



Contribution of Boy Scouting Program on the Development of Students: Basis for Enhancement

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ABSTRACT

This study determined the relationship between the level of involvement in the Boy Scouting Program and its contribution to the development of junior high school students at a local public secondary school during the school year 2025–2026. Using a descriptive-correlational research design, the study involved 139 registered Boy Scouts student-respondents across Grades 7 to 10. Data were gathered through a researcher-made questionnaire that assessed students' scouting involvement in terms of camping activities, patrol leadership roles, community service projects, skills training sessions, and regular troop meetings, and their development in terms of leadership, teamwork, and self-reliance. Statistical tools such as frequency count, percentage, mean, and Spearman's Rank-Order Correlation were utilized in analyzing the data. Findings revealed that the student-respondents generally manifested a high level of involvement in scouting activities. Students likewise demonstrated very high levels of development in terms of leadership, teamwork, and self-reliance. Significant positive relationships were found between the level of scouting involvement and student development across all core dimensions, indicating that sustained participation in non-formal youth structures actively drives positive adolescent development. The findings further imply that structured co-curricular programming complements formal instruction in achieving holistic learner growth. Overall, the study highlights the importance of strengthening scouting frameworks through continuous institutional support and evidence-based program enhancement.

Keywords: Boy Scouting Program, Scouting Involvement, Student Development, Leadership Development, Teamwork, Self-Reliance, Junior High School Learners, Co-Curricular Programs

INTRODUCTION

In the Philippines, the Boy Scouts of the Philippines (BSP), now operating as the Scouts of the Philippines, continues to serve as an important partner of the Department of Education in promoting holistic learner development. Through DepEd Order No. 76, s. 2012, schools nationwide were directed to revitalize Scouting as a co-curricular program that develops leadership, patriotism, values formation, environmental stewardship, and responsible citizenship among learners. However, the implementation of Scouting programs varies across schools because of differences in institutional support, availability of trained Scout leaders, financial resources, and learner participation, resulting in varying developmental outcomes among students.

In response to contemporary educational reforms and Gender and Development (GAD) initiatives, Scouting has become more inclusive by providing equal opportunities for both boys and girls to participate in leadership and youth development activities. The integration of girls into Scouting reflects the global commitment to gender equality and inclusive education, ensuring that all learners have equitable access to programs that promote personal growth, leadership, and responsible citizenship. This inclusive approach supports the Sustainable Development Goal on gender equality while strengthening youth participation regardless of sex (UNESCO, 2021; World Organization of the Scout Movement [WOSM], 2024).



At the local level, public secondary schools in the Negros Island Region continue to implement the Scouting program as part of their co-curricular activities. Nevertheless, limited empirical evidence exists regarding how students' involvement in specific Scouting activities contributes to the development of leadership, teamwork, and self-reliance within the local educational context. This lack of localized evidence presents a research gap that necessitates further investigation.

Recognizing these circumstances, the present study was undertaken to determine the contribution of the Boy Scouting Program to the development of junior high school students in terms of leadership, teamwork, and self-reliance. Specifically, the study sought to generate localized empirical evidence that may serve as the basis for enhancing the implementation of the Scouting program in public secondary schools. The findings were expected to support school administrators, Scout leaders, educational policymakers, and other stakeholders in strengthening non-formal educational programs that foster holistic learner development.

METHODOLOGY

This study employed a quantitative, descriptive–correlational research design to investigate the relationship between the level of involvement in the Boy Scouting Program and the level of contribution of the Boy Scouting Program to the leadership, teamwork, and self-reliance development of junior high school students. The respondents were the 139 junior high school learners who were officially registered members of the Boy Scouting Program at a public secondary school in Negros Island Region during the School Year 2025–2026. From a total population of 212 registered Boy Scouts, Yamane's formula was used to establish the sample size, and stratified random sampling based on grade level (Grades 7 to 10) was employed using the lottery method to ensure proportionate representation across all grade levels.

