

Evaluation of the Scouting Program on Outdoor Learning Education: A Case for Integration in the Basic Education Curriculum

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Abstract: This study aimed to evaluate the Scouting Program on Outdoor Learning Education within the three (3) school divisions in the Province of Surigao del Norte, as a case for integration in the Basic Education Curriculum. A quantitative descriptive-evaluative design was employed utilizing a researcher-made questionnaire validated by experts in the field. Using a stratified random sampling, this research gathered data from 267 selected respondents among the Public Schools Basic Education School Principals or School Heads, and the Elementary and Junior High School Teachers designated as BSP Scouting Coordinator. The study revealed that respondents predominantly agree that challenges such as teacher's scouting training, resource constraints, and curriculum alignment pose significant challenges (Overall Mean=4.46). Despite these, the Scouting Program is highly perceived to offer substantial benefits for enhancing social skills, nation-building efforts, and academic performance (Overall Mean =4.63); and perceived as highly effective in promoting community involvement, developing leadership skills, and character building (Overall Mean =4.68). Demographic analysis displayed that curriculum alignment and nation-building efforts significantly differ across divisions ($p = 0.006$; $p = 0.025$), as well as with resource constraints and curriculum alignment ($p = 0.010$; $p = 0.011$) based on respondents' gender. The findings highlight a strongly favorable perceptions of the Scouting Program, indicating a shared recognition of its value. The researcher proposed an action plan and a framework to integrate outdoor learning education through the Scouting Program into the Basic Education curriculum, enhancing its impact in the educational landscape and fostering holistic 21st-century learners.

Keywords—Scouting Program, Outdoor Learning Education, Basic Education Curriculum, Boy Scouts of the Philippines

1. INTRODUCTION

The EDCOM 2 (Second Congressional Commission on Education, 2024) report highlighted the Philippines' pressing educational issues. It draws attention to problems like packed classrooms, poor infrastructure, the lack of training for teachers, and unequal access to high-quality education. These difficulties highlight the need for cutting-edge teaching strategies that can improve student engagement and solve some of the systemic flaws, such as scouting and outdoor learning.

In the global context, education systems evolve to meet the demands of the twenty-first (21st) century, and people increasingly understand that customary classroom methods often fall short in fostering holistic student development. An author [1] notes that the importance of adapting groundbreaking pedagogical approaches that extend beyond the confines of the classroom has been increasingly adopted by educators, and these methods' objective is to engage students in new and effective ways. Among these approaches, outdoor learning has gained international attention for its capacity to promote comprehensive development, including cognitive, physical, and emotional growth [2].

International organizations such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO)

have championed the integration of outdoor and experiential learning within formal and informal education frameworks. The Global Action Programme (GAP) on Education for Sustainable Development (ESD) aims to integrate ESD into both formal and informal education systems across the globe, and the objective is to recognize the contribution that non-formal education providers like scouting organizations provide to this effort [4]. Similarly, the World Health Organization (WHO) concentrates on that outdoor learning increases academic achievement and supports psychological well-being and physical health [5]. The manifold benefits of outdoor learning include improved cognitive capacities, greater child development, and practical skills that supplement traditional classroom instruction [6]. In line with the Natural Connections method, a learning environment that places a high value on outdoor activities encourages students to be motivated, have positive attitudes, and believe in fostering their entire development [7][8].

Scouting as an educational method offers a valuable means to integrate outdoor learning into educational management strategies due to its focus on experiential learning, collaboration, and leadership growth [9]. Established by an author [10], the scouting movement has a rich history of promoting character growth through outdoor experiences [10]. Consequently, scouting has advanced into a form of non-

formal education that complements formal curricula, including Curriculum for Excellence [11].

In the local context, the Philippines faces unique educational challenges that highlight the need for innovative strategies such as outdoor learning. The Department of Education (DepEd) actively supports the revival of Boy Scouting in schools nationwide through various partnerships and cooperation opportunities, recognizing its role in fostering citizenship and youth development. The Boy Scouts of the Philippines (BSP) and the Girl Scouts of the Philippines (GSP) are two organizations that are instrumental in this effort, contributing to the development of accountable, empowered individuals prepared for social responsibilities [12][13]. BSP, with its established outdoor programs and focus on character building, is a fitting partner for enriching the Philippine basic education curriculum. Notably, legislative measures such as House Bill No. 3035, filed by Hon. Dale Corvera in 2022, aim to include the Scouting Program in all public and private schools' curricula. The bill highlights that scouting is an essential part of comprehensive education and places a strong emphasis on fostering young people's intellectual, social, moral, spiritual, and physical well-being [14].

