of students participating in scouting groups in vocational schools in of Babylon Governorate center. Research hypothesis is scout troops for advanced scouts are distinguished by high social behavior. Scout troops for guides are distinguished by high social behavior.

Research Methodology

The researcher used descriptive approach with survey methods, case studies and comparative studies because they were suitable for nature of research.

Research community school students in the schools of Babil Governorate Center during academic year (2016-2017) who participated in scouting teams. The researcher obtained the number of schools in research population from Statistics Department at Babil Education Directorate as a preliminary step to enumerate the number of schools. Number of vocational schools was 23 preparatory schools, all located in Babil Governorate Center, divided into two sections: 10 boys' schools and 13 girls' schools, as shown in Table (1). Total number of students in the research population was (552), which was the same as the research sample, as the entire population was used in the study.

The research sample consisted of vocational school students participating in scouting teams of schools in of Babylon Governorate center.

The research sample was divided into pilot sample: pilot sample included some advanced scouts and guides from Hammurabi Industrial Preparatory School, Hilla Commercial Preparatory School for Girls, Babylon Vocational Preparatory School for Girls, Babylon Vocational Preparatory School for Boys, Al-Furat Vocational Preparatory School for Girls, and Al-Furat Vocational Preparatory School for Boys, totaling 30 advanced scouts and guides, five from each school. This sample represented 5.43% of the total population of 552. Sample for preparing scale included a group of advanced scouts and advanced guides, numbering (230) advanced scouts and guides, distributed across (23) schools, with (10) advanced scouts and guides for each school, representing (42%) of total population.

Final application sample for scale included a group of advanced scouts and advanced guides, and their number was (322) advanced scouts and guides distributed across (23) schools, with (14) advanced scouts and guides, and a percentage of (58%).

Main experiment

The researcher used behavior scale developed by researcher Muath Saleh Jawad. main purpose of main experiment is to apply scale items to a sample of students in order to analyze them statistically, select valid ones, and exclude invalid ones based on discriminatory ability using two extreme groups method. Main experiment of scale was conducted by the researcher applying scale to construction sample, which consisted of (230) advanced scouts and guides divided into two sections, with (100) advanced scouts and (130) guides, for a period from 14/12/2017 until 22/12/2017, with aim of conducting a statistical analysis of its items in order to select valid items and exclude invalid items based on their discriminatory power, as well as to extract indicators of validity and reliability of scale. Total scores of sample ranged between (48-79) with an mean of (79.22) and a standard deviation of (8.21).

Scale validity

Content validity: The researcher used this type of validity in (Social Behavior) scale, when items of this scale with its (4) domains, alternatives and instructions were presented to a group of experts and specialists in field of sports psychology, educational psychology and scouting education, Appendix (2), to confirm validity of each item of items of domains of the scale.

Scale Reliability

Halving method: Here, the researcher relied on the data of the basic sample of (230) advanced scouts and guides. In order to verify this method, the researcher divided items of scale into odd and even items, which numbered (40) items, with an arithmetic mean of (79.22) and a standard deviation of (8.21). Correlation coefficient between the sum of scores of two halves was extracted using Pearson method with Statistical Package for Social Sciences SPSS, and correlation coefficient reached (0.751). Extracted correlation coefficient means reliability for half of test only. In order to obtain complete reliability, the researcher applied Spearman-Brown equation, where the reliability coefficient reached (0.847), which is a high value indicating the reliability of the scale.

Kyward-Richardson method: This method aims to arrive at an estimated value for the reliability coefficient of tests whose item scores are binary, i.e., either one is correct or zero, such as true and false items. The researcher used the following equation, which does not require analysis of the scale items (statements or questions), but does require the arithmetic mean as well as the standard deviation:

$$R_{101} = \frac{N \text{ St.d}^2 - M (M - N)}{\text{St.d}^2 (N - 1)}$$

Whereas:

R101: Full test reliability coefficient

N: Number of test units (items)

M: Average test scores

A: Standard deviation of total test scores

Reliability coefficient for social behavior scale was (0.82), which is an indicator of scale's reliability.

Using scale

The researcher distributed questionnaire form for social behavior scale to the sample on 1/4/2017 until 15/4/2017, and research sample was photographed while answering the scale forms. After that, the researcher corrected the questionnaire forms, and the data was entered and statistically processed.

Statistical methods

The researcher relied on SPSS system in using statistical laws for purpose of completing research project under following names: Mean, mediator, pattern, standard deviation, torsion coefficient, person's correlation coefficient, chi Square, t- test, coefficient (f).

Results and Discussion

Presenting, analyzing, and discussing results of boys index:

Table 1. means, standard deviations, calculated and tabulated t- value, significance of differences, and scale domains for boys index

Variables	Measurement		Average Differences	Calculated t value	Sig. level	Sig. type
	M.	St.d				
Social behavior	18.88	2.12	1.29	4.41	0.000	Sig.