Data were gathered using a researcher-made survey questionnaire composed of three parts: the respondents' profile (sex, grade level, and socio-economic status), involvement in Boy Scouting activities across five sub-variables (camping activities, patrol leadership roles, community service projects, skills training sessions, and regular troop meetings), and the contribution of Boy Scouting activities to student development across three indicators (leadership, teamwork, and self-reliance development). The primary variables were measured using a 5-point Likert scale ranging from 1 to 5. The research instrument underwent formal evaluation by five independent educational experts, achieving a Content Validity Ratio (CVR) of 1.0, indicating strong content validity. Internal consistency was established through a pilot test conducted on 30 non-sample Boy Scout members, yielding Cronbach's alpha coefficients of 0.818 for involvement and 0.914 for student development, demonstrating high reliability.

Prior to the formal data collection, the researcher secured permission from the Schools Division Superintendent (SDS) of a schools' division in Negros Island Region through a letter of approval. The researcher coordinated with the Scout Masters and Leaders to schedule the data collection that would not disrupt regular activities. The researcher then oriented the respondents about the purpose of the study and assured them that participation is voluntary. All respondents must review and sign an informed consent form before proceeding to the survey. The questionnaires were administered during a scheduled Scouting activity period to ensure the availability of respondents. Respondents were given sufficient time to answer the questionnaire independently. Completed questionnaires were collected immediately to ensure a high retrieval rate and to prevent loss of data. Personal identification data was removed, and responses were coded numerically to protect student privacy and maintain strict confidentiality throughout the study. Finally, the gathered data were carefully organized, encoded, and analyzed using statistical treatment, addressing the objectives of the study. Frequency and percentage distributions were used to describe the respondents' demographic profile. Means were calculated to determine the levels of involvement in Boy Scouting activities and level of contribution of the Boy Scouting Program on the development of the students. Spearman's Rank-Order Correlation Coefficient was used to determine the significant relationship between the level of involvement in scouting activities and the level of student development in terms of leadership, teamwork, and self-reliance. The results of the study served as the basis for a proposed Scouting enhancement program.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1. Frequency and Percentage Distribution of the Respondents according to Profile.

Profile	Category	f	%
Sex			
	Male	62	44.60
	Female	77	55.40
	Total	139	100.00
Grade Level			
	Grade 7	42	30.22
	Grade 8	48	34.53
	Grade 9	22	15.83
	Grade 10	27	19.42
	Total	139	100.00
Socio-Economic Status			
	Low Income - Php 24,060 and below	94	67.63
	Lower Middle Income - Php 24,061 - Php 48,120	33	23.74
	Middle Income - Php 48,121 - Php 84,210	8	5.76
	Upper Middle - Php 84,211 - Php 144,360	4	2.88
	Upper Income Php 144,361 and above	0	0
	Total	139	100.00

In terms of sex, the data indicate that the majority of the respondents are female, with 77 students (55.40%), while male respondents account for 62 students (44.60%). This distribution shows a slightly higher participation of female students in the study. The result suggests that both male and female students are actively involved in school-related activities, including scouting programs, although females comprise a larger proportion of the respondents. The presence of respondents from both sexes provides a broader perspective in assessing the contribution of the Boy Scouting Program to student development.

This finding is supported by Farias et al. (2022), who noted that student participation and developmental experiences in youth programs and extracurricular activities may vary according to sex, highlighting the importance of including both male and female participants in studies involving student development and engagement.

In terms of grade level, the largest proportion of respondents belongs to Grade 8 ($f = 48$, $\% = 34.53$), followed by Grade 7 ($f = 42$, $\% = 30.22$), Grade 10 students ($f = 27$, $\% = 19.42$), while Grade 9 students comprise the smallest group ($f = 22$, $\% = 15.83$). The distribution indicates that a considerable number of respondents are in the early years of junior high school. This outline suggests that participation in scouting activities is more prevalent among lower grade levels, where students are often encouraged to engage in character-building and leadership-related programs. The representation of students from different grade levels allows the study to capture varying developmental experiences and perspectives regarding the contribution of the Boy Scouting Program.



Research by Gorski (2021) emphasized that participation in extracurricular activities contributes positively to school engagement and student development across different year levels, reinforcing the value of involving students from diverse grade-level groups in developmental programs.

