

The Implementation of the Boy Scout Program in Department of Education Sison District, Surigao Del Norte, Caraga Region, Philippines: A Sequential Explanatory Mixed Methods Study

Alexander L. Dagdag

Saint Joseph Institute of Technology

Email: alexander.dagdag@deped.gov.ph

Fernando T. Herrera, PhD

Saint Joseph Institute of Technology

Email: fherrera@carsu.edu.ph

Abstract: This study employed a sequential explanatory mixed-method design to investigate the implementation of the Boy Scout Program in the Sison District, guided by DepEd Order No. 49, s. 2007, and DepEd Order No. 76, s. 2012. It aimed to assess the level of program implementation, determine the extent of character development among Boy Scouts, examine the influence of program implementation on learners' character formation, and explore perceived opportunities and challenges, ultimately proposing interventions for effective delivery. The quantitative phase involved 180 male pupils from Grades 4 to 6 across 12 elementary schools using proportionate sampling. Data were gathered through a researcher-made survey and analyzed using descriptive statistics and Pearson correlation. The qualitative phase utilized structured interviews with thematic analysis to support and enrich quantitative findings. Results revealed that the Boy Scout Program was implemented at a high to very high level, particularly in outdoor activities, values training, leadership, and wellness programs. Correspondingly, character development traits such as honesty, responsibility, empathy, cooperation, and self-discipline were also highly evident among the scouts. A significant positive correlation was found between the level of program implementation and character development, underscoring scouting's role in shaping morally grounded and socially responsible learners. While the program offered valuable opportunities for holistic growth, challenges such as limited resources, logistical constraints, and inconsistent participation were also identified. The study recommends strategic interventions including leadership training, curriculum integration, parental engagement, logistical support, and expanded experiential learning. These measures aim to enhance the program's impact and sustainability, positioning scouting as a vital tool for character education in Philippine basic education.

Keywords: Boy Scout Program, Character Development, Mixed-Methods Research, Public Elementary Schools, Educational Interventions

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INTRODUCTION

Character development and academic performance are pivotal components of a child's education, shaping their immediate success and future potential. Traditional classroom education focuses primarily on academic achievement and extracurricular activities, particularly those that emphasize community involvement and personal growth, which can play a significant role in holistic development. One such extracurricular program is the Boy Scouts of the Philippines, which has a long-standing tradition of fostering young individuals' character, leadership, and various life skills.

Boy Scouts is an organization of boys that aims to develop good citizenship, courteous behavior, and skills in various outdoor activities. Lieutenant General Robert S.S. Baden-Powell, a cavalry officer, founded the Boy Scouting in Great Britain in 1908. The movement has long been

recognized as a transformative platform for youth development, fostering essential values such as leadership, responsibility, cooperation, and ethical behavior. Through its structured activities and guiding principles, the program builds resilience, self-discipline, and empathy among young individuals, equipping them to contribute meaningfully to society. It was established in the Philippines in 1936 through the work of Josephus Stevenot, Tomas Confesor y Valenzuela, and Manuel Quezon. It was inaugurated in 1938 by President Manuel Quezon and started functioning under its first Chief Scout Executive, Exequiel Villacorta.

R.A. No. 7278 is an act amending Commonwealth Act No. 111, as amended by P.D. No. 460, entitled, “An act to create a Public Corporation to be known as the Boy Scout of the Philippines and to define its powers and purposes,” by strengthening the volunteer and democratic character of the Boy Scouts of the Philippines and for other purposes

In view thereof, the Department of Education upholds the revitalization of Boy Scouting all over the country as stipulated in DepEd Order 49, s.2007 – Revitalizing Boy Scouting in Schools – where it further detailed that scouting with the Boy Scout of the Philippines is an effective program in the development of being a leader and nurturing of values in every child. The primary goal of this program is in line with the mission of the Department of Education to develop boys and young men into well-rounded individuals with exemplary character who are worthy of the emulation of schoolchildren. With its remarkable track record on youth development, the Department of Education acknowledges the critical role played by the Philippine Boy Scouts in helping the school system shape pupils into accountable and responsive people of the nation and contribute to attempts to achieve quality education.