Consequently, DepEd has issued orders granting exemptions to qualified Scouts from Citizens Army Training (CAT), recognizing the value of Scouting's contributions to youth development [15]. While Scouting is not a formal requirement for National Service Training Program (NSTP) or Reserve Officers Training Corps (ROTC), it can serve as a valuable precursor by providing a strong foundation in character, citizenship, leadership, and community involvement. In addition, based on the current mandates, membership in the GSP and BSP is optional and not required for enrollment [16].

Despite the recognized benefits, implementing scouting and outdoor learning programs still faces notable challenges, including the resource limitations [17], the requirement for specialized teacher training [18], and curriculum integration [19] problems are some of the major gaps in implementing Scouting and outdoor learning programs in the Philippines. The Department of Education, however, has developed guidelines for designating scouting coordinators and awarding service credits for involvement to overcome these challenges [20][21]. Henceforth, addressing these will necessitate a unified effort from educators, administrators, and policymakers to guarantee that scouting techniques are applied in a manner that is both efficient and sustainable.

Thus, this study focused on evaluating the Scouting Program on outdoor learning education. This integration could serve as a valuable model for promoting learners' holistic development in the twenty-first century, both in the classroom and beyond through the Scouting Program.

2. REVIEW OF RELATED LITERATURE AND STUDIES

2.1 The Context of Outdoor Learning and the Philippine Basic Education Curriculum

The integration of the Scouting Program into the Philippine basic education system aims to enrich the educational experience by incorporating experiential and outdoor learning elements. This approach aligns with broader educational reforms that emphasize a more holistic view of student development. Integrating extracurricular activities like Scouting can enhance student engagement and personal growth by providing practical experiences that complement academic learning [22][23].

Outdoor learning has been increasingly recognized for its potential to foster a range of developmental benefits. In an article by an author [24], she highlighted the significance of outdoor learning, which has been recognized for over a century by pioneers such as McMillan and Froebel. Their ideas have influenced modern-day practices, particularly Forest Schools, which led to the establishment of the Early Years Foundation Stage (EYFS) in 2000. However, the quality of outdoor provision is subjective and contested.

According to an author [26], high-quality outdoor provision is achieved through a clear vision and set of beliefs and values. Another author [27] emphasizes the importance of supportive, receptive adults in transforming spaces and sustaining play. Practitioners play a crucial role in delivering quality outdoor provision while meeting the requirements of the Statutory Guidelines. Challenges like weather, supervision, space, and time can make it difficult to promote continuous provision between indoor and outdoor learning environments, but experienced practitioners with continued professional development can overcome these challenges and provide outstanding outdoor provision. As the curriculum continues to evolve to reflect political and social contexts, practitioners must have opportunities to develop their knowledge and skills in this area.

An author also [28] asserted that outdoor play is crucial for healthy development, especially for young children, since it provides invaluable experiences that have a direct impact on their mental, social, physical, and emotional health as well as their creativity and cognitive abilities.

It was supported by another author who said that [29] introducing nature-based materials and education in an outdoor setting for primary students results in favorable behavioral outcomes. The study suggests that learning outside can increase student motivation, foster self-assurance, and improve on-task behavior; the study also found that students had a more favorable attitude towards learning after being exposed to the outdoors, and they were more motivated to work outside.

A researcher [30] explored the effect of outdoor education activities on students' academic performance and memory retention in social studies classes. The findings indicate that

the academic accomplishments and memory retention scores of the experimental group surpassed those of the control group. As a result, the study proposes that integrating outdoor education activities into social studies lessons can boost students' academic performance and enhance their memory retention.

Another researcher [31] has found that learning in nature-specific outdoor environments can have positive impacts on children's personal, social, and academic development. The authors suggest that teacher education should incorporate a focus on utilizing natural settings. The review highlights the importance of providing all children with opportunities to learn in nature-specific outdoor environments as part of their school experience, while considering the local context.

The review study [32] explored the benefits and challenges of implementing outdoor learning in early childhood education and care (ECEC) settings reveals six categories that highlight the opportunities, preconditions, and resources for outdoor learning: children's holistic development, health and wellbeing, multimodal, hands-on learning opportunities, experiences in and of nature, and teachers as mediators; the study suggests that outdoor learning can benefit the holistic wellbeing and well-rounded development of children while providing multimodal, hands-on learning opportunities, however, the analysis also identifies a main challenge related to teachers' understanding and knowledge around organizing and implementing outdoor learning opportunities for young children.

