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School scout activities and their media role in promoting family belonging among middle school students in Iraq

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Abstract
This study aims to investigate the influence of school scouting activities and their media role in fostering a sense of family belonging among middle school students in Iraq. The researcher employed the descriptive survey method, which was deemed suitable for the nature of the study. The participants included 125 students who actively engaged in scout activities and 125 students who did not participate in such activities. The researcher utilized the family affiliation scale as a data collection instrument to assess family belonging.

The findings revealed significant positive effects of school scout activities and their media role in enhancing family belonging among middle school students. Based on these findings, several recommendations were made. Firstly, it is suggested to integrate scout activities as a standalone subject in all educational stages in Iraq. Additionally, allocating extra points or recognition to students who engage in scout activities compared to their non-practicing peers could incentivize their participation and acknowledge their efforts. Promoting student involvement in school scout teams and raising awareness within the school community about the importance of scout activities through media channels is also advised. Lastly, the government is encouraged to distinguish and acknowledge students who actively participate in scout activities by publicizing their achievements through various media platforms, differentiating them from their peers who are not involved in such activities.

Overall, this research sheds light on the positive impact of school scout activities and highlights the importance of utilizing media platforms to promote family belonging among middle school students in Iraq.

Keywords: Yoga, pranayama, aged women, breath holding capacity, vital capacity

Introduction

Scouting is recognized as a valuable method for personal development and character building across different age groups. It serves several fundamental purposes for individuals, with one of the most significant being preparation for future life and the attainment of a balance between psychological, social, and physiological aspects. Moreover, scouting activities play a crucial role in strengthening students' sense of family belonging through their media influence.

According to Noureddine Eid Jumaa (2000) [16], educational institutions strive to provide means for shaping good citizens by teaching self-reliance, cooperation within groups, observation skills, attention to detail, loyalty, honesty, courage, patience, and serving others. Ahmed Salem Al-Ahmar (1999) [1] describes the scout movement as a social and voluntary organization focused on the education of boys and young men (and women) through comprehensive education. It aims to develop their abilities and refine their talents in a gradual and organized manner, often employing engaging outdoor educational methods in natural environments to foster the qualities necessary for becoming responsible citizens.

Peter van Wyk (2003) [26] emphasizes that scouting trains individuals to actively listen, persuade others, and provide effective guidance. It also facilitates knowledge acquisition, information sharing among peers, and cultivates a friendly and open demeanor in interpersonal interactions.

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The concept of belonging, as explained by various sources, encompasses an individual's sense of being part of a group, whether it is a family, tribe, sect, political party, or nationality.

It involves a feeling of representation, reassurance, pride, and mutual satisfaction, as if the group's features become an extension of one's own identity.

Sarter argues that when an individual belongs to a group, it is not solely for personal reasons or individual gains but to work towards broader humanitarian goals that benefit society as a whole. Belonging is inherent to human nature, as humans are social beings who cannot thrive in isolation from the society in which they live and operate.

In summary, scouting serves as a means of personal development and character building, with its activities contributing to individuals' psychological, social, and physiological well-being. It plays a vital role in fostering a sense of family belonging among students, and it aligns with the fundamental goal of preparing individuals to become responsible and active members of society.

Objectives of the study
The main objectives of this study are as follows
1. To examine the role of school scout activities in promoting family belonging among middle school students in Iraq, particularly focusing on the media's influence in this regard.
2. To explore the role of school scout activities in fostering community affiliation among middle school students in Iraq, with a specific emphasis on the media's impact.

Study assignments
To achieve the above objectives, the following tasks will be undertaken:
1. Conduct a comparative analysis between students who actively engage in scout activities and those who do not participate in such activities to determine if there are statistically significant differences in family belonging. Additionally, assess the media's role in influencing family affiliation among these groups.
2. Conduct a comparative analysis between students who actively engage in scout activities and those who do not participate in such activities to determine if there are statistically significant differences in community affiliation. Additionally, assess the media's role in influencing community affiliation among these groups.

By accomplishing these study assignments, the research aims to gain insights into the influence of scout activities and media on family belonging and community affiliation among middle school students in Iraq.