DepEd Order No. 76, s.2012, re: Revitalizing Scouting in Schools Nationwide, continues and refines DepEd Order No.49, s. 2007. It builds upon the initial vision outlined in Order No. 49 by providing clearer guidelines and promoting wider participation in Scouting activities.

The Boy Scouts program provides an environment where children can learn important values and practical skills outside the conventional classroom atmosphere with its diverse range of activities, from camping and community service to skill-building and teamwork.

In Sison District of Surigao del Norte, implementing the Boy Scout program is a significant aspect of co-curricular activities. Community service, leadership training, teamwork, outdoor skills, values education, and wellness programs are some scouting initiatives integrated by the schools. It initiated the development of well-rounded individuals who demonstrate honesty, responsibility, respect, empathy, cooperation, and self-discipline. However, variations in implementation and effectiveness remain unexplored despite the established frameworks of the program, necessitating systematic investigations.

This study seeks to assess the level of implementation of the Boy Scout program in Sison District, focusing on key school activities. Furthermore, it examines the extent to which the program contributes to character development among learners, identifying both the opportunities and challenges teachers and pupils encounter.

To achieve this, the study adopts a sequential explanatory mixed-method design, combining quantitative and qualitative approaches to analyze the program's implementation and impact comprehensively. The initial quantitative phase will assess the level of program implementation across key activities and measure character development in dimensions such as honesty, responsibility, respect, empathy, cooperation, and self-discipline. These data will offer an overview of how well the program meets its objectives and the extent of its influence on learners' character.

The study's second phase will involve qualitative methods such as interviews. These methods aim to deepen the understanding of the quantitative results by exploring how the program influences character development in practice. This phase will also uncover all the opportunities and challenges teachers and pupils perceive in implementing and participating in the Boy Scout program. The study provides a nuanced perspective on the program's effectiveness and areas for improvement by combining the strengths of both quantitative and qualitative approaches.

This research is significant in assessing the Boy Scout program's current implementation in the Sison District and identifying strategies to enhance its effectiveness. The findings will inform educators and policymakers about the program's strengths and gaps, offering actionable insights to optimize its role in character education. Furthermore, the study's results will contribute to the broader discourse on youth development programs, serving as a model for similar initiatives in other regions.

By employing a sequential explanatory mixed-method approach, the study ensures a balanced and detailed examination of the Boy Scouts of the Philippines program. To provide a better understanding of the impact of the program on the learners and the factors influencing its implementation, quantitative findings will be contextualized through qualitative insights. This research aims to support the continued growth and success of the Boy Scouts of the Philippines program as a vital tool for character formation and youth empowerment.

Problem statement

The present study aimed to investigate the implementation of the Boy Scout program in Sison District considering Dep. Ed Order No. 49 s. 2007, otherwise known as Revitalizing the Boy Scouting Movement in the Schools and Dep. Ed Order No. 76 s. 2012 re: Revitalizing Scouting in Schools Nationwide.

Specifically, it sought to answer the following questions;

1. What is the level of implementation of the Boy Scout program in DepEd at Sison District in terms of conducted activities?
2. To what extent is the development of character evident among Boy Scouts?
3. Is there a significant relationship between the level of implementation of Boy Scouts and the character development of learners in the Sison District?
4. What opportunities and challenges are perceived by teachers and pupils in relation to their participation in the Boy Scout program?

METHODOLOGY

The study employed a sequential explanatory mixed-method design, integrating quantitative and qualitative approaches to examine the implementation of the Boy Scout Program in Sison District, guided by DepEd Order No. 49, s. 2007 and DepEd Order No. 76 s. 2012.

The study specifically aimed to assess the level of implementation of the Boy Scout program in Dep Ed at Sison District, the extent of the development of character evident among Boy Scouts, and also the influence of the implementation of the Boy Scout program on the character development of the learners in Sison District. It also sought to identify the opportunities and challenges perceived by teachers and pupils in participating in the Boy Scout program and the interventions that can be proposed for effective implementation of the Boy Scout program in Dep. Ed at Sison District.

