

Scouting Movement, Self-Esteem, And Social Skills Of Learners: Basis For An Intensified Localized Scouting Program

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Publication Date: May 18, 2026

DOI: [10.5281/zenodo.20267822](https://doi.org/10.5281/zenodo.20267822)

Abstract

This study investigated the influence of the scouting movement on the self-esteem and social skills of learners at Cataggaman Elementary School by employing a quantitative-descriptive correlational design among 150 male learners in Key Stage 2. Utilizing the Rosenberg Self-Esteem Scale and a Localized Social Skills Scale to assess dimensions such as cooperation, assertion, and self-control, the findings revealed high levels of self-esteem and social competence, with cooperation emerging as the strongest domain while self-control was identified as the lowest. Statistical analysis confirmed that active scouting participation significantly enhances both variables, establishing a strong positive relationship that suggests a healthy self-concept is a fundamental prerequisite for social proficiency. However, the data also highlighted a disparity between high compliance with authority and a relative deficit in autonomous, peer-led problem-solving. Consequently, the study concludes that while scouting is a transformative tool for instilling discipline, a localized intensification program focused on emotional resilience and "moral courage" is necessary to help scouts transition from mere instruction-following to becoming proactive, self-directed leaders.

Keywords: *Scouting Movement, Self-Esteem, Social Skills, Localized Intensification Program, Project BOY-ISKAWTS*



Introduction

In the current educational set-up, classrooms are steered by teachers who are molded to be a transformational facilitator of knowledge as they deal with the evolving needs of our 21st century learners every day. On the other hand, learners nowadays are extremely active and learns best when the lesson focuses on experimental and experience-based learning most especially through outdoor activities which helps them boost self-esteem as well as enhance collaborative and independent skills. Meanwhile, scouting as a co-curricular activity gives learners a safe space to develop through indoor and outdoor engagements.

Scouting has always been considered a transformational movement around the globe coupled with a rich history from its founding in England until it was introduced and established in the Philippines (Onion et. al, 2009). This dates back from 1907 when the World Chief Scout, Lord Robert Stephenson Smyth Baden-Powell had just started the scouting program with only 20 boys in his experimental camp (World Scouting, n.d.), to the founding of the first Filipino troop in Zamboanga, and up to the time when President Manuel L. Quezon approved the law known as Commonwealth Act No. 111 sponsored by Assemblyman Thomas Confesor to finally establish the Boy Scouts of the Philippines here in the country (Scouts of the Philippines, n.d.).

As the scouting movement thrived and became a sensation, it tailored itself to mold independent young people to be a morally accountable, industrious, inventive and community-oriented individuals. Through structured and modified scouting activities like camping in jamborees, community services and other outdoor team engagements, scouting developed confidence and social skills to these learners of various upbringing and social strata. Hence, it is a movement that also scaffolds three Sustainable Development Goals (SDGs).

Aside from being a phenomenal movement, it also aligned with several United Nations Sustainable Development Goals. First is SDG 3: Good Health and Well-Being, which is reflected in the Scouting Movement's emphasis on outdoor activities, teamwork, and self-discipline that promote physical fitness, mental resilience, and emotional stability among learners. Second is SDG 4: Quality Education, as Scouting, though considered a form of non-formal education, complements classroom learning by fostering self-esteem, cooperation, leadership, and responsibility through its varied engagements and experiential learning opportunities. Lastly, SDG 10: Reduced Inequalities is evident in Scouting's inclusive nature as it provides equal opportunities for all learners, regardless of their background, to participate, grow, and develop vital life and social skills.

These statements about scouting are backed by some of the following related studies. Marín Becerra and Martínez Heredia (2022) from Colombia found that participation in the movement nurtures emotional development by instilling values, responsibility, and social skills. On the other hand, Dam (2020) from Turkey reported that all scout leaders, who were identified as respondents of their study, agreed that scouting positively supports children's emotional growth by fostering self-confidence, responsibility, and cooperation. Adding to this is the limited number of localized studies that connect scouting engagement with self-esteem and social development among Filipino learners. Findings from these research point in a positive direction, but does our government also support the scouting movement and activities in the country?



In a news article, the former secretary of the Department of Education (DepEd), Vice President Sarah Zimmerman Duterte-Carpio, pointed out at the Boy Scouts of the Philippines' (BSP) annual national council meeting in Palo, Leyte, about how the scout movement has proven to be an important element in the education system (Mateo, 2023).