An author [33] research explores the relationship between the duration of time children spend outdoors and significant social and health factors. The study revealed that the majority of children engage in outdoor activities with their friends, and those with poor social relationships with other children spend significantly less time outside. This study suggests that children's outdoor experiences are primarily social, and there is a strong correlation between social relationships and physical and mental health.

Accordingly [34], the benefits of outdoor learning for middle and high school students are numerous, from reducing stress and anxiety to promoting physical activity and focus. By bringing the outdoors into the classroom, teachers can provide students with opportunities for active learning, nature-inspired writing, drama, read-aloud, and nature journaling. These activities not only foster a greater appreciation for the natural world but also develop students' writing skills and promote presence and engagement; as well as widening students' perspectives and connecting to curricular content, outdoor education can boost well-being, appreciation, and learning across subjects while promoting student engagement.

The Philippine Basic Education Reform Agenda, particularly through the K-12 curriculum, emphasizes a shift towards more comprehensive and child-centered education. The Department of Education has pursued its education reform, the MATATAG: Bansang Makabata, Batang

Makabansa Agenda, which sets the new direction of the agency and stakeholders in resolving basic education challenges. In pursuing such reform in the basic education curriculum, it is imperative to understand the current context and setting. Doing so will allow the Department to recognize the existing and expected realities and, consequently, adopt appropriate measures to realize its vision, hence making the MATATAG Curriculum, which is responsive and attuned to the dynamic changes that come into play in society [35].

The MATATAG Curriculum is focused on foundational skills and embedding peace competencies, building more resilient schools and classrooms, strengthening inclusive education programs, advocating for teachers' additional benefits, and providing professional development programs, among others. The aim is to create a more effective and impactful educational experience for Filipino learners. The training on the MATATAG curriculum is rooted in the fundamental importance of ensuring that teachers are fully equipped with the knowledge, understanding, and skills necessary to effectively implement the curriculum. Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership (General Shaping Paper, MATATAG Curriculum 2023).

In addition, DepEd Order No. 24, s. 2022 or the Adoption of the Basic Education Development Plan 2030 (BEDP 2030) outlines the priorities of the department in addressing the immediate and long-term concerns confronting basic education: access, equity, quality, and resilience. Quality is designed to address the quality of education through various strategic means, such as but not limited to upskilling and reskilling of teachers and school leaders.

2.2. The Scouting Movement

The Scouting movement is a global organization that aims to empower young people through character development, leadership training, and community involvement [36].

The Scouting Movement, founded by Robert Baden-Powell in 1907, has grown to become the world's leading educational youth movement with over 57 million Scouts in over 200 countries and territories worldwide. Baden-Powell's idea of Scouting began as a programme for boys aged 11 to 18, but after the success of the first experimental camp on Brownsea Island in 1907, he published "Scouting for Boys" in 1908, which quickly became a hit and has since sold over 100 million copies. The Movement expanded rapidly, and by 1920, the first World Scout Conference was held during the first World Scout Jamboree in London, United Kingdom. The World Scout Bureau was established in London in 1922, and the first World Scout Committee was elected. During the two World Wars, Scouting continued in secret in occupied countries and totalitarian regimes, with Scouts playing important roles in the resistance and underground movements. The Movement continued to evolve and adapt its educational offerings to meet the needs of young people, with initiatives

such as Messengers of Peace, Scouts for SDGs, and Earth Tribe being launched in recent years. In response to the global pandemic, Global Youth Mobilization was launched as a partnership with other youth organizations to support young people in a post-pandemic world. Baden-Powell's legacy continues to inspire generations of young people through his books and messages urging them to leave the world a little better than they found it [37].

In the Philippines, Scouting was introduced by American soldiers in the early 20th century, with accounts of Boy Scout presence in Manila as early as 1912. Plans to form Scouting troops for Filipino boys were proposed by Mrs. Caroline S. Spencer and Lt. Sherman L. Kiser in Sulu, but their plan never materialized due to reassignment and return to the US. In Zamboanga, Kiser formed the first Filipino troop in 1914. Scouting was officially established in the country as the Philippine Council of the Boy Scouts of America (BSA) in 1923, with support from civic-oriented groups. The BSP bill was sponsored by Iloilo Assemblyman Tomas Confesor and signed into law by President Manuel L. Quezon in 1936, creating the BSP as a public corporation to promote Scoutcraft, patriotism, and virtues. The BSP was inaugurated on January 1, 1938, with J.E.H. Stevenot as the first President and Exequiel Villacorta as Chief Scout Executive. The BSP continues to promote love of God, country, and fellowmen, prepare youth for leadership, and contribute to nation-building according to Scouting ideals, principles, and programs.