The study involved 180 male pupils from Grades 4 to 6 across 12 elementary schools selected through proportionate sampling. Data collection utilized a researcher-made survey questionnaire for the quantitative phase and structured interviews for the qualitative phase. Statistical tools such as descriptive statistics summarized survey data, while Pearson correlation tested relationships between program implementation and character development were used. Thematic analysis was applied to interview data. Ethical standards were upheld, ensuring informed consent, confidentiality, and data security in compliance with the Data Privacy Act of 2012.

FINDINGS AND DISCUSSION

Level of implementation of the Boy Scout program in DepEd at Sison District in terms of conducted activities

The Boy Scout Program's high level of implementation in the health and wellness domain reflects an integrated, experiential, and socially supported approach to youth development. By combining structured health education with active participation, role modeling, and peer engagement, the program enhances personal wellness among scouts and fosters a ripple effect of health-conscious behavior within the broader community.

The overall level of implementation of the Boy Scout of the Philippines program in the Department of Education (DepEd) at Sison District, as summarized in Table 8, reveals a consistently high degree of effectiveness across six core areas of scouting activities: Community Service, Leadership Role, Team-Based Task, Outdoor Skills and Adventure Activities, Values and Ethical Training, and Health and Wellness Programs. The computed Grand Mean of 4.52, which corresponds to the verbal description "Always" and the interpretation "Very High," indicates that the program is implemented at an exceptional level, reflecting the Scouts' comprehensive engagement in structured activities designed to foster leadership, collaboration, community involvement, experiential learning, ethical growth, and personal wellness.

This result aligns closely with Lev Vygotsky's Sociocultural Theory (1978), which emphasizes the critical role of social interaction and guided participation in cognitive and behavioral development. Vygotsky posited that learning occurs through collaborative activities within meaningful social contexts, where skills and knowledge are internalized through guided practice with more knowledgeable peers or adults (Kozulin et al., 2020). In the scouting context, this process is evident as young members actively participate in group tasks, leadership exercises, and community service under troop leaders' mentorship, fostering personal growth and social competence.

the consistently high ratings in all these dimensions emphasized that the Boy Scout of the Philippines program's comprehensive approach to youth development effectively integrates physical health, ethical training, leadership skills, and experiential learning. This complete educational model prepares scouts to become responsible citizens and prepare for a lifelong commitment to personal growth, community service, and ethical action, aligning closely with local and global educational priorities.

Extent of development of character evident among Boy Scouts

The overall computed mean of 4.48 is equal to the verbal interpretation "Agree," indicating that scouts consistently practice honest behavior across various settings, including tasks in school, peer

interactions, and community activities. These results reflect the effective integration of moral education within the Boy Scouts of the Philippines program, which fosters integrity, trustworthiness, and accountability among its members.

Overall, the findings confirm the Boy Scouts of the Philippines program's effectiveness in cultivating honesty as one of the core values among its members. Integrating structured moral education, experiential learning, and character development theories offers a strong foundation for the scouts' ethical behavior. The program's emphasis on trust, truthfulness, and fairness aligns with key developmental theories and reinforces its role in shaping responsible, principled young individuals.

Relationship between the level of implementation of Boy Scouts and the character development of learners in the Sison District

The computed Pearson correlation coefficient of 0.600 indicates a moderate positive correlation between the two variables, suggesting that as the quality and level of implementation of the Boy Scout Program improve, the development of desirable character traits among scouts also increases correspondingly. Furthermore, the observed p-value of 0.000, which is significantly lower than the conventional significance threshold of 0.05, leads to the rejection of the null hypothesis. This result confirms that the relationship between program implementation and character development is not only positive but also statistically significant. In practical terms, the more effectively the Boy Scout Program is delivered, the greater its impact on the holistic character formation of its members.