With regard to socio-economic status, the majority of the respondents belong to the low-income category, with 94 students (67.63%). This is followed by those from the lower middle-income category with 33 students (23.74%). Only 8 students (5.76%) belong to the middle-income category, while 4 students (2.88%) are classified under the upper middle-income category. No respondents were recorded under the upper-income category. The findings indicate that most of the students come from economically disadvantaged households. Despite financial limitations, their participation in scouting activities demonstrates the accessibility and inclusiveness of the program as a venue for personal growth, leadership development, and character formation.

This observation is consistent with the study of Tandon et al. (2021), which found that socio-economic status significantly influences youth participation in developmental activities and access to opportunities; however, structured school-based programs can help reduce such disparities by providing students with meaningful developmental experiences regardless of economic background. Likewise, studies on scouting programs have shown that participation in scouting contributes positively to character development, responsibility, discipline, and social skills among students from diverse backgrounds (Tyas et al., 2021; Astuti et al., 2021).

Level of Involvement of Students in Boy Scouting Activities

Table 2. Level of Involvement of Students in Boy Scouting Activities

Statement	Mean	Standard Deviation	Interpretation
Camping Activities	4.35	0.54	Highly Involved
1. I actively participate in school or troop camping activities.	4.44	0.71	Highly Involved
2. I attend camping events organized by the troop or school.	4.46	0.68	Highly Involved
3. I volunteer for tasks and responsibilities during camping activities.	4.32	0.78	Highly Involved
4. I cooperate with other members during camping programs.	4.60	0.62	Highly Involved
5. I contribute ideas and suggestions during camping preparations.	3.93	0.90	Involved
Patrol Leadership Roles	4.41	0.55	Highly Involved
1. I accept leadership responsibilities assigned to me in the patrol.	4.58	0.77	Highly Involved
2. I help guide and motivate other patrol members.	4.43	0.68	Highly Involved
3. I participate in decision-making during patrol activities.	4.32	0.73	Highly Involved
4. I take initiative in organizing patrol tasks and assignments.	4.27	0.76	Highly Involved
5. I perform my leadership duties responsibly and effectively.	4.44	0.71	Highly Involved
Community Service Projects	4.24	0.57	Highly Involved
1. I participate in community outreach and service activities.	4.21	0.75	Highly Involved
2. I work actively with other members during service activities.	4.47	0.72	Highly Involved
3. I attend community service programs organized by the troop or school.	4.37	0.71	Highly Involved
4. I volunteer my time during community service projects.	4.19	0.72	Involved
5. I contribute ideas to improve community service projects.	3.98	0.85	Involved
Skills Training Sessions	4.38	0.54	Highly Involved
1. I attend skills training sessions regularly.	4.52	0.72	Highly Involved
2. I actively participate in practical activities during training sessions.	4.53	0.65	Highly Involved
3. I practice the skills taught during training activities.	4.49	0.63	Highly Involved



4. I ask questions and seek clarification during training sessions.	4.45	0.80	Highly Involved
5. I apply the skills learned in actual scouting or school activities.	3.91	0.82	Involved
Regular Troop Meetings	4.41	0.53	Highly Involved
1. I attend regular troop meetings consistently.	4.52	0.65	Highly Involved
2. I participate actively in discussions during troop meetings.	4.53	0.72	Highly Involved
3. I cooperate with other members during troop meeting activities.	4.54	0.61	Highly Involved
4. I complete tasks assigned during troop meetings.	4.50	0.73	Highly Involved
5. I contribute ideas and suggestions during troop meetings.	3.97	0.87	Involved
As a Whole	4.36	0.43	Highly Involved

Legend: (4.21-5.00) Highly Involved; (3.41-4.20) Involved; (2.61-3.40) Moderately Involved; (1.81-2.60) Minimally Involved; (1.00-1.80) Not Involved

As indicated in Table 3, in terms of camping activities, the respondents register a mean score of 4.35 (SD = 0.54), interpreted as highly involved. Among the indicators, cooperating with other members during camping programs obtains the highest mean (M = 4.60, SD = 0.62), while contributing ideas and suggestions during camping preparations receives the lowest mean (M = 3.93, SD = 0.90), although still interpreted as involved. These findings indicate that students actively participate in camping experiences and demonstrate strong teamwork and cooperation during outdoor activities.