But before her term, previous DepEd administrations already showed support to intensify the said movement. As stated in the DepEd Order No. 76, s. 2012 (Guidelines in Revitalizing Boy Scouting in Schools Nationwide) and DepEd Order No. 49, s. 2007 (Revitalizing Boy Scouting in Schools), both emphasized that the program, “Scouting with the Boy Scouts of the Philippines”, and the Department of Education’s mission are in sync as they aim to develop the young boys’ leadership and value formation. This shows that the Philippine government clearly see the value of scouting movement and its integration into the basic education curriculum.

However, the education sector still faces challenges. Despite the revisions in curriculum, learners in school hardly juggle mastering key academic concepts and developing essential life skills to prepare them in the real-world scenarios. Bombarded as they are, these put them susceptible to emotional instability like stress and anxiety which becomes depression in some cases. Their emotional instability affects not just their level of self-esteem but also their social competence.

According to the World Health Organization (2023), “depression disorder” or widely known as “depression” is a common mental disorder which can affect our relationship with other individuals and can cause problems in our school and work. In an article posted by Del Rosario (2023), he shared that the Department of Health (DOH) estimated a 3.3% of the population in the Philippines or approximately 3.3 million Filipinos suffer from depression. It is implied that low self-esteem is related to depression. Also, according to Cabalza (2025), findings from a recent study revealed that the prevalence of depression among youth in the country has doubled within the span of eight years.

Every school is of no exception – struggle to keep self-esteem and social skills among learners is also felt but not seen on the surface. In our end, our school aspires to enrich positive emotional and social traits into our learners through weekly interventions aligned with scouting. Yet, these issues still linger. As alarming as it may, a purposeful intervention needs to be integrated into the school setting – one that caters the balance in enhancing the self-esteem and social skills of the learners.

Scouting, although it offers a non-formal learning set-up and seen as a structured program guided by defined goals, has a lot to contribute and can be considered to offer ample help to above-mentioned issues.

In light of these observations and dilemma aforementioned, this study titled “Scouting Movement, Self-Esteem, and Social Skills of Learners: Basis for an Intensified Localized Scouting Program” sought to scrutinize how imperative the scouting movement is in the social competence as well as emotional well-being of the learners in our school. The study emphasized the correlation between social competence and level of self-esteem, aiming to underscore the significance of co-curricular and outdoor programs in developing learners who can succeed both personally and socially. Additionally, a positive finding from this study shall be a backbone for a

proposal of an intensified localized scouting program to enhance the development of learners in every school in our school's division and even across our country.

Statement of the Problem

This study aimed to assess the influence of scouting movement on self-esteem and social skills of learners of Cataggaman Elementary School for the School Year 2025-2026, as basis for an intensified localized scouting program.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Membership in Scouting
 - 1.3 Highest Level of Scouting Movement Attended
2. What is the level of self-esteem of the respondents?
3. What is the level of social skills of the respondents in terms of:
 - 2.1 Cooperation
 - 2.2 Assertion
 - 2.3 Self-Control
 - 2.4 Responsibility
 - 2.5 Empathy
4. Is there a significant difference on the level of self-esteem of the respondents when grouped according to their profile variables?
5. Is there a significant difference on level of social skills of the respondents when grouped according to their profile variables?
6. Is there a significant relationship between the level of self-esteem of the respondents and their social skills of the learners?
7. What intensified localized scouting program can be proposed to enhance the development of scouts?

METHODS AND PROCEDURES

Research Design

This study utilized a descriptive and inferential research design to determine the level of self-esteem and social skills of Cataggaman Elementary School learners for School Year 2025–2026 and to examine their relationship. Also, it aimed to identify differences in self-esteem and social skills when respondents are grouped according to their profile variables, and to test if a significant relationship exists between the two constructs.

This design was deemed appropriate as standardized questionnaires were used to gather data. Statistical tools such as frequency, percentage, weighted mean, T-test, One-Way ANOVA, Welch's One-Way ANOVA, Kruskal-Wallis, pairwise comparisons, and Pearson r (Product-Moment Correlation Coefficient) were applied to interpret the results.