Table (1) shows the values of the arithmetic means and the calculated and tabulated (t) value between the measurement for the boys' group scout. The table shows that the field of social behavior showed that it achieved significant differences, as the calculated t value reached 4.41. This value is higher than the tabulated value at the same degree of freedom and a significance level of 0.00. This confirms the significance of those differences between the pre- and post-measurements. As for the significance of the differences in the level of social behavior, it is attributed to the fact that students are influenced by the social and educational aspect in the country in accordance with the customs and traditions of society and school, as well as development and improvement of correct energies in the individual.

Table 2. results of (t) test, means, standard deviation, differences and significance level for sample of girls advanced advanced counselors

Variables	Measurement		Average differences	Calculated t value	Sig. level	Sig. type
	M.	St.d				
Social behavior	19.18	2.13	1.59	5.94	0.000	Sig.

Table (2) shows that calculated and tabulated mean and t -values between the measurements for the group of girls (advanced counselors) indicate that social behavior showed statistically significant differences, with calculated t-value reaching 5.94. This value is higher than tabulated value at the same degree of freedom and a significance level of 0.00, which confirms significance of these differences between measurements. As for significance of differences in level of social behavior, attributes it to fact that students are influenced by social aspect of country in accordance with customs and traditions of society and the school.

Conclusions

In light of the research findings and their discussion within the scope of the research sample, the researcher concluded effectiveness of the social behavior scale for vocational school scout groups (advanced scout - guide), which the researcher prepared through the scientific procedures followed in scientific research, which indicated the ability of the scale to measure the behavior of the research sample. There are significant differences between the pre- and post-measurements of the level of social behavior of the scout teams of the vocational schools, advanced scout and advanced guide, in the positive direction.

Recommendations

Organizing a successful day for scout troops every month to practice various scouting activities. Working to create educational situations through which social and educational values can be instilled and good behavior training provided. Taking into account the suitability of scouting programs and activities to the abilities, skills, and different stages of students' development. Organizing diverse scouting activities at the governorate level and giving them media attention to highlight the students' creativity and inclinations and to praise them. The programs and activities given must be characterized by positive interaction among the group, leading to the group's development and progress in acquiring good behavior. Intensifying hard work and follow-up by the Scouts and Guides Division in the General Directorate of Education in Babylon for follow-up purposes, especially in the application of the curriculum and participation in scout camps and involving vocational schools in scout camps. Establishing guidance programs to develop social behavior Advanced Scout - Advanced Guide. Generalizing the scale to identify the most important obstacles facing scouting teams and to provide effective solutions.

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Appendix (1)

The scale in its final form

Paragraph	Yes	No
I enjoy taking on leadership roles in addressing social problems to serve my fellow scouts.		
Listen to all the opinions expressed by the students and members of the scout troop.		
I like to be kind to my fellow scouts.		
I accept criticism directed at me by my colleagues in the scout troop.		
I don't feel comfortable with troublesome scouts.		
I take the initiative to solve the problems of students and my fellow members of the scout troop.		
I am open to new ideas put forward by my colleagues in the scout troop.		
I don't get bored when I'm at scout camps.		
I feel socially accepted and appreciated by the students and members of the scout troop.		
I work on building good relationships with my fellow Scouts and Guides.		
I cannot understand the psychology of my fellow Scouts and Guides		
Behave in accordance with the customs and traditions of the society.		
I organize social relationships between students and members of the scout troop.		
I respect the social norms of the community and try to abide by them.		
I find it easy to get along with my fellow scouts when doing joint work.		
I actively participate in classroom discussions and scout troop meetings.		
I feel pain if one of my colleagues has an accident.		
If my colleague graduates with outstanding success, I find that success and failure are what truly matter to the individual.		
If one of my colleagues encounters a problem, I help him solve it.		
I would love to take responsibility for carrying out community service activities with scouting organizations.		
I participate in organizing cultural, social, and scouting activities.		
I listen for a long time to the person speaking to me during the conversation.		
I enjoy exchanging jokes and humor with others.		
I love sharing the joys of the students and members of the scout troop		
I participate with my colleagues in the clean-up campaigns organized by the scout troop.		
When my colleagues tell me about their problems, I sympathize with them.		

I feel bored when I'm alone.		
I take the initiative to reconcile my male and female friends if they have severed ties.		
I ask about the scouts and guides if they haven't attended the scouting lectures.		
I feel comfortable when I participate in scout camps.		
I offer assistance to students, scouts, and guides when they need it.		
I invite my colleagues to participate in social activities.		
If I see my colleagues fighting, I feel like I don't care.		
I urge my colleagues to perform social services and help the disabled and the elderly.		
In my free time, I prefer to sit alone.		
When I attend a social activity, I prefer to go alone.		
I apologize if I am wrong		
I am considerate of the feelings of my colleagues in the scout troop.		
I greet all my colleagues in the scout troop as soon as I see them.		
If I have an important book and my colleague asks me for it, I refuse to give it to him so that he does not benefit from it.		