Search Procedures:

To conduct this study, the researcher followed the following research methodology and procedures:

Research Methodology
The researcher opted for the descriptive survey method as it aligns well with the nature of the study. This method allows for the collection and analysis of data to describe and understand the existing phenomenon accurately.

2. Research Areas
a) **Time Domain:** The survey was conducted on October 15, 2022. The core study was carried out between October 25, 2022, and January 1, 2023.
b) **Spatial Field:** The study focused on preparatory schools in Iraq catering to students aged 16 to 20 years.
c) **Human Field:** Specifically, the researcher targeted students from preparatory schools in the Wasit Governorate, with a particular focus on Kut, Iraq.

Research Community and Sample
a) **Research Community:** The research community comprised 3,094 students from ten intermediate schools in the Wasit Governorate. Out of the total student population, 165 students were actively involved in scouting activities, while 2,929 students did not participate in scouting activities. The percentage of scout activity participants in the research community was 5.33%.
b) **Research Sample:** The sample consisted of 250 students, representing the ten selected schools. Among them, 125 students were selected from the group of scout activity practitioners (school scouting team), and 125 students were selected from the non-practitioner group within the same schools. The following table provides a description of the research sample.

By employing these search procedures, the researcher aimed to gather data from a representative sample of middle school students in Iraq, allowing for a comprehensive analysis of the role of scout activities and their media influence on family belonging and community affiliation.

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Table 1: Numerical description of the research sample and community of practicing and non-practicing students in scouting activities distributed over the prospective study and the basic study

Name of schools	research community			samples		basic study	
	The total number	Scouting activities	Not practicing scouting activities	Practicing	Not Practicing	Practicing	Not Practicing
Al Karama High School for Boys	332	18	314	13	13	4	4
Al-Emam Ratha High School	317	21	296	16	16	10	10
Al-Maymoon High School	303	16	287	12	12	12	12
Al-Ezza High School	251	15	236	12	12	12	12
Al-Hamza High School	357	19	338	15	15	15	15
14 July High School	280	12	268	11	11	11	11
Dijla High School	358	13	345	10	10	10	10
Al-Motfokeen High School	273	16	257	11	11	11	11
Al-Motmaezeen High School	290	17	273	12	12	12	12
Al-Kut High School	333	18	315	13	13	13	13
The total	3094	165	2929	125	125	110	110

It is clear from Table (1), which is related to the numerical description of the research community and sample of students practicing and non-practicing scouting activities distributed over the prospective study and the basic study, that the research community amounted to 3094 students, and that the total research sample amounted to 250; Distributed 125 practitioners of scouts and 125 non-practitioners distributed to 30 for the exploratory study, while the sample of the basic study was 220 students distributed 110 practitioners of scouts and 110 non-practitioners.

Study tools
The researcher used the family affiliation scale as a data collection tool.

First: Designing the Family Affiliation Scale Appendix (2):
To design the family affiliation scale, the following steps

were followed:
A reference survey of similar studies and references related to the subject of the study was carried out, such as the study of Alaa El-Din Al-Hanafi Al-Asi (2016) [8], the study of Hajar Jamal El-Din Ahmed (2018) [17], the study of Ahmed Farouk Juma (2018) [2] and the study of Ahed Maher Musi (2018) [9]. The scale Phrases were identified and consisted of:

- The focus of the media's role in family affiliation.
- The role of the media in community belonging.
- The role of the media in linguistic affiliation.
- The role of the media in cultural belonging.
- The role of the media in political affiliation.

The scale axes were presented to the 10 experts, and the following table shows the approval of the experts on the scale axes:

Table 2: Frequency and percentage of the experts' opinion poll regarding the suitability of the axes for the scale of family affiliation.

Approval rate	disagree		agree		Suggested roles
	The ratio %	Repetition	The ratio %	Repetition	
100	0	0	100	10	The role of the media in family affiliation
90	10	1	90	9	The role of the media in community belonging
40	60	6	40	4	The role of the media in linguistic affiliation
30	70	7	30	3	The role of the media in political affiliation
50	50	5	50	5	The role of the media in cultural affiliation

It is clear from Table (2) related to the frequency, percentage, and relative importance of the experts' opinion poll on the suitability of the axes for measuring family affiliation that the percentage of experts' approval of the axes ranged between (30% to 100%), and the researcher accepted 75% of approval for the axes, which It means the researcher's acceptance of the axes of family affiliation and community affiliation, where the approval rate ranged between (90% to 100%).
Determine the vocabulary of the phrases that express the axes of the scale.