Camping activities provide opportunities for students to develop self-reliance, problem-solving abilities, and interpersonal skills through experiential learning. This finding is consistent with the study of Mutz and Müller (2021), who reported that participation in outdoor and youth development activities enhances social interaction, cooperation, and personal responsibility among adolescents.

For patrol leadership roles, the overall mean of 4.41 (SD = 0.55) indicates a highly involved level of participation. The highest-rated indicator is accepting leadership responsibilities assigned in the patrol (M = 4.58, SD = 0.77), while taking initiative in organizing patrol tasks and assignments receives the lowest mean (M = 4.27, SD = 0.76), though still within the highly involved level. The results suggest that students willingly assume leadership responsibilities and actively contribute to the management of patrol activities. Such involvement reflects the effectiveness of scouting in nurturing leadership qualities, accountability, and decision-making skills among students.

According to Kim and Park (2023), youth leadership experiences significantly contribute to the development of self-confidence, responsibility, and collaborative skills, which are essential for adolescent development.

With regard to community service projects, the respondents obtain an overall mean of 4.24 (SD = 0.57), interpreted as highly involved. Working actively with other members during service activities records the highest mean (M = 4.47, SD = 0.72), while volunteering time during community service projects obtains the lowest mean (M = 4.19, SD = 0.72), interpreted as involved. The findings demonstrate that students actively engage in community-oriented initiatives and recognize the value of serving others. Participation in community service activities promotes civic responsibility, empathy, and social awareness among young people.

This result aligns with the findings of Ballard et al. (2022), who emphasized that youth participation in community service activities strengthens civic engagement and fosters positive social and developmental outcomes.

In terms of skills training sessions, the respondents achieve a mean score of 4.38 (SD = 0.54), interpreted as highly involved. The highest-rated indicator is actively participating in practical activities during training sessions (M = 4.53, SD = 0.65), while applying the skills learned in actual scouting or school activities receives the lowest mean (M = 3.91, SD = 0.82), interpreted as involved. The results indicate that students consistently attend and participate in training activities designed to enhance practical scouting skills. These experiences provide opportunities to develop competence, confidence, and preparedness in various tasks and situations.



The finding supports the study of Ferrer-Wreder et al. (2021), which highlighted that structured skill-building programs contribute significantly to adolescents' personal development, competence, and positive behavioral outcomes.

For regular troop meetings, the respondents obtain an overall mean of 4.41 (SD = 0.53), interpreted as highly involved. Cooperating with other members during troop meeting activities registers the highest mean (M = 4.54, SD = 0.61), while contributing ideas and suggestions during troop meetings obtains the lowest mean (M = 3.97, SD = 0.87), interpreted as involved. These results suggest that students regularly attend troop meetings and actively participate in discussions and assigned activities. Regular meetings serve as an avenue for communication, collaboration, and reinforcement of scouting values and objectives. The high level of involvement observed in this area indicates that students recognize the importance of troop meetings in achieving the goals of the scouting program.

This finding is supported by the study of Bowers et al. (2021), which found that consistent participation in organized youth group activities promotes stronger social connections, leadership development, and positive youth outcomes.

As a whole, the respondents obtained a mean score of 4.36 (SD = 0.43), interpreted as highly involved. This result indicates that students actively participate in various scouting activities and consistently engage in programs designed to promote leadership, character formation, teamwork, and community responsibility. The high level of involvement suggests that the Boy Scouting Program remains an important avenue for holistic student development.

This finding supports the study of Kwarteng et al. (2022), which found that sustained participation in youth development programs contributes positively to students' personal growth, leadership skills, and social competence.

Level of Contribution of the Boy Scouting Program on the Development of the Students

Table 3. Level of Contribution of the Boy Scouting Program on the Development of the Students.

