ABSTRACT:

The educational institutions in some countries have paid great attention to scouting because of its positive effects represented in achieving the advancement and advancement of societies, in addition to a course in strengthening the sense of citizenship and belonging to members of society, as well as contributing to community participation and development, as Scouting is one of the pillars of volunteer work. Educators have unanimously agreed on the importance of Scout education and its effective role in achieving its goals. Its goal is to build a good citizen by contributing to the education and development of young people to achieve the maximum advancement of their physical, mental, social and spiritual capabilities as good individuals and responsible citizens and members of their local, national and global societies. The research aims to build a scale of The reality of the scouting curricula according to the perspective of the sustainable development goals of scout leaders in Iraq, and identifying the level of reality of the scout curricula according to the perspective of the Sustainable Development Goals among scout leaders in Iraq. And it appeared that the research sample had achieved a level higher than the average for the Curriculum Reality Scale Scouting according to the perspective of the sustainable development goals.

I. INTRODUCTION

The educational institutions in some countries have paid great attention to scouting because of its positive effects represented in achieving the advancement and advancement of societies, in addition to a course in strengthening the sense of citizenship and belonging to members of society, as well as contributing to community participation and development, as Scouting is one of the pillars of volunteer work. Educators have unanimously agreed on the importance of Scout education and its effective role in achieving its goals. Its goal is to build a good citizen by contributing to the education and development of youth to achieve the maximum advancement of their physical, mental, social and spiritual capabilities as good individuals and responsible citizens and members of their local, national and global societies, and the research aims to build a scale The reality of the Scout curricula according to the perspective of the Sustainable Development Goals of Scout leaders in Iraq, and identifying the level of reality of the Scout curricula according to the perspective of the Sustainable Development Goals among scout leaders in Iraq. And it appeared that the research sample had achieved a level higher than the average for the Curriculum Reality Scale Scouting according to the perspective of the sustainable development goals.

Keywords: Scouting Curricula, Sustainable Development, Scouting.
randomly identified the research sample, as (10) leaders and leaders were selected. For the pilot experiment, (40) leaders of the construction sample.

Steps to conduct the research:

Procedures for building the Scout Curriculum Scale according to the sustainable development goals perspective:

To achieve the first goal of the research, which is building a scale of the reality of the scouting curricula according to the perspective of the sustainable development goals, where the researchers followed the following scientific steps:

Defining the goal of the Scout Curriculum Scale according to the sustainable development goals perspective:

The first step to building the scale is to clearly define its goal and what is the intended use of this scale, and the researchers have set the goal, which is to build the scale of the reality of the scouting curricula according to the perspective of the sustainable development goals.

Determining the fields of measuring the reality of scouting curricula according to the perspective of the sustainable development goals:

After reviewing the scouting curricula for some Arab countries, including (the Arab Republic of Egypt, the Kingdom of Saudi Arabia, Palestine, Jordan, Algeria, the Maghreb, Tunisia, Oman) and collecting them to take full information and review the scouting curricula for Iraq for the previous years and the academic year 2019-2020 AD, as well as reviewing The goals of sustainable development according to the perspective of the World Scout Office and access to the references, sources, and related studies and personal interviews of the experts and the Arab experts and specialists in scouting education and sustainable development. Eight axes have been identified to measure the reality of the scouting curricula according to the Sustainable Development Goals. Of the experts and specialists of (15) experts to express their opinions on it, and after collecting the data, the researchers used the law of relative importance to identify the importance of the fields, as the degree of acceptance of the field must be greater than (80) or (53.33%), as shown in the table (1).

<table>
<thead>
<tr>
<th>Domain</th>
<th>degree of importance</th>
<th>significance</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The religious sphere</td>
<td>19</td>
<td>12.67%</td>
<td>not acceptable</td>
</tr>
<tr>
<td>The national sphere</td>
<td>55</td>
<td>36.67%</td>
<td>not acceptable</td>
</tr>
<tr>
<td>The social sphere</td>
<td>103</td>
<td>68.67%</td>
<td>acceptable</td>
</tr>
<tr>
<td>The Health sphere</td>
<td>90</td>
<td>60%</td>
<td>acceptable</td>
</tr>
<tr>
<td>The Environmental sphere</td>
<td>124</td>
<td>82.67%</td>
<td>acceptable</td>
</tr>
<tr>
<td>Physical and athletic sphere</td>
<td>72</td>
<td>48%</td>
<td>not acceptable</td>
</tr>
<tr>
<td>Cultural and scientific sphere</td>
<td>45</td>
<td>30%</td>
<td>acceptable</td>
</tr>
<tr>
<td>Scouting activities sphere</td>
<td>93</td>
<td>62%</td>
<td>not acceptable</td>
</tr>
</tbody>
</table>

Preparing the initial formula for the scale:

To develop the initial formula for this scale, the researchers conducted several scientific steps, which were summarized as follows:

Collecting and preparing the scale paragraphs:

After the goal of the scale was determined and the axes were identified, the other step was to collect the paragraphs and their numbers, as the researchers reviewed the sources, references, and personal interviews with specialists and experts, and (133) paragraphs were obtained and distributed over the four accepted axes after studying and analyzing the paragraphs and these paragraphs are distributed over the scale axes The four, as the first axis (the social axis) includes (41) paragraphs, the second axis (the health axis) includes (31) paragraphs, the third axis (the environmental axis) includes (26) paragraphs, and the fourth axis (the scouting activities axis) includes (34) paragraphs as is Shown in Table (2).