The researcher reached the scale in its final form, and it consisted of two axes, namely:
1. The first axis: the role of the media in family affiliation, and it contains 23 phrases.

2. The second axis: the role of the media in community belonging, and it contains 34 phrases.

Basic study
The researcher applied the questionnaire to the sample of the basic study during the period from 10/25/2022 to 10/1/2023.

Statistical processors
The researcher used the Spss program for statistical analysis to process the data, and the following statistical treatments were used (arithmetic mean - percentage - q-square - Cronbach's alpha coefficient - internal consistency coefficient).

Results

Table 3: Statistical indications of the percentage of agreement of students practicing scouting activities and non-practicing scouting activities on the vocabulary of the media's role in family affiliation

Phrases	Scouting activities = 110						Non-practitioners of scouting activities= 110						The difference between the two ratios
	yes	To some extent	no	q-square	Arithmetic mean	Affiliation %	yes	To some extent	no	q-square	Arithmetic mean	Affiliation %	
As a result of my media influence, I care about my family more than my friends.	93	15	2	132.13*	2.83	94.24	85	14	11	95.69*	2.67	89.09	5.15%
I contact my relatives continuously as a result of my media influence on the kinship.	80	22	8	79.49*	2.65	88.48	65	18	27	33.95*	2.35	78.18	10.30%
The media makes me help my family as much as I can.	92	16	2	127.93*	2.82	93.94	85	11	14	95.69*	2.65	88.18	5.76%
The media makes me love my brothers so much.	95	14	1	141.51*	2.85	95.15	82	10	18	84.95*	2.58	86.06	9.09%
Because of my great influence on what the media puts forward, I spend holidays and vacations with my family.	83	19	8	89.47*	2.68	89.39	67	8	35	47.58*	2.29	76.36	13.03%
Media programs made me keen to visit my relatives always.	79	21	10	74.96*	2.63	87.58	61	15	34	29.15*	2.25	74.85	12.73%
The media has a role to play with my family in my own problems	84	23	3	97.11*	2.74	91.21	66	11	33	41.80*	2.30	76.67	14.55%
Does the media make me respect the opinions of my family members?	88	12	10	107.85*	2.71	90.30	67	5	38	52.49*	2.26	75.45	14.85%
Upholding the ties of kinship is a foundation in my life as a result of family-oriented media programmes.	96	13	1	145.98*	2.86	95.45	72	8	30	57.67*	2.38	79.39	16.06%
The media played a role in participating with my family in various activities.	85	20	5	98.64*	2.73	90.91	62	11	37	35.47*	2.23	74.24	16.67%
The media makes me proud that I come from a close-knit family.	90	11	9	116.42*	2.74	91.21	71	6	33	58.16*	2.35	78.18	13.03%
As a result of my influence on the media programs, it made me respect the rights of my family.	89	14	7	112.71*	2.75	91.52	68	5	37	54.13*	2.28	76.06	15.45%
Religious media programs made honoring my parents one of my most important duties.	97	12	1	150.56*	2.87	95.76	82	9	19	85.44*	2.57	85.76	10.00%
I was influenced by the media meetings, which made me a democrat, discussing family matters with my family.	92	15	3	127.22*	2.81	93.64	79	7	24	77.25*	2.50	83.33	10.30%
I always strive for family bonding between me and my family members as a result of my follow-up of family media programmes.	87	16	7	104.75*	2.73	90.91	77	8	25	70.49*	2.47	82.42	8.48%
Watching media talk shows made me just balance between my love for my family and my love for my friends.	89	17	4	114.35*	2.77	92.42	72	9	29	56.53*	2.39	79.70	12.73%
The media contributed to spreading the spirit of cooperation, which made me participate with my family in facing any problem.	91	11	8	120.89*	2.75	91.82	83	4	23	92.75*	2.55	84.85	6.97%
Following the media news made me more afraid for my family than any harm.	95	15	0	142.27*	2.86	95.45	88	6	16	109.16*	2.65	88.48	6.97%
The media takes credit for favoring my family over myself.	94	14	2	136.44*	2.84	94.55	73	9	28	58.93*	2.41	80.30	14.24%
My family helps me cope with the stress of studying.	92	15	3	127.22*	2.81	93.64	74	2	34	70.98*	2.36	78.79	14.85%
My family supports me when I face a problem in my life because they are affected by what the media puts out.	93	12	5	130.49*	2.80	93.33	84	5	21	95.15*	2.57	85.76	7.58%