Statement	Mean	Standard Deviation	Interpretation
Leadership	4.34	0.47	Very high
1. I am confident in leading group activities and projects.	4.01	0.71	High
2. I can make responsible decisions during scouting activities.	4.17	0.65	High
3. I encourage other members to participate actively.	4.51	0.61	Very High
4. I can organize tasks and assign responsibilities fairly.	4.32	0.66	Very high
5. I communicate instructions clearly to other members.	4.34	0.72	Very high
6. I remain calm and focused when solving problems in a group.	4.36	0.68	Very high
7. I take initiative when leadership is needed.	4.11	0.78	High
8. I motivate my fellow scouts to work toward common goals.	4.50	0.62	Very High
9. I accept responsibility for my actions and decisions.	4.67	0.49	Very high
10. I demonstrate discipline and good example to other scouts.	4.45	0.66	Very high
Teamwork	4.58	0.42	Very High
1. I cooperate well with other scouts during activities.	4.57	0.59	Very high
2. I listen to the ideas and opinions of my teammates.	4.83	0.38	Very high
3. I willingly help other members when needed.	4.73	0.50	Very High
4. I contribute actively during group tasks and projects.	4.60	0.52	Very high
5. I respect the roles and responsibilities of other members.	4.84	0.40	Very high
6. I can work effectively with different types of people.	4.28	0.77	Very High



7. I encourage unity and harmony within the group.	4.38	0.73	Very high
8. I participate fairly in group decision-making.	4.65	0.53	Very high
9. I can resolve conflicts peacefully among teammates.	4.17	0.80	High
10. I value the importance of teamwork in achieving goals.	4.78	0.46	Very High
Self-Reliance	4.27	0.49	Very high
1. I can accomplish tasks independently without constant supervision.	3.94	0.71	High
2. I am confident in handling challenges on my own.	4.06	0.81	High
3. I manage my time effectively during scouting activities.	4.28	0.70	Very High
4. I can make decisions independently when necessary.	4.17	0.77	High
5. I prepare my own materials and equipment for activities.	4.24	0.68	Very high
6. I remain responsible for completing assigned tasks.	4.52	0.59	Very High
7. I can adapt to difficult situations during scouting activities.	4.27	0.68	Very high
8. I am resourceful in solving problems that I encounter.	4.06	0.72	Very high
9. I take care of myself during outdoor and camping activities.	4.60	0.62	Very high
10. I believe in my ability to succeed through my own efforts.	4.62	0.59	Very high
Contribution of Boy Scouting Program As a Whole	4.40	0.42	Very High

Legend: (4.21-5.00) Very High; (3.41-4.20) High; (2.61-3.40) Moderate; (1.81-2.60) Low; (1.00-1.80) Very Low

Based on the results in Table 3, in terms of leadership, the respondents register an overall mean of 4.34 (SD = 0.47), interpreted as very high. Among the indicators, accepting responsibility for actions and decisions obtains the highest mean (M = 4.67, SD = 0.49), followed by encouraging other members to participate actively (M = 4.51, SD = 0.61) and motivating fellow scouts to work toward common goals (M = 4.50, SD = 0.62). Meanwhile, confidence in leading group activities and projects receives the lowest mean (M = 4.01, SD = 0.71), although it remained within the high category. These findings indicate that the Boy Scouting Program effectively develops leadership-related qualities such as accountability, initiative, motivation, and responsible decision-making.

Through leadership opportunities embedded in scouting activities, students learn to guide others, make sound judgments, and serve as positive role models. This finding supports the study of Duerden et al. (2022), which found that youth leadership programs significantly enhance adolescents' leadership competence, responsibility, and interpersonal effectiveness.

For teamwork, the respondents obtain an overall mean of 4.58 (SD = 0.42), interpreted as very high, claiming the highest-rated dimension among the three areas. Respecting the roles and responsibilities of other members records the highest mean (M = 4.84, SD = 0.40), closely followed by listening to the ideas and opinions of teammates (M = 4.83, SD = 0.38) and valuing the importance of teamwork in achieving goals (M = 4.78, SD = 0.46). On the other hand, resolving conflicts peacefully among teammates obtains the lowest mean (M = 4.17, SD = 0.80), although still interpreted as high. The results demonstrate that scouting activities strongly promote cooperation, mutual respect, communication, and collaboration among students.