Scouting pedagogy is grounded in experiential learning theory, as articulated by an expert [38]. Scouting education aims to develop self-fulfilled, inspired, action-oriented, and committed young people through principles of equality, inclusivity, mutual respect, sustainability, harmony, and optimism for the future. Scouting empowers young people as global citizens through its programs and initiatives, promoting their growth and development as individuals and citizens. Scouting's non-formal educational approach equips young people with skills and competencies through fun activities, outdoor engagements, and meaningful experiences that challenge and encourage them to gain confidence, courage, and enjoy their journey of growth within a structured system. Scouting's learner-centered approach appreciates each youth member's uniqueness and stimulates discovery and development at their own pace. Learning by doing is guided by Scouting's principles and beliefs, contributing to the empowerment of individuals as active citizens in their local, national, and global communities through a diverse set of competencies in the Scout Youth Programme focused on knowledge, skills, attitudes, and values.

The Scouting Program's practical approach to education reflects its commitment to fostering personal growth and development through active engagement and peer-to-peer learning facilitated by adult volunteers (Scouts.org.ph, n.d). Scouts are a group of youth who engage in activities that promote personal growth and development; characterized by their eagerness to learn new skills, experience novel activities,

form new friendships, enjoy exciting adventures both locally and internationally, and contribute to their communities and beyond through acts of kindness and service (Scouts, n.d.). A Scout learns the cornerstones of the Scout method, Scout Promise, and Scout Law [39].

The World Scout Bureau (WSB) defines Scouting's educational approach as person-centered, community-related, and spiritually oriented. It recognizes the uniqueness of everyone, allowing self-education and personalized development. Scouting aims to help young people develop their whole selves through a multifaceted method that emphasizes personal experiences. It also focuses on building constructive relationships, promoting a sense of belonging, and encouraging young people to interact with and contribute to their communities. Additionally, Scouting seeks to help young people look beyond the material world in search of spiritual values and continuously strives to put those values into practice in their daily lives. These principles guide Scouting's educational approach and are essential to achieving its goals [40].

The Scout Method is a complete, integrated educational framework that includes essential components intended to promote holistic youth development, according to the World Scout Bureau (1998) in "Scouting: An Educational System". These elements include the Scout Law and Promise, which serve as individual and group ethical standards; Learning by Doing, which emphasizes experiential, hands-on learning; the Team System, which uses peer groups to foster cooperation and responsibility; a Symbolic Framework, which uses symbols to convey abstract concepts; Personal Progression, which supports individualized development in line with educational goals; Nature, which uses the natural environment to promote growth; and Adult Support, which creates a voluntary, educational partnership between adults and young people to support self-education. Each element works in concert, according to the participants' degree of maturity, to develop traits like independence, accountability, and dedication. This creates a well-rounded atmosphere that promotes investigation, action, and progressive self-education.

The Scouting Program has been designed to foster a range of competencies through a series of organized activities, including outdoor excursions or camping, volunteer work, and social service projects. The program is centered on achieving specific educational objectives, such as skill acquisition, leadership development, and community engagement. By employing a structured approach, the program provides a well-rounded educational experience that supplements traditional classroom instruction (Boy Scouts of America, 2020).

The Boy Scouts of the Philippines (BSP) is the national scouting organization of the Philippines in the World Organization of the Scout Movement (WOSM). Its program is anchored on the philosophy of experiential learning, where young boys and girls learn through first-hand experiences instead of theoretical instruction. This approach allows everyone in the patrol or crew to actively engage and take

ownership with the assistance of their peers and adult volunteers.

Through a ladderized, non-formal education system, the Boy Scouts of the Philippines (BSP) carries out five sectional programs intended to foster young growth. Through the Merit Badge system, these initiatives seek to promote responsible citizenship and cultivate critical abilities (Youth Development Program, BSP, n.d.). Kid Scouting, which focuses on having fun and learning in family and home environments, is the first step in the journey for kids aged 4-6. Kab Scouting, which emphasizes family and school involvement through basic skills and group activities, comes next for kids aged 6 to 9. Serving children aged 10 to 12, the Boy Scout program focuses on leadership development and outdoor activities. For those between the ages of 13 and 17, Senior Scouting provides outdoor, social, and career experiences, intending to foster personal development and values. Finally, Rover Scouting encourages camaraderie, service, and fraternity among young adults between the ages of 16 and 24.