Respondents of the Study

The respondents of the study consisted of officially enrolled Key Stage 2 male learners of Cataggaman Elementary School for School Year 2025-2026. From the 244 participants, 152 pupils were selected through Stratified Random Sampling using the Slovin's formula to determine the sample size. In the study "Stratified Random Sampling from Streaming and Stored Data" by Nguyen et al. (2021), the authors defined Stratified Random Sampling (SRS) as a method in which a population is divided into distinct subgroups, or strata, from which samples are independently drawn. This approach ensured that every subgroup is adequately represented in the final sample.

Table 1
Distribution of Respondents

Grade Level	Total Number of Learners	Computed Sample
Grade 4	76	47
Grade 5	83	52
Grade 6	85	53
Total	244	152

Data Gathering Tool

The instruments used for this study included a standardized survey questionnaire to gather the respondents' profile. This also included the Rosenberg Self-Esteem (RSE) Scale, adopted from the study of Asensio-Ramón et al. (2020) titled "The Influence of the Scout Movement as a Free Time Option on Improving Academic Performance, Self-Esteem and Social Skills in Adolescents," which measured the level of self-esteem of the learners after exposure to scouting activities. Additionally, the study utilized a Localized Social Skills Scale for Filipino Learners, an adapted and validated version from Gresham and Elliott's Social Skills Rating System (SSRS).

Data Gathering Procedure

The following steps were followed in gathering the data in pursuit of this study. First, the researcher sought approval from the office of the University Institutional Review Board (IRB). After clearance from the IRB, the researcher requested an official approval letter from the university, which was then attached to a formal request letter addressed to the Schools Division Superintendent of the Schools Division of Tuguegarao City and the school head of Cataggaman Elementary School to gain permission to conduct the study. Additionally, the researcher prepared a consent letter for learners who took part in the study.

The researcher clearly emphasized that parents should read the consent first and sign the consent together. The researcher also clarified to all respondents that their participation was voluntary and that all information collected remained strictly confidential and was used solely for research purposes, underscoring compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2012. The researcher also explained the goal of the activity and guided the

respondents on the proper way to answer each survey category/item. Questionnaires used Filipino and English as the medium and were personally **distributed** and administered by the researcher to the respondents. The researcher retrieved the printed forms immediately after completion to ensure a high response rate. Once collected, the questionnaires were immediately tallied, analyzed, and interpreted.

Statistical Tool

Below are the statistical tools utilized in analyzing and interpreting the data gathered:

Frequency and percentage distribution summarized respondents' demographic profiles.

Weighted mean described the central tendency of self-esteem and social skills.

In addition, the T-test, One-Way ANOVA, Welch's One-Way ANOVA, Kruskal-Wallis, Pairwise comparisons, and Pearson r determined significant differences and relationships among variables.

On the other hand, the Rosenberg Self-esteem (RSE) Scale consisted of ten (10) statements that measured an individual's overall self-worth or self-acceptance. Respondents rated each item on a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. Items 1, 3, 4, 7, and 10 were positively worded, while the other five (2, 5, 6, 8, and 9) were negatively worded and were reverse scored to maintain consistency.

After computing the total scores from the RSE Scale, the results were interpreted using the established score ranges:

Scale	Mean Range	Descriptive Interpretation
4	3.25-4.00	Strongly Agree
3	2.50-3.24	Agree
2	1.75-2.49	Disagree
1	1.00-1.74	Strongly Disagree

Moreover, the Localized Social Skills Scale for Filipino Learners consisted of 90 culturally appropriate items covering five domains such as cooperation, assertion, self-control, responsibility, and empathy, to assess the learners' social skills within the context of their scouting participation. Respondents rated each item on a four-point Likert scale using the following:

4	3.25-4.00	Almost Always
3	2.50-3.24	Often
2	1.75-2.49	Sometimes
1	1.00-1.74	Never



Following pilot testing, the originally 100-item localized social skills questionnaire was reduced to 90 items after item analysis. The revised 90-item version achieved a Cronbach's alpha coefficient of .966, indicating excellent reliability. The retained items represented the core domains of cooperation ($\alpha = .87$; 18 items), assertion ($\alpha = .86$; 15 items), self-control ($\alpha = .88$; 19 items), responsibility ($\alpha = .88$; 18 items), and empathy ($\alpha = .88$; 20 items) with an overall reliability of .97, which was described as excellent.