Working within patrols and participating in group tasks allows scouts to appreciate the value of collective effort and shared responsibility. These findings align with the study of García-Pérez et al. (2021), which revealed that collaborative youth programs strengthen teamwork skills, interpersonal relationships, and social competence among adolescents.

With regard to self-reliance, the respondents achieved an overall mean of 4.27 (SD = 0.49), interpreted as very high. The highest-rated indicators are believing in one's ability to succeed through personal effort (M = 4.62, SD = 0.59) and taking care of oneself during outdoor and camping activities (M = 4.60, SD = 0.62). Completing assigned tasks responsibly also receives a high rating (M = 4.52, SD = 0.59). Conversely, accomplishing tasks independently without constant supervision obtains the lowest mean (M = 3.94, SD = 0.71), although it remained



within the high level. These findings suggest that the Boy Scouting Program contributes significantly to developing independence, responsibility, resilience, and confidence among students.

Through practical experiences and outdoor activities, scouts learn to rely on their abilities, solve problems independently, and adapt to challenging situations. This observation is supported by the findings of Kendall et al. (2022), who reported that participation in structured outdoor and youth development programs promotes self-confidence, adaptability, self-management, and personal responsibility among young people.

As a whole, the respondents obtain a mean score of 4.40 (SD = 0.42), interpreted as very high. This result indicates that the program significantly contributes to the holistic development of students by enhancing essential life skills, values, and personal competencies. The findings suggest that participation in scouting activities provides students with meaningful opportunities to develop leadership abilities, collaborative skills, and independence, which are important for their academic, social, and personal growth.

The findings demonstrate that the Boy Scouting Program makes a substantial contribution to student development, particularly in strengthening teamwork, leadership, and self-reliance. The consistently high ratings across all dimensions indicate that scouting serves as an effective platform for nurturing well-rounded individuals equipped with the skills and values necessary for personal success and active citizenship.

This finding is consistent with the Positive Youth Development framework, which emphasizes that structured youth programs promote character development, competence, confidence, and social responsibility among adolescents (Lerner et al., 2021).

Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Leadership

Table 4a. Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Leadership

Variables	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Involvement vs. Level of Development in terms of Leadership	0.627	<.001	Reject H_0	Significant

Using the Spearman Rank-Order Correlation Coefficient, the results reveal a moderate positive correlation ($r_s = 0.627$, $p < .001$). Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a significant relationship between students' involvement in Boy Scouting and their leadership development.

The result implies that higher participation in Boy Scouting activities is associated with stronger leadership development among students. This suggests that students who are more actively engaged in scouting tasks such as group planning, decision-making, community service, and peer collaboration tend to demonstrate greater confidence, responsibility, communication skills, and initiative. These structured experiences likely provide meaningful opportunities for experiential learning, allowing students to practice leadership in real and practical settings rather than purely theoretical contexts. As involvement increases, students become more exposed to situations that require them to lead, cooperate, and solve problems, which gradually strengthens their leadership capacity.

The findings are consistent with contemporary literature emphasizing the role of extracurricular engagement in leadership development. Studies have shown that participation in structured youth programs significantly enhances students' leadership skills, self-efficacy, and social responsibility through active learning and peer interaction (Liu et al., 2021; Morris & Perry, 2022). Similarly, recent research highlights that experiential and collaborative learning environments, such as scouting and similar youth organizations, foster leadership identity



formation by providing authentic opportunities for students to assume roles of responsibility and teamwork (Smith & Wiggins, 2023). These findings support the present study's result, underscoring that sustained involvement in Boy Scouting contributes meaningfully to the development of leadership among students.

Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Teamwork

Table 4b. Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Teamwork

Variables	Test Statistics (r_s)	p-value	Decision for Ho	Interpretation
Level of Involvement vs. Level of Development in terms of Teamwork	0.416	<.001	Reject Ho	Significant

The results in Table 4b reveal a moderate positive correlation ($r_s = 0.416$, $p < .001$) using the Spearman Rank-Order Correlation Coefficient. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. This shows that there is a significant relationship between students' involvement in Boy Scouting and their development of teamwork skills.