A Scout learned the cornerstones of the Scout Method, Scout Promise, and Scout Law (Arias, 2016). In the Philippines, all Scouts are guided and must know the Scout Oath and Law by heart and in mind. The Scout Law and Oath, which act as moral and ethical guidelines during activities, must be internalized and memorized by Scouts. The Scout Oath emphasizes moral, mental, and physical strength while committing members to duty to God, their nation, and others. The Scout Law encourages scouts to build their character by listing twelve attributes, such as trustworthiness, loyalty, helpfulness, friendliness, courteousness, kindness, obedience, cheerfulness, thriftiness, bravery, cleanliness, and reverence (Rover Scouting Handbook, Revised 2004).

Further, in line with the DepEd mission to create well-rounded individuals with admirable character, it recognizes that consistently the BSP produces role models and leaders who embody the Scout Oath and Law, hence, an effective extracurricular program for developing leadership and values in children (DO 76 s.2012).

This legislative effort aims to formalize the inclusion of Scouting activities in schools, ensuring that students across the country can benefit from its developmental programs, and it underscores the recognition of Scouting as a valuable educational tool that aligns with national educational goals.

House Bill No. 3053 known as An Act Mandating the Inclusions of the Scouting Program in the Elementary and Junior High School Curriculum under the K-12 Program in all Public and Private Schools in the Philippines, appropriating funds therefor and for other purposes, has been introduced by 2nd District of Agusan del Norte Representative, Hon. Dale B. Corvera, and filed before the House of Representatives last August 3, 2022, on the first regular session of the Nineteenth Congress (HB3053, 2022). This bill has identified ten (10) sections, and it seeks to address and proposed measures that Scouting should be integrated in the school curriculum and

become a regular subject taught to the learners in all public and private basic education schools, to inculcate in them patriotism, civic-consciousness and responsibility, courage, self-reliance, discipline, kindred virtues, and moral values, using the methods which are now in common use by Scouts, with special emphasis on spiritual values which constitute the basic foundation of a strong character and sound citizenship (Corvera, 2022).

3. STATEMENT OF THE PROBLEM

This study aimed to evaluate the Scouting Program on Outdoor Learning Education as a case for integration in the Basic Education Curriculum.

Specifically, this study sought answers to the following research questions:

1. What is the demographic profile of the respondents in terms of the following variables:
 - 1.1 division;
 - 1.2 current position;
 - 1.3 department;
 - 1.4 biological sex;
 - 1.5 civil status;
 - 1.6 educational attainment;
 - 1.7 age;
 - 1.8 years of teaching experience;
 - 1.9 years of scouting experience?
2. What are the perceived levels of challenges of the Scouting Program on outdoor learning education in terms of:
 - 2.1 teacher's scouting training;
 - 2.2 resource constraints; and
 - 2.3 curriculum alignment?
3. What are the perceived levels of benefits of the Scouting Program on outdoor learning education in terms of:
 - 3.1 academic performance;
 - 3.2 social skills; and
 - 3.3 nation-building efforts?
4. What is the perceived level of effectiveness of the Scouting Program on outdoor learning education in terms of the following holistic development dimensions:
 - 4.1 leadership skills;
 - 4.2 character building; and
 - 4.3 community involvement?
5. Is there a significant difference in how respondents evaluate the Scouting Program on outdoor learning education when grouped according to their demographic profile:
 - 5.1 perceived level of challenges;
 - 5.2 perceived level of benefits; and
 - 5.3 perceived level of effectiveness?

4. METHODOLOGY

This study employed a quantitative descriptive-evaluative research design to evaluate the Scouting Program outdoor learning education in the DepEd tri-division within the Province of Surigao del Norte.

This study is ideally suited for quantitative research since it allows for the methodical measurement and examination of

the effects of the Scouting Program on the integration of outdoor learning, yielding empirical data to support curricular inclusion [41].

Additionally, an author [42] emphasized the value of descriptive research design as a useful technique used by researchers to methodically collect thorough data regarding a particular sample or phenomenon. By analyzing the data collected through this lens, the researcher obtained a valuable insight into the Scouting Program's effectiveness and its potential inclusion within the basic education curriculum [43].

4.1. Population, Sample Size, and Sampling Technique

In this study, the researcher used a specific type of probabilistic sampling called stratified random sampling to select the participants who possess prior involvement or proficiency in scouting, outdoor learning, and education.

Probability sampling involves random selection, allowing you to make strong statistical inferences about the whole group [44]. Stratified Random sampling is a method involving dividing the population into subgroups or strata and selecting a random sample from each stratum. This technique is useful when the population is heterogeneous, and the researcher would want the sample to be representative of different subgroups [45].

