

**Boys Scout of the Philippines (BSP) activities and their contribution to the development of discipline and responsibility among learners in Schools Division Office Ilagan**

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**ABSTRACT**

This study determined the contribution of the Boy Scouts of the Philippines (BSP) activities to the development of discipline and responsibility among learners in the Schools Division Office of Ilagan City. Specifically, it assessed the extent of BSP activities in terms of regularity of meetings and participation, types of activities, and learner engagement; determined the levels of discipline and responsibility among learners; examined the overall contribution of BSP; and tested the significant relationship between the extent of BSP activities and discipline development. The study employed a descriptive-correlational research design. The respondents consisted of 35 BSP learners, comprising 19 females and 16 males, who were selected through purposive sampling from selected public schools in the Schools Division Office of Ilagan. Data were collected using a researcher-made questionnaire validated by experts and analyzed using frequency counts, percentages, weighted mean, ranking, grand weighted mean, and the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) at the 0.05 level of significance. The findings revealed that the implementation of BSP activities was very extensive, with female and male respondents obtaining grand average weighted means of 4.74 and 4.73, respectively, both verbally interpreted as Strongly Agree. Discipline development was likewise rated Strongly Agree, with grand average weighted means of 4.92 for female respondents and 4.96 for male respondents. Responsibility development also received high ratings, with grand average weighted means of 4.76 among females and 4.86 among males. The respondents further recognized the overall contribution of BSP to their character formation, discipline, responsibility, application of scouting values, and citizenship, obtaining average weighted means of 4.91 for females and 4.69 for males, both interpreted as Strongly Agree. Correlation analysis yielded a Pearson correlation coefficient of 0.534 and a Sig. (2-tailed) value of 0.811, resulting in the acceptance of the null hypothesis. Hence, no significant relationship was found between the extent of BSP activities and discipline development among the respondents. The study concludes that the BSP program plays a significant role in promoting discipline, responsibility, leadership, and positive character formation among learners through meaningful scouting experiences. Although learners highly perceived the benefits of BSP activities, the statistical findings indicate that participation in BSP alone does not significantly influence discipline development, suggesting that other factors also contribute to shaping learners' disciplinary behavior. It is recommended that schools continue strengthening BSP implementation while integrating complementary values formation programs and collaborative efforts involving parents, teachers, and the community to further enhance learners' holistic development.

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## INTRODUCTION

The development of discipline and responsibility among learners remains one of the primary goals of basic education. Beyond academic achievement, schools are expected to cultivate learners who possess good character, leadership qualities, social responsibility, and commitment to community service. Character education has therefore become an essential component of the educational process, emphasizing the formation of values that prepare learners to become productive and responsible citizens.

The Boy Scouts of the Philippines (BSP) serves as one of the major co-curricular organizations that supports the holistic development of learners. Through structured activities such as camping, leadership training, community service, environmental conservation, flag ceremonies, and team-building exercises, BSP seeks to develop discipline, responsibility, patriotism, self-reliance, and leadership among young people. Participation in these activities provides learners with opportunities to apply positive values in real-life situations while fostering cooperation, accountability, and service to others.

Despite the continuous implementation of BSP programs in public schools under the Schools Division Office of Ilagan City, limited empirical evidence exists regarding the extent to which these activities contribute to learners' discipline and responsibility. Assessing the implementation of BSP and examining its contribution to learners' character development are essential in identifying strengths, addressing existing gaps, and improving scouting programs.

This study therefore determined the extent of BSP activities and their contribution to the development of discipline and responsibility among learners in the Schools Division Office of Ilagan. Specifically, it examined the implementation of BSP activities, assessed learners' discipline and responsibility, determined the overall contribution of BSP, and tested the relationship between the extent of BSP activities and discipline.

### Statement of the problem

This study aimed to determine the extent of Boy Scouts of the Philippines (BSP) activities and their contribution to the development of discipline and responsibility among learners in the Schools Division Office of Ilagan City.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, grade level, and number of years of participation in the BSP program?
2. What is the extent of implementation of BSP activities in terms of regularity of meetings and participation, types of activities, and learner engagement?
3. What is the level of discipline development among the respondents?
4. What is the level of responsibility development among the respondents?
5. What is the overall contribution of BSP to learners' character formation, discipline, responsibility, application of scouting values, and citizenship?
6. Is there a significant relationship between the extent of BSP activities and the discipline development of the respondents?

## METHODOLOGY

The study employed the descriptive-correlational research design. The descriptive method was utilized to determine the extent of BSP activities, discipline development, responsibility development, and the overall contribution of BSP. The correlational method was used to determine whether a significant relationship exists between the extent of BSP activities and learners' discipline development.

The respondents consisted of 35 BSP learners enrolled in selected public schools under the Schools Division Office of Ilagan. Of these, 19 were female and 16 were male. Respondents were selected through purposive sampling based on their active participation in BSP activities.

Data were gathered using a researcher-made questionnaire composed of five parts: respondents' profile, extent of BSP activities, discipline development, responsibility development, and overall contribution of BSP. The instrument employed a five-point Likert scale and underwent validation by experts prior to administration.

Frequency counts, percentages, weighted mean, ranking, grand weighted mean, and Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) were utilized to analyze the data. The hypotheses were tested at the 0.05 level of significance.