The result implies that increased participation in Boy Scouting activities is associated with stronger teamwork development among students. This suggests that students who are more actively engaged in scouting tasks, such as group problem-solving, collaborative planning, task delegation, and participation in group-based outdoor and community activities, tend to demonstrate better cooperation, communication, and coordination with peers. Through repeated exposure to group-oriented challenges, students gradually learn how to work effectively with others, respect diverse roles within a team, and contribute to shared goals. Although the correlation is moderate, it still indicates that teamwork development is meaningfully enhanced by consistent involvement in scouting experiences, where collaboration is a central component of the program.

The findings align with recent studies emphasizing the importance of structured extracurricular programs in developing teamwork competencies among students. Contemporary research highlights that participation in youth organizations fosters collaboration skills, peer interaction quality, and group cohesion through experiential and task-based learning environments (e.g., cooperative learning frameworks and outdoor group activities) (Johnson & Johnson, 2021; Hattie et al., 2022). Similarly, studies published in recent years suggest that sustained engagement in co-curricular activities significantly improves students' ability to function in teams by strengthening communication, trust-building, and shared responsibility (OECD, 2021; García et al., 2023). These findings support the present study, reinforcing the idea that Boy Scouting serves as a practical avenue for cultivating teamwork skills among learners.

Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Self-Reliance

Table 4c. Relationship Between the Level of Involvement of Students in Boy Scouting Activities and Their Level of Development in terms of Self-Reliance.

Variables	Test Statistics (r_s)	p-value	Decision for Ho	Interpretation
Level of Involvement vs. Level of Development in terms of Self-Reliance	0.540	<.001	Reject Ho	Significant



The relationship between the level of students' involvement in Boy Scouting activities and their level of development in terms of self-reliance is obtained using the Spearman Rank-Order Correlation Coefficient. The results reveal a moderate positive correlation ($r_s = 0.540$, $p < .001$). Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a significant relationship between students' involvement in Boy Scouting and their development of self-reliance.

The result implies that greater involvement in Boy Scouting activities is associated with higher levels of self-reliance among students. This suggests that students who actively participate in scouting tasks, such as camping, independent task execution, survival skills training, decision-making in field activities, and assigned leadership roles, tend to develop stronger independence, initiative, and confidence in handling responsibilities. Through these structured but challenging experiences, students are gradually encouraged to rely on their own judgment while still working within group expectations. The moderate strength of the correlation further suggests that while scouting plays an important role in developing self-reliance, other contextual factors such as family support, school environment, and personal motivation may also contribute to this developmental outcome.

The findings are consistent with recent literature emphasizing the role of experiential and outdoor learning programs in fostering student independence and self-management skills. Contemporary studies have shown that participation in structured youth development programs enhances self-regulation, problem-solving ability, and autonomy through hands-on learning and progressive responsibility (Eccles & Gootman, 2021; Larson, 2022). Similarly, recent research on extracurricular engagement highlights that sustained participation in organized youth activities strengthens self-efficacy and independent decision-making as students are exposed to real-life challenges that require adaptability and personal accountability (Sullivan & Larson, 2023; OECD, 2021). These findings support the present study, reinforcing that Boy Scouting serves as an effective developmental platform for cultivating self-reliance among learners.

CONCLUSIONS

Based on the empirical findings obtained in this study, the following conclusions are established:

The respondents were predominantly female students, with most coming from the lower grade levels and belonging to low-income households.

Students demonstrated a strong level of involvement in various Boy Scouting activities, including camping, leadership responsibilities, community service, skills training, and troop meetings. The program successfully engages students in meaningful activities that encourage active involvement and sustained commitment.

Students exhibited a robust development holistically in engaging themselves to various Scouting activities. Through their participation, learners develop important qualities such as leadership, teamwork, and self-reliance, supporting their personal growth and preparation for future responsibilities.

Involvement in Boy Scouting activities is associated with stronger leadership development, teamwork skills, and self-reliance among students.

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