Further, this study utilized the Cochran Formula to determine the number of respondents. The ideal sample size is calculated by considering the desired level of precision, the desired level of confidence, and the estimated proportion of the effect in the population.

4.2. Research Instrument

This study utilized a researcher-made questionnaire designed to gather pertinent information relevant to the research. The questionnaire was structured into four (4) parts:

The first part (Part I) of the questionnaire gathered demographic information from respondents, including their division, current position, department, biological sex, civil status, educational attainment, age, years of teaching experience, and years of scouting experience.

The subsequent part (Part II) delved into the respondents' level of perceptions of the challenges associated with Scouting Program outdoor learning education in the Basic Education Curriculum in terms of Teachers' Scouting Training, Resource Constraints, and Curriculum Alignment.

The third part (Part III) covered the respondents' level of perceptions of the benefits associated with the Scouting Program's outdoor learning education in the Basic Education Curriculum in terms of Academic Performance, Social Skills, and Nation-building Efforts among the learners.

Finally, the fourth part (Part IV) addressed the respondents' level of perceptions of effectiveness associated with Scouting Program outdoor learning education in the Basic Education Curriculum in terms of Holistic Development, particularly in Leadership Skills, Character Building, and Community Involvement among the learners.

4.3. Data Gathering Procedure

After securing the reliability result certification for the research-made survey questionnaire, the researcher sought and obtained ethics clearance from the university to ensure that the study conformed to the institution's ethical standards.

The researcher then requested permission from the DepEd CARAGA Regional Director and the Schools Division Superintendent under the tri-division of Surigao del Norte Province (Siargao, Surigao City, and Surigao del Norte Divisions). The data collection commenced only after these requests had been approved.

Additionally, the researcher provided an informed consent form to all respondents before their participation, ensuring they were fully aware of the nature of the study and their rights. To protect data privacy and under RA 10173 or the Data Privacy Act of 2012, the names of respondents were not mandated to be indicated in the research instrument. This measure was taken to safeguard the confidentiality and privacy of all participants throughout the research process.

The researcher distributed the survey questionnaire in person and online using a Google Doc survey by providing the link, allowing respondents sufficient time to answer thoughtfully. All responses were collected and checked for completeness before statistical analysis was performed to obtain the research results.

4.4. Statistical Treatment of Data

The researcher utilized the following descriptive statistical measures for the quantitative data analysis: frequency distribution, percentage, and weighted mean. The study hypothesis was tested using inferential statistics, including the Mann-Whitney U-Test and the Kruskal-Wallis H-Test. To enhance comprehension and presentation of findings, tables were utilized to illustrate the results.

Frequency Distribution (f). It refers to a representation that displays the number of observations within a given interval, and it can be graphical or tabular, so that it is easier to understand. In the study, this tool was used to tally and tabulate the demographic profile of the respondents obtained from the survey questionnaire, which is displayed in tables.

Percentage. The percentage formula is used to find the share of a whole in terms of 100. In the study, the researcher used the percentage tool in the study to quantify respondents' demographic profiles. This was done by calculating the frequency of each demographic category and expressing it as a percentage, as presented in the tables.

Weighted Mean. It is a type of mean that is calculated by multiplying the weight or probability associated with a particular event or outcome by its associated quantitative outcome and then summing all the products together. To determine the verbal interpretation for each question in this study, the weighted mean was utilized to quantify each respondent's answers.

Kruskal Wallis H – Test. Kruskal-Wallis H-Test is a hypothesis test for multiple independent samples, sometimes

also called the "one-way ANOVA on ranks.") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable. Kruskal-Wallis test H-test was used in this study to compare the respondents' assessment on the level of challenges, benefits, and effectiveness of Scouting Program integration according to the respondents' demographic profile, specifically on their division, current position, civil status, educational attainment, age, years of teaching experience, and years of Scouting experience.

Mann-Whitney U-Test. The Mann Whitney U-test is a non-parametric alternative test to the independent sample t-test is used to compare two sample means that come from the same population, to test whether two sample means are equal or not; and usually, is used when the data is ordinal or when the assumptions of the t-test are not met (McClenaghan, 2024). In this study, the Mann-Whitney U-test was used in this study to compare the respondents' assessment of the level of challenges, benefits, and effectiveness of Scouting Program integration according to the respondents' demographic profile, specifically based on their department and biological sex.

To perform statistical analyses for this study, JASP (Jeffreys's Amazing Statistics Program), an open-source software platform renowned for its robust Bayesian and frequentist statistical methods and user-friendly interface, was utilized. JASP made statistical workflows more transparent and reproducible, guaranteeing that results are trustworthy and available for additional verification (Love et al., 2019).