The work of family media aimed at creating mutual trust between me and my family.	94	10	6	134.69*	2.80	93.33	77	5	28	73.76*	2.45	81.52	11.82%
Family-oriented media has taught me that my family is the foundation of my success in life.	96	12	2	145.38*	2.85	95.15	73	9	28	58.93*	2.41	80.30	14.85%

* Significant Q-Square at the level of 0.05 = 5.99

It is clear from Table (3) related to the statistical indications of the percentage of agreement of students practicing Scouting activities and those not practicing Scouting activities on the vocabulary of the role of media in family belonging. For students practicing Scouting activities, there are significant differences between the responses, as the chi-square values ranged between (74.96 to 150.56); These values are significant at the level of 0.05; It is clear that the values of family affiliation are high among students practicing scouting activities, as the affiliation rate ranged between (87.58% to 95.76%). For non-practitioners of scouting activities, there are significant differences between the responses, as chi-square values ranged between (29.15 to 109.16), and these values are significant at the level of 0.05; It is clear that the values of family affiliation are high among students who do not practice scouting activities, as the affiliation rate ranged between (74.24% to 89.09%).

As for the differences between the two percentages, there are differences between practitioners of scouting activities and non-practitioners of scouting activities in family affiliation, in favor of practitioners of scouting activities in all expressions, as the differences between the two percentages ranged between (5.15 to 16.67); The phrase media played a role for a participant with my family in various activities achieved the highest differences between the two percentages, which amounted to 16.67%; Followed by the phrase "Kinship is the basis of my life" as a result of family-oriented media programmes, with a difference of 16.06%, then the phrase "As a result of my influence on media programs that made me respect the rights of my family" with a difference of 15.45%, and in the last order came the phrase "As a result of my media influence, I care about my family more than my friends with the lowest percentage of differences", which amounted to 5.15%.

- Differences between students practicing scouting activities and non-practicing scouting activities in family affiliation

Table 4: Differences between students practicing scouting activities and non-practicing scouting activities in the axes and total family affiliation scale

tests	Scouting activities = 110		Non-practitioners of scouting activities = 110		The difference between ratios	T-test	The ratio %
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation			
The role of media in family affiliation	63.9	2.758	55.9	2.203	7.996	23.76*	12.51%
The role of media in community belonging	87.99	2.054	75.81	2.338	12.19	41.06*	13.85%
The grand total of the scale	151.8	4.812	130.90	4.541	20.186	64.82*	26.36%

* Significant at the level of 0.05 = 1.97

It is clear from Table (4) regarding the differences between students practicing scouting activities and non-practicing scouting activities, in the axes and totality of the family affiliation scale, that there are significant differences between the two groups at the level of 0.05; In all axes and the sum of the family affiliation scale for the benefit of students practicing scouting activities, the value of t ranged between (23.76 to 41.06), and these values are greater than the tabular t value at the level of 0.05; The percentage of differences between the two groups in favor of students practicing scouting activities ranged between (12.51% to 13.85%).

Results of the First Phrase: The Role of Media in Family Affiliation

The results, as indicated in Table 8 and Chart 1, present the statistical agreement percentages of students who practice scout activities and those who do not practice scout activities regarding the media's role in family affiliation. Additionally, Table 10 and Chart 3 display the differences between students engaged in scout activities and non-practitioners in terms of family affiliation scales and overall scores.

The findings show that students who participate in scout activities exhibit higher values of family affiliation compared to those who do not engage in such activities. This result is consistent with the studies conducted by Muhammad Dhahik (2004) [12], Denny and Kathleen (2011) [20], and Muhammad Metwally (2014) [14], which also established a relationship between family relations and scout activity involvement.