Table (2)
Determine the validity of the paragraphs of the Scout Curriculum Reality Scale by the sustainable development goals perspective: -

After the researchers finished drafting the scale paragraphs in their initial form, it was presented to a group of experts and specialists of (12) experts to demonstrate their validity and amend them if they needed to be modified, as the differences between them were statistically significant at the level of significance (0.05), and after presenting the paragraphs to the gentlemen As a result, experts and specialists deleted (46) paragraphs and accepted (87).

Scale Instructions Setting:

After the validity of the paragraphs was approved by the experts and specialists, instructions for the scale were prepared that explain to the leader and leader how to answer its paragraphs. It was taken into account in preparing these instructions to be clear and easy to understand and to increase clarity. (4) The instructions included a special form on how to answer the paragraphs of the scale and indicated in the instructions, there is no correct answer and a wrong answer, but what is important is to choose the answer that applies to the scouts. He also asked the leaders to answer all the scale paragraphs with frankness and accuracy, and that their answer will be completely confidential and it is for scientific research purposes only. (5)

Choosing answer alternatives for the scale:

The researchers presented alternatives to the scale answer to the experts and specialists, and after it was presented it included the five-test test to suit the research and give more freedom to express the answer (always, often, sometimes, little, rarely). (6)

Exploratory experience:

To ensure the clarity of the scale's instructions and the clarity of its paragraphs for the testers and to know the time taken for the response, as well as to identify the conditions for applying the scale and the difficulties or obstacles associated with that, the researchers applied the scale on an exploratory sample consisting of (10) leaders chosen randomly and it became clear from these Experience is that the scale instructions and its paragraphs are clear and that the time it took to answer the scale paragraphs ranged between (15-20) minutes, with an average of (17) minutes. Thus, the scale, with its instructions and paragraphs, is ready to be applied to the construction sample. (7)

The main experiment:

The main experiment was done by applying the scale to the building sample to conduct a statistical analysis of its paragraphs to select the valid paragraphs and exclude the invalid ones based on their discriminatory strength and internal consistency, as well as to extract the validity and stability indicators of the scale, and the scale was applied to the building sample of (40) leader And a leader, as the scale forms were distributed to the leaders electronically.

Scale correction:

The answers of the leaders and leaders were corrected on the scale of the reality of the scouting curricula according to the perspective of the sustainable development goals using the correction key prepared for this purpose. The total score was calculated based on the sum of the weights of the answers on the scale paragraphs amounting to (87) paragraphs and the weights were determined from (0-4) degrees for each paragraph and according to the alternatives chosen by the leaders, experts and specialists.

Statistical analysis of the paragraphs of the Scout Curriculum Reality Scale, according to the sustainable development goals perspective: -

The number of paragraphs for each axis of the scale attempt

<table>
<thead>
<tr>
<th>v</th>
<th>Sphere</th>
<th>total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The social sphere</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>The Health sphere</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>The Environmental sphere</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>Cultural and scientific sphere</td>
<td>34</td>
</tr>
</tbody>
</table>

The total number of paragraphs total of 133
The goal of statistical analysis is to calculate the discriminatory ability and internal consistency of the scale paragraphs, as the discriminatory ability refers to the ability to differentiate or distinguish between individuals who obtain high scores and individuals who obtain low scores on the scale itself, and the researcher followed two methods in analyzing the scale paragraphs statistically, namely:

The two-terminal groups (discriminatory power):

To reveal the discriminatory ability of the scale paragraphs, the two-group approach was used, as this method is considered one of the appropriate methods for distinguishing the paragraphs. The overall scores obtained by the leaders and leaders after correcting the scale were arranged in descending order, then a percentage (27%) was chosen for the lower and upper group to represent the two peripheral groups and exclude The percentage of (46%) in the middle, and on this basis, each peripheral group included (27%), where the number is (24) leaders and leaders of the upper group and (24) leaders and leaders of the lower group and represented to calculate the coefficient of distinguishing each paragraph of the scale of (87) A paragraph and the use of the t-test for two independent samples within the statistical means and the statistically significant T value is considered an indicator to distinguish the paragraphs. It becomes clear that the calculated T values ranged between (0.338 - 7.164) and when comparing t the SIG value, (16) paragraphs were rejected because the value of (SIG) was less than (0.05), and keeping (71) items

Psychometric properties of the scale:

Building the scale requires the availability of basic and important conditions to ensure the safety and scientific construction of the scale, and one of the most important of these conditions is its honesty and reliability, as well as the psychometric properties of the scale paragraphs, are of great importance and they are no less important than the psychometric properties of the scale itself because the characteristics of the scale depend greatly on the characteristics of its paragraphs. The characteristics of the scale paragraphs play an important role in the ability of the scale to achieve the goal for which it was set, and this is revealed through the process of analysis of its paragraphs.