The study complied with the provisions of Republic Act No. 10173 to protect the privacy and confidentiality of respondents' personal information. It also observed the principles of Republic Act No. 7610 to safeguard the rights and welfare of learner-participants. Furthermore, the research adhered to the Department of Education Order No. 16, s. 2017 and the Department of Education Order No. 40, s. 2012 to ensure ethical, responsible, and child-friendly research practices throughout the conduct of the study.

## RESULTS AND DISCUSSION

The findings revealed that the respondents were predominantly 15 to 17 years old, with female respondents slightly outnumbering male respondents. Most respondents were enrolled in Grade 6, while many had participated in the BSP program for six years or more, indicating considerable scouting experience.

The extent of BSP activities was rated Strongly Agree by both female (Grand Mean = 4.74) and male (Grand Mean = 4.73) respondents. Learner engagement emerged as the highest-rated dimension among females, whereas types of activities and learner engagement were equally rated highest among males.

The discipline development of learners likewise received very high ratings. Female respondents obtained a grand weighted mean of 4.92, while male respondents obtained 4.96, both verbally interpreted as Strongly Agree. Punctuality was the highest-rated dimension among females, whereas punctuality and self-control shared the highest rank among males.

Similarly, responsibility development was rated Strongly Agree, with female respondents obtaining a grand weighted mean of 4.76 and male respondents obtaining 4.86. Accountability ranked highest among females, while willingness to help others ranked highest among males.

The overall contribution of BSP was likewise rated Strongly Agree, obtaining average weighted means of 4.91 among female respondents and 4.69 among male respondents. Learners acknowledged that BSP contributes significantly to character formation, discipline, responsibility, citizenship, and the application of positive values in everyday life.

Correlation analysis yielded a Pearson correlation coefficient of 0.534, indicating a moderate positive relationship between the extent of BSP activities and discipline development. However, the computed  $p$ -value of 0.811 exceeded the 0.05 significance level,

resulting in the acceptance of the null hypothesis. Thus, no statistically significant relationship was found between the extent of BSP activities and discipline development.

The findings demonstrate that BSP activities are extensively implemented in the participating schools and are highly valued by learners. Regular meetings, meaningful scouting activities, and active learner engagement contribute to positive perceptions regarding the effectiveness of the BSP program. These findings support the view that co-curricular organizations provide valuable learning experiences beyond the classroom by promoting leadership, cooperation, service, and civic responsibility.

The consistently high ratings in discipline development suggest that BSP participants exhibit desirable behaviors such as punctuality, adherence to school rules, and self-control. Likewise, the high ratings for responsibility development indicate that learners have developed accountability, commitment to task accomplishment, and willingness to help others through scouting experiences. These outcomes align with the objectives of BSP, which emphasize character formation and responsible citizenship.

Although respondents perceived BSP to have a substantial contribution to their discipline and responsibility, the statistical analysis revealed no significant relationship between the extent of BSP activities and discipline development. This finding suggests that discipline is influenced by multiple interacting factors beyond participation in scouting activities alone. Family upbringing, teacher guidance, school policies, peer relationships, personal motivation, and the broader school environment may also significantly contribute to learners' disciplinary behavior.

Overall, the study affirms that the Boy Scouts of the Philippines remains an effective educational partner in promoting values formation and learner development. Continued support for scouting programs, combined with complementary school and family interventions, can further strengthen the holistic development of learners and contribute to the realization of quality basic education in the Schools Division Office of Ilagan City.

## CONCLUSION

The findings of the study lead to the conclusion that the Boy Scouts of the Philippines program remains a valuable co-curricular intervention that supports the holistic development of learners in the Schools Division Office of Ilagan City. The respondents, who were mostly learners aged 15 to 17 years with varying lengths of participation in scouting, perceived the implementation of BSP activities to be extensive and meaningful. Regular meetings, diverse scouting activities, and high learner engagement indicate that the program is consistently implemented and provides opportunities for learners to actively participate in experiences that foster personal growth and character formation.

The study further concludes that learners who participate in BSP exhibit a very high level of discipline, particularly in punctuality, adherence to school rules, and self-control. Likewise, they demonstrate a very high level of responsibility as manifested through accountability, task accomplishment, and willingness to help others. These findings affirm that the BSP program successfully promotes values and behaviors consistent with its mission of developing disciplined, responsible, and service-oriented citizens. The respondents also strongly recognized the overall contribution of BSP in enhancing their character formation, strengthening discipline and responsibility, encouraging the application of scouting values in everyday life, and fostering good citizenship.

Despite these positive perceptions, the statistical analysis revealed that there was no significant relationship between the extent of BSP activities and discipline development among the respondents. Although the computed Pearson correlation coefficient indicated a moderate positive association, the probability value exceeded the established level of significance,

leading to the acceptance of the null hypothesis. This suggests that while BSP activities are perceived to contribute positively to learners' discipline, the extent of their participation alone does not significantly account for variations in discipline. The development of discipline is likely influenced by other factors, including family upbringing, school environment, teacher guidance, peer relationships, and individual learner characteristics.

Overall, the study concludes that the Boy Scouts of the Philippines program continues to serve as an effective avenue for values formation and learner development. Its sustained implementation provides meaningful experiences that nurture leadership, responsibility, cooperation, patriotism, and civic engagement. However, maximizing learners' discipline and character development requires collaborative efforts among schools, families, communities, and other educational support systems to complement the objectives and activities of the BSP program.

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