Dutoit and Allen (2001) [21] assert that scouting offers an opportunity to practice democratic principles, enabling participants to adopt democratic methods in their interactions. This, in turn, encourages helping family members and colleagues achieve common goals, accepting roles, and defending the rights of family and colleagues.

Family loyalty, on the other hand, reflects an individual's desire to establish strong familial connections characterized by love, care, understanding, respect, and acceptance of one another. Parents can foster a sense of belonging by encouraging their children's active participation in family life and actively listening to their thoughts and opinions. Engaging in family conversations where everyone has the chance to discuss their day's events and genuinely listening to one another reinforces a child's sense of belonging. When a ten-year-old child feels that they are heard with kindness, empathy, and assistance in problem-solving, their affiliation with the family deepens. Honesty in words, actions, and dealings with God, oneself, and others further strengthens this sense of belonging.

Constructive dialogue, based on values, plays a crucial role in avoiding disputes and conflicts within the family. It serves as a tool for effective communication, understanding, and building the behavior and personality of children. Dialogue, in the context of family cohesion, contributes significantly to the overall sense of affiliation.

Overall, the results emphasize the positive influence of scout activities and the media on family affiliation among middle school students. Active engagement in scouting fosters a stronger sense of belonging within the family, promoting mutual care, understanding, and cooperative values. The media's role in highlighting these aspects further enhances family connections and reinforces positive relationships among family members.

Results of the Second Phrase: The Role of Media in Community Belonging
The results, presented in Table 9 and Graph 2, illustrate the statistical agreement percentages of students engaged in scout activities and those who do not engage in scout activities regarding the role of media in community belonging. Table 10 and Graph 3 depict the differences between students involved in scout activities and non-practitioners concerning community affiliation scales and overall scores.

The findings reveal that students practicing scout activities exhibit increased values of community belonging compared to non-practitioners. This result aligns with the studies conducted by Muhammad Al-Mutawa (2012) [11], Muhammad Atef Behairy (2014) [13], and Hilliard *et al*. (2014) [24], which all highlighted the positive impact of scout activities on the societal aspect of participants.

Participation in scout activities, as emphasized by Henderson, K. A., and Bialeschki (2008) [23], enhances an individual's ability to cooperate with colleagues and peers, fostering integration, dialogue, and the exchange of opinions within the group. It also provides opportunities for collaborative problem-solving and fosters an interest in practicing religious rituals.

By nature, humans are social beings who seek security, stability, and a sense of belonging within a specific group. Their personality development and the adoption of social and moral standards heavily depend on the relationships and connections established within these groups. When the attachment to the group is compromised, individuals tend to withdraw and experience loneliness and isolation.

Maslow's theory of motivation further underscores the importance of belonging as a fundamental human need, following basic physiological needs. The desire to belong and be accepted by others, as well as to offer friendship and affection, is inherent within individuals. Therefore, it is natural for students to feel a sense of belonging to their school and children to their families. Expanding the circle of belonging to encompass various domains is vital.

Society has established a system of moral values that shape individual and collective behavior. These values motivate individuals to adhere to social customs, principles, desirable characteristics, and the culture of the society they inhabit.

The concept of the role defines the connection and distinction between society and the individual. It involves individuals occupying specific positions and utilizing their abilities to conform to various expectations.

Overall, the results emphasize the positive influence of scout activities and media on community belonging among middle school students. Active participation in scout activities fosters a stronger sense of community affiliation, promoting cooperation, integration, dialogue, and the development of social and moral values. The media's role in highlighting these aspects further enhances community connections and reinforces positive relationships among individuals.

Conclusions

- High percentages of the vocabulary of the media's role in family affiliation among students practicing scouting activities.
- High percentages of the media's role in family affiliation among students who do not practice Scouting activities.
- The superiority of students practicing Scouting activities over students not practicing Scouting activities in the role of media in family affiliation.
- High percentages of the media's role in community affiliation among students practicing scouting activities.
- Weakness in media communication through the means of communication.
- High percentages of the media's role in community affiliation among students who are not practicing Scouting activities.
- The superiority of students practicing scouting activities over students who are not practicing scouting activities in the role of media in community belonging.

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