5. RESULTS AND DISCUSSION

Demographic Profile of Respondents

The study revealed that majority of the respondents were from Surigao del Norte Division (46.1%), followed by Siargao Division (33.7%), and Surigao City Division (20.2%). Most respondents held positions as Principals or School Heads (50.2%) and BSP Scouting Coordinators (46.4%), with a small group serving dual roles. The respondents predominantly belonged to the Elementary Department (68.2%), with a significant number of secondary respondents (31.8%). Female constitutes a higher proportion (67%) compared to males (33%). Most respondents are married (79.78%), with a significant number pursuing or holding graduate degrees, mainly with MS/MA units (54.3%). The age distribution skewed towards middle-aged adults, especially between 41-60 years old. Participants generally possess considerable teaching experience, with the majority having over 10 years, especially between 11 and 20 years. Over half (52.4%) have 1 to 10 years of Scouting experience, with notable numbers having 11 to 20 years. These demographics suggest a well-experienced, predominantly elementary-level, and leadership-oriented sample, consistent with prior studies emphasizing the importance of experienced educators in program implementation.

Perceived Level of Challenges of Scouting Program on Outdoor Learning Education in the Basic Education Curriculum

The respondents strongly agree that lack of proper Teacher's Scouting Training (overall mean = 4.47) is a major obstacle, citing inadequate training programs, absence of regular sessions, and poor quality of training. Similarly, Curriculum Misalignment, including a lack of clear guidelines and poor collaboration between organizations and authorities, also hinders effective integration (overall mean = 4.47). Resource Constraints, such as insufficient materials, limited financial support, and lack of access to technology, were perceived as significant barriers (overall mean = 4.45). These findings highlighted that inadequate training and resources are prevalent challenges in implementing extracurricular and co-curricular programs in schools.

Perceived Level of Benefits of Scouting Program on Outdoor Learning Education in the Basic Education Curriculum

Most of the respondents recognized the positive impact of the Scouting Program on learners' Academic Performance, Social Skills, and Nation-building Efforts. The Scouting program significantly enhances Social Skills, with the highest mean scores of 4.70, fostering teamwork, communication, leadership, and social cohesion. Respondents perceive the Scouting Program as highly beneficial in Nation-building Efforts, in fostering patriotism, civic responsibility, and cultural understanding (mean = 4.68). Additionally, the program was seen to contribute positively to learners' academic success, with mean scores exceeding 4.65. The results emphasized that outdoor and experiential learning through Scouting significantly contributes to social-emotional and civic competencies.

Perceived Level of Effectiveness of Scouting Program on Outdoor Learning Education in the Basic Education Curriculum

The respondents rated the Scouting Program as highly effective across multiple dimensions- Community Involvement (overall mean = 4.70), Character Building (overall mean = 4.68), and Leadership Skills (overall mean = 4.67). Respondents agree that the program provides leadership opportunities, enhances communication, fosters responsibility, and encourages goal setting. The Scouting Program significantly promotes moral values, teamwork, civic responsibility, and volunteerism, with high mean scores. This consensus indicates that the Scouting Program's perceived success in fostering essential life skills and societal values, with emphasis on the role of Scouting in the holistic development of students.

Significance of Evaluation of the Scouting Program on Outdoor Learning Education into the Basic Education Curriculum when respondents are grouped according to their Demographic Profile

Perception of Challenges of Scouting Program on Outdoor Learning Education into Basic Education Curriculum when respondents are grouped according to their Demographic Profile

The study reveals that, most demographic factors, including division, position, department, biological sex, civil status, educational attainment, age, teaching experience, and scouting experience, all consistently identify challenges in integrating the Scouting Program into the Basic Education Curriculum. Notably, the respondents from Surigao del Norte Division perceived Curricular Alignment as the most urgent hurdle, making it a significant problem in differing perspectives within divisions. Consequently, perceptions of Challenges related to Teacher Scouting Training and Resource Limitations did not differ substantially among demographic groups, suggesting that structural barriers were acknowledged by all. The consistency implies that these difficulties come from more general institutional and systemic problems as opposed to demographic-specific factors.

Perception of Benefits of Scouting Program on Outdoor Learning Education into Basic Education Curriculum when respondents are grouped according to their Demographic Profile

The results highlight a very favorable view of the Scouting Program's advantages in a number of areas, including Academic Performance, Social Skills, and Nation-building Effort. Most respondents concur that Scouting activities improve social skills, leadership, character, critical thinking, experiential learning, and community participation. Particularly strong is the belief that the Scouting Program promotes civic duty and patriotism; the only notable disparities among divisions were in how nation-building initiatives were perceived, which may be a reflection of regional cultural differences. It's significant to note that opinions on the Scouting Program's benefits are generally positive, irrespective of age, Scouting involvement, teaching experience, or level of education.