These findings are strongly supported by foundational educational and psychological theories that underscore the pivotal role of structured programs and enriched social environments in promoting character development. John Dewey's Experiential Learning Theory (1938) emphasizes that meaningful learning occurs through direct engagement with real-world experiences. The Boy Scout Program, through its emphasis on leadership tasks, community service, survival skills, and personal responsibility, exemplifies Dewey's view that active participation in authentic activities leads to moral and intellectual growth. Kolb's Experiential Learning Model (1984) further expands on Dewey's ideas by articulating a cyclical process comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation through which deeper learning and internalized character values are developed.

Support for the findings is also found in Albert Bandura's Social Learning Theory (1977), which posits that individuals acquire behaviors, values, and social norms through processes of observation, imitation, and reinforcement. Within the Boy Scout framework, scouts consistently observe positive behaviors modeled by scoutmasters, senior members, and peers, facilitating the internalization of ethical traits such as honesty, empathy, respect, and cooperation. Bandura's concept of Vicarious Learning (1986) similarly reinforces that observing the successes and challenges of others fosters the development of self-efficacy, moral reasoning, and social competence.

Moreover, the results align with Jean Piaget's Theory of Moral Development (1932) and Lawrence Kohlberg's Stages of Moral Development (1958). Both theorists emphasize that moral reasoning advances through structured social interaction, rule-based activities, and experiences requiring fairness, cooperation, and justice. The merit badge system, patrol competitions, and leadership roles within scouting provide numerous opportunities for such moral reasoning to be exercised and strengthened. In addition, Nucci's Domain Theory of Moral Development (2001) asserts that structured environments that clearly differentiate moral imperatives from social

conventions facilitate children's moral understanding, a principle evident in the Boy Scout Program's value-laden activities.

Opportunities and challenges are perceived by teachers and pupils in relation to their participation in the Boy Scout program

In terms of opportunities, the researcher found that both teachers and pupils perceived the Boy Scout Program as offering meaningful opportunities for personal, social, and academic development. Teachers emphasized that the program provides diverse experiential activities such as community service, leadership tasks, and outdoor learning that promote the practical application of life skills beyond the classroom. Pupils experienced growth in character traits like honesty, responsibility, and cooperation and reported improved relationships with peers and authority figures.

As to challenges, teachers and pupils identified key challenges in implementing the Boy Scout of the Philippines program, ranging from limited resources and training to financial constraints and inconsistent support from schools and families. Pupils also faced barriers like transportation issues, peer pressure, and low motivation, which hindered full participation.

CONCLUSION

The Boy Scout Program in Sison District is effectively implemented, showing high to very high performance across key areas such as community service, leadership, teamwork, outdoor activities, values education, and wellness. These results confirmed the program's strong role in developing responsible, skilled, and value-driven learners, highlighting its importance as a vital tool for character formation and holistic youth development.

The Boy Scouts of the Philippines in Sison District has proven highly effective in fostering key character traits among its members. With honesty, responsibility, respect, empathy, cooperation, and self-discipline all rated as highly to very highly evident, the findings confirmed that scouting plays a vital role in shaping morally grounded, emotionally intelligent, and socially responsible youth.

The effective implementation of the Boy Scouts of the Philippines in the Sison District significantly enhanced the character development of learners. The positive correlation between program quality and character growth underscores scouting as a powerful educational tool for nurturing responsibility, honesty, empathy, and cooperation among youth, ultimately shaping them into morally upright and socially engaged individuals.

Both teachers and pupils widely perceived the Boy Scout program as a valuable platform for holistic development. Through its experiential and value-driven activities, the program effectively cultivates essential life skills, strengthens character traits, and fosters positive behavior and social relationships. This affirmed the program's role as a vital complement to formal education in promoting well-rounded, responsible, and engaged learners.

On the other hand, the Boy Scout Program is valued for its developmental benefit; practical challenges hindered its full implementation. Limited resources, time constraints, inconsistent participation, and logistical difficulties such as transportation and leadership availability pose significant barriers. Addressing those issues was essential to ensure equitable access, sustained

engagement, and the continued effectiveness of the program in fostering character and personal growth among learners.

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