The results of the Social Skills Questionnaire showed how often pupils demonstrated positive social behaviors in the five domains mentioned and which were interpreted as follows:

Scale	Mean Range	Descriptive Interpretation
4	3.25-4.00	Almost Always
3	2.50-3.24	Often
2	1.75-2.49	Sometimes
1	1.00-1.74	Rarely

Summary of Findings

The following are the key findings of the study:

1. Profile of the Respondents

- The respondents are primarily older elementary learners in their pre-teen years who are formally enrolled in the scouting movement and have participated in activities at the school, provincial, and regional levels.

2. Level of Self-esteem of the Respondents

- The learners possessed a high level of self-esteem characterized by a strong sense of self-worth, personal satisfaction, and a healthy level of self-respect.

3. Level of Social Skills of the Respondents

Cooperation

- The learners possessed a high level of collaborative behavior characterized by compliance with formal directives but demonstrate a relative deficit in autonomous collaboration and pro-active problem solving.

Assertion

- The learners possessed a high level of assertive behavior characterized adhering to established social norms and protocols yet face challenges when navigating high-stakes moral dilemmas or managing interpersonal conflicts that require sophisticated communication skills.

Self-Control

- The learners generally manifested self-regulation characterized by their capability to maintain outward composure during collective tasks but struggle with internal emotional frustration when facing setbacks or a lack of situational control.

Responsibility

- The learners demonstrated a positive level of accountability characterized by adhering to safety protocols but finds timely task completion more challenging.



Empathy

- The learners possessed a commendable level of social sensitivity characterized by their positive response to overt emotional cues but find intuitive aspect of general sensitivity more challenging to maintain consistently.
4. Comparison on the Level of Self-esteem of the Respondents when grouped according to their Profile Variables
 - There was a significant difference based on membership and participation level, showing that scouts and those active in events possess higher self-esteem than non-members.
 5. Comparison on the Level of Social Skills of the Respondents when grouped according to their Profile Variables
 - There was no significant difference in social skills when grouped by age, but a significant difference existed along membership and participation level, particularly in the domains of cooperation and assertion.
 6. Correlation between Self-esteem and Social Skills of the Respondents
 - A significant positive relationship existed between self-esteem and social skills, indicating that learners with a higher sense of self-worth also tend to exhibit more effective social behaviors.

Conclusions

Based on the foregoing findings, this researcher concluded that the scouting movement at Cataggaman Elementary School is an effective vehicle for holistic development, successfully achieving its general objective of fostering high levels of self-esteem and social competence among learners. The respondents, who are primarily older elementary students actively engaged in school and provincial scouting, possess a strong sense of personal worth and a high capacity for social interaction. They are particularly adept at cooperation and following institutional rules, although they show a need for further development in internal emotional regulation and self-control.

Statistical evidence reveals that while demographic factors like age do not significantly impact these traits, formal membership and the level of participation in scouting activities are the primary determinants of success. Scouts and those reaching higher levels of the movement exhibit significantly higher self-esteem and more advanced skills in cooperation and assertion compared to non-participants.

Furthermore, the significant positive relationship between self-esteem and social skills proves that a learner's internal confidence is the fundamental driver of their social behavior. Consequently, the proposed intensified localized scouting program is a necessary and justified intervention to refine self-control, bridge the social gap for non-members, and sustain the psychological and social growth of the entire student body.



Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented to further enhance the self-esteem and social skills of the learners.

1. The school may implement a "Join the Scout" Campaign every quarter to encourage non-members to enroll, aiming to increase school-wide membership by at least 10% each school year.
2. Teachers and school leaders may integrate "Affirmation Circles" and recognition or other similar initiatives during flag ceremonies to consistently validate students' self-worth and maintain their high levels of self-esteem.
3. The scouting coordinators may introduce mindfulness activities into regular troop meetings to specifically improve the learners' ability to stay calm during conflicts or setbacks.
4. The school may maintain inclusive scouting activities for all grade levels, ensuring that even the youngest scouts are given opportunities to lead and participate.
5. Active scouts who have reached provincial or regional levels may be assigned as "Troop Leaders/Mentors" to guide new members, utilizing their high assertion and cooperation skills to train their peers.
6. The Guidance Office and teachers may align lessons especially in GMRC subject with scouting values, focusing on the link between self-confidence and social behavior to ensure that character building is a daily priority.
7. The school head and scouting committee may fully adopt and fund the Project BOY ISKAWTS, the proposed intensified localized scouting program, scheduling at least a school-based encampment per year to ensure all students have access to high-impact scouting experiences.

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