Perception of Effectiveness of Scouting Program on Outdoor Learning Education into Basic Education Curriculum when respondents are grouped according to their Demographic Profile

The statistical analysis revealed no significant difference in perceptions of the program's effectiveness across divisions, positions, departments, sex, civil status, educational attainment, age, years of teaching, and years of scouting experience. This suggests a consensus among respondents regarding the program's positive impact, regardless of demographic variables; hence, indicating that the perceived benefits in Scouting are largely universal among educators and stakeholders.

6. CONCLUSIONS

Based on the findings, the following conclusions are drawn by the researcher:

1. The respondents are highly experienced, and actively involved in Scouting activities, primarily from Surigao del Norte Division, being the largest Division in the province, and predominantly elementary-level educators and school leaders. Their extensive teaching and Scouting experience underpin the credibility of their perceptions regarding the Scouting Program's potential integration.

2. The study identified that primary challenges hindering effective integration are inadequate teacher training, resource limitations, and curriculum misalignment. These systemic challenges highlight the need for targeted capacity-building initiatives, clearer curricular guidelines, and improved resource allocation to facilitate successful implementation.

3. The respondents acknowledged numerous benefits of the Scouting Program in outdoor learning education in the curriculum. The program notably enhances social skills, fosters patriotism, civic responsibility, and contributes positively to academic performance. These benefits underscore the Scouting Program's integration to promote holistic student development through outdoor and experiential learning, aligning with current educational goals for 21st-century competencies

4. The perceived effectiveness of the Scouting Program is affirmed across multiple dimensions, including community involvement, character building, and leadership development. The high ratings suggest that, when effectively implemented, Scouting can serve as a vital tool for holistic education, promoting moral values, responsibility, and societal engagement.

5. The perceptions of challenges, benefits, and effectiveness are remarkably consistent across various demographic groups, indicating a shared recognition of the Scouting Program's value and the systemic challenges that need to be addressed. This consensus suggests that the promotion and institutionalization of Scouting in the curriculum can gain widespread support among educators and stakeholders regardless of regional or personal differences.

7. RECOMMENDATIONS

The following recommendations are being proposed by the researcher based on the conclusions:

1. Integrate the Scouting Program into the Basic Education Curriculum. Embed age-appropriate Scouting activities within existing subjects such as MAPEH, GMRC, Values Education, and Araling Panlipunan through formal education. This initiative promotes consistent delivery of social skills, patriotism, civic responsibility, and character development. Institutionalizing outdoor and experiential learning through Scouting Program aligns with holistic education, the UN Sustainable Development Goal number 4 on Quality Education, and the 21st-century skills domains specifically in fostering responsible, and civic-minded individuals. This will also reduce dependence on traditional classroom settings.

2. Strengthen Teacher Training and Capacity Building. Implement continuous, standardized professional

development programs aligned with current curriculum standards and Scouting principles. Provide necessary resources—including training materials and digital tools—and establish certification, recognition, and incentive systems to motivate and retain skilled educators.

3. Enhance Resource Accessibility and Infrastructure Support Systems. Secure dedicated funding for Scouting activities, materials, and facilities. Foster partnerships with local government units, NGOs, and the private sector to share resources and expertise. Develop digital platforms and virtual resources to support resource-limited areas, ensuring equitable access.

4. Strengthen Policy and Curriculum Alignment. Establish clear protocols and standards for the integration of Scouting Program into the curriculum. Conduct periodic reviews to update the program based on societal and educational changes, ensuring relevance and sustainability.

5. Foster Community and Stakeholder Engagement. Build partnerships among Scouting organizations, educational authorities, and community stakeholders to co-develop adaptable modules, share resources, and promote program ownership and sustainability.

6. Implement Adaptation, Monitoring, and Evaluation. Adapt the proposed action plan to respond to emerging challenges and opportunities. Regularly assess the Scouting Program's effectiveness through feedback from teachers, learners, and community stakeholders. Use findings to refine strategies and ensure continuous improvement.

7. Conduct Further Research. Conduct qualitative studies—such as interviews, focus groups, and case studies—to explore perceptions, challenges, and success stories. Carry out longitudinal research to evaluate the long-term impacts of Scouting integration on learners' academic, social, and civic development. Identify best practices across regions to develop scalable models.

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