Validity scale:

Truthfulness is one of the important basic indicators and concepts in evaluating measurement tools. Researchers have relied on the validity of the content, which aims this type of honesty to know the extent to which the test or scale represents the aspects of the characteristic or characteristic to be measured, and whether the test or scale measures a limited aspect of this phenomenon or Measures it all. That is, how well its content matches what it wants to measure. In determining it, it uses the opinions of experts in the field that the test tries to measure, and this truth was achieved when the scale of the reality of the scouting curricula was presented according to the perspective of the sustainable development goals to a group of experts and specialists in the field of psychology and sports psychology to confirm the validity of its basic components as well as the validity of its paragraphs and the extent of representation. These paragraphs are for the components you’re measuring. With that, some paragraphs were modified, merged and moved.

Stability of scale:

The concept of consistency is one of the basic concepts in the scale and it must be provided in the scale for it to be usable and when compared to the concept of honesty, truthfulness is more comprehensive than it. Therefore, it can be said that any test (scale) is a fixed test, but it cannot be said otherwise that a fixed test is, to be honest. Always.

The scale describes the reality of the Scout curricula according to the perspective of the sustainable development goals in its final form:

The scale consists of (71 paragraphs) distributed over its four axes by (21) paragraphs for the social axis, (16) paragraphs for the health axis, (15) paragraphs for the environmental axis, and (19) paragraphs for the cultural and scientific axis, to be corrected through the correction key Which consists of five alternatives which are (always, often, sometimes, rarely, at all) and the weights were given (4 - 3 - 2 - 1 - 0) respectively, the highest score obtained by the subject is (284) and the lowest score (0). The hypothetical means 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.
II. RESULTS:

Statistical estimates of the Scout Curriculum Scale, according to the sustainable development goals perspective.

To present the results obtained after measuring the level of reality of the scouting curricula according to the perspective of the sustainable development goals among the sample members of (40) leaders and leaders, they were presented in the form of tables for ease of analysis and discussion. And to complete the subsequent statistical analysis processes that aim to achieve the objectives of the research, as the statistical estimate of the results of the sampled individuals was presented in the reality of the scouting curricula according to the perspective of the sustainable development goals.

Table (3) shows the statistical description of the results of the research sample regarding the reality of the scouting curricula according to the perspective of the sustainable development goals.

<table>
<thead>
<tr>
<th>Variable</th>
<th>mean</th>
<th>standard deviation</th>
<th>skewness</th>
<th>Kurtosis</th>
<th>lowest value</th>
<th>highest value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reality of the Scout curricula according to the sustainable development goals perspective</td>
<td>149.45</td>
<td>29.24</td>
<td>0.353</td>
<td>-0.656</td>
<td>128</td>
<td>167</td>
</tr>
</tbody>
</table>

Table (3) shows that the arithmetic mean of the scale of the reality of the scouting curricula according to the perspective of the sustainable development goals was (149.45) and the standard deviation (29.24) and the coefficient of torsion was (-0.353), which indicates that the members of the research sample were normally distributed in the sense that the internal structure of the scale The reality of the scouting curricula according to the perspective of the sustainable development goals was correct.

Presenting, analyzing and discussing the level of reality of the Scout curricula according to the perspective of the sustainable development goals.

After completing the application of the Scout Curriculum Reality Scale according to the sustainable development goals perspective, which included (71) paragraphs in its final form on the members of the (40) main experiment sample of leaders and leaders of Scouts in the Education Directorate in the governorates of Iraq, and after collecting the forms and unpacking the data, the researchers sought to extract The values of the mean and standard deviation of the players' scores on the scale and then calculated the theoretical mean of the scale. And after inferring the significance of the differences between the two mediators, he calculated the value (t) of one sample as a statistical means to achieve this purpose and identify the reality of the level of reality of the scouting curricula according to the perspective of the sustainable development goals among the members of the main research sample.

Table (4) shows the difference in favour of the arithmetic mean achieved by the players in the variable reality of the scouting curricula according to the perspective of the sustainable development goals, and this means that the level of use of the sustainable development goals by the scout leaders is a higher level than the average because the value of the achieved arithmetic mean was higher than the value The theoretical mean of the scale, which indicates the state’s interest and development, the need to improve the process of preparing scout leaders in the field of education for sustainable development. Governments committed to updating or preparing strategies aimed at integrating and developing the environment as a common issue between educational sectors at all levels.

http://www.turkjphysiotherrehabil.org
during the past years. The educational program is developing an in-service training program that clarifies the nature and methods of training for sustainability for all teachers. (8)

III. CONCLUSIONS:

1- The current scale is a tool to reveal the level of reality of the Scout curricula according to the perspective of the sustainable development goals.

2- It appeared that the research sample had achieved a higher level than the average for the scale of the reality of the Scout Curricula according to the perspective of the sustainable development goals.

REFERENCES: