



STAKEHOLDERS' SUPPORT TO BOYS SCOUTS OF THE PHILIPPINES (BSP) IN SCHOOL

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ABSTRACT

This study examined the level of stakeholder support for the Boy Scouts of the Philippines (BSP) at Quezon Elementary School and its implications for the effective implementation of scouting programs. Specifically, it assessed the extent of support provided by various stakeholders in terms of financial assistance, facilities and materials, programs and plans, human resources, and training. The study employed a descriptive-comparative research design. A total of 378 respondents composed of PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni participated in the research. Slovin's formula was used to determine the sample size for larger groups, while total enumeration was applied to smaller stakeholder groups. Data were collected using a structured questionnaire. The gathered data were analyzed using descriptive statistics, particularly mean and standard deviation, to determine the level of support, while one-way analysis of variance (ANOVA) was used to identify significant differences among stakeholder groups. Findings revealed that stakeholders provided support to a very great extent across all five dimensions, with overall mean scores ranging from 4.91 to 4.99 and consistently low standard deviations, indicating strong agreement among respondents. No significant differences were found among stakeholder groups in terms of financial support, facilities and materials, programs and plans, and human resources, suggesting a unified and collaborative approach to supporting scouting initiatives. However, a significant difference was observed in the area of training support, indicating variations in stakeholder involvement in mentoring, coaching, and leadership development activities. Overall, the findings underscore the strong engagement of stakeholders, with an overall mean score of 4.94. Based on these results, the study recommends the implementation of a Stakeholder-Led Scout Development Program to strengthen mentorship, enhance leadership skills, and sustain collaborative support for BSP initiatives.

Keywords: Boy Scouts of the Philippines, stakeholder support, school-based programs

How to Cite:

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INTRODUCTION

The Boy Scouts of the Philippines (BSP), established through Commonwealth Act No. 111 (1936) and later amended by Presidential Decree No. 460 (1974) and Republic Act No. 7278 (1992), plays a significant role in the holistic development of Filipino youth. The organization aims to develop young boys and girls into socially responsible, morally upright, skilled, environmentally conscious, and service-oriented citizens and leaders. Through scouting activities, learners are provided opportunities to cultivate leadership, discipline, teamwork, and community service, which contribute to nation-building and character formation.

Schools serve as primary partners of the BSP in implementing scouting programs, as they function as sponsoring institutions responsible for organizing and supervising Scout units. Through the collaboration of school administrators, teachers, parents, community members, and local government units, scouting programs are effectively delivered to learners. Such partnerships are essential in ensuring that scouting activities are properly supported through resources, training opportunities, and program implementation. According to Young (2019), federated organizations such as scouting movements depend greatly on collaborative support systems that balance centralized guidance and local initiative in order to sustain program effectiveness and organizational growth.

In the context of Quezon Elementary School, participation in scouting remains relatively limited. Out of 417 male learners enrolled in the school, only 71 or 17.2 percent are registered members of the BSP. This relatively low level of participation raises concerns about the level of engagement and support provided by various stakeholders. Some parents belong to economically disadvantaged families and may prioritize more immediate household needs over participation in extracurricular organizations such as scouting. As a result, learners may miss opportunities to benefit from the developmental programs offered by the BSP. Stakeholder participation plays a critical role in sustaining youth development programs in schools. Financial assistance, provision of materials and facilities, support for program implementation, and training opportunities are essential elements that determine the success of scouting initiatives. However, while several studies highlight the benefits of scouting in youth leadership development and character formation, limited research has examined the extent of stakeholder support in sustaining BSP programs at the school level, particularly in public elementary schools.

This gap in the literature underscores the need to examine how different stakeholders contribute to the implementation and sustainability of scouting programs. Understanding the level and dimensions of stakeholder support can provide insights into areas that require strengthening and collaboration. Therefore, this study investigates the level of stakeholder support for the Boy Scouts of the Philippines in Quezon Elementary School in terms of financial assistance, facilities and materials, programs and plans, human resources, and training. The findings of this study aim to inform strategies that can enhance stakeholder engagement and promote the effective implementation of scouting programs in schools.

OBJECTIVES OF THE STUDY

This study determined the level of stakeholder support for the Boy Scouts of the Philippines (BSP) in Quezon Elementary School. Specifically, it sought to answer the following questions:

1. What were the demographic characteristics of the stakeholders when grouped according to classification as:
 - 1.1 PTA Officers
 - 1.2 Alumni
 - 1.3 Community Members
 - 1.4 Teachers
 - 1.5 Barangay Local Government Unit (BLGU) Officials?
2. What was the extent of stakeholders' support for the Boy Scouts of the Philippines in terms of the following components when taken as a whole and when grouped according to stakeholder classification:
 - 2.1 Financial Support
 - 2.2 Facilities and Material Resources Support
 - 2.3 Programs and Plans Support
 - 2.4 Human Resources Support
 - 2.5 Training Support?
3. Was there a significant difference in the extent of stakeholders' support for the Boy Scouts of the Philippines when respondents were grouped according to stakeholder classification?
4. Based on the findings of the study, what program or activities were proposed to strengthen stakeholder support for the Boy Scouts of the Philippines program in the school?



LITERATURE REVIEW

The On Education and Skill Development Leadership Style of scouting

Education theories encompass a range of perspectives on how individuals learn and develop skills. Constructivist theories, for instance, emphasize the active construction of knowledge through experiences and interactions. Behaviorist theories focus on observable behaviors and reinforcement mechanisms. Cognitive theories delve into mental processes like memory, attention, and problem-solving. Lerner (2019) found that participation in scouting programs promotes the development of leadership skills among youth, with scouts reporting higher levels of leadership skills compared to non-scouts. Frumkin (2019) linked scouting to positive character development outcomes, including increased self-confidence, resilience, and integrity, with scouts exhibiting greater levels of moral character and values compared to non-scouts. Rickinson (2020) highlighted the educational benefits of the outdoor experiential learning component of scouting, emphasizing its positive impact on academic achievement, personal development, and environmental awareness. Taylor (2019) demonstrated that scouting provides opportunities for youth to acquire practical life skills such as first aid, navigation, and camping skills, with scouts reporting higher levels of competence in basic life skills compared to non-scouts. Mahoney (2020) found a positive correlation between participation in scouting and academic success, with youth involved in scouting and other extracurricular activities showing higher grades, better attendance, and lower dropout rates. Baden (2019) showed the enduring impact of scouting on youth development into adulthood, with former scouts more likely to exhibit leadership qualities, engage in community service, and lead healthy lifestyles compared to non-scouts.

On Health and Well-being of fitness level

These empirical studies provide valuable insights into the complex interplay of individual, social, and biological factors influencing health and fitness levels. By examining the relationships between theoretical constructs and real-world outcomes, they contribute to our understanding of effective strategies for promoting physical activity, enhancing well-being, and preventing chronic disease. Moore (2020) highlighted that participation in scouting encourages physical activity and promotes physical fitness among youth, with scouts engaging in regular physical activities such as hiking, camping, and sports, leading to improvements in cardiovascular health and overall fitness levels. Cason (2019) associated scouting with positive mental health outcomes, with scouts reporting higher levels of psychological well-being compared to non-scouts, attributed to factors such as social support, outdoor exposure, and engagement in meaningful activities.

Merrell (2019) linked participation in scouting programs to the development of resilience and effective coping strategies among youth, demonstrating that scouts exhibited greater levels of resilience and adaptive coping skills in response to challenges and adversity. O'Brien (2019) emphasized the role of scouting in forming meaningful social connections and support networks, with scouts reporting higher levels of social connectedness and friendship quality compared to non-scouts, highlighting the importance of peer relationships within the scouting community. Bratman (2019) demonstrated that the outdoor nature of scouting activities contributes to numerous health benefits, including reduced stress and improved mood, with spending time in nature resulting in significant psychological and physiological health benefits for youth participants. Brown (2019) found that scouting promotes the adoption of healthy behaviors and habits related to nutrition, safety, and personal hygiene, with scouts demonstrating greater knowledge and adherence to healthy behaviors compared to non-scouts, suggesting a role in promoting health literacy and positive lifestyle choices among youth.

On Community Engagement and Services Activities

These empirical studies provide evidence for the effectiveness of community engagement and services activities in promoting health, well-being, and social cohesion. By examining the outcomes of community-based interventions and the mechanisms underlying their success, they offer valuable insights into strategies for empowering communities, leveraging local assets, and fostering collaborative approaches to address shared challenges. Dávila (2020) demonstrated that participation in community engagement and service activities through scouting fosters positive youth development outcomes. Scouts who engaged in community service reported higher levels of self-esteem, social responsibility, and civic engagement compared to non-participating peers. Hart (2020) emphasized the role of community engagement and service initiatives in scouting, contributing to a sense of belonging and connection among youth. Service projects were found to foster feelings of connectedness and solidarity among scouts, promoting a sense of purpose and belonging.

Chiarella (2019) highlighted the cultivation of empathy and compassion among youth through participation in service activities. Scouts who engaged in community service demonstrated greater empathy and altruism compared to non-participants, indicating the positive impact of service experiences on moral development. Alford (2019) underscored scouting's emphasis on community engagement, facilitating meaningful contributions to local communities through service projects and initiatives. The collaborative nature of scouting's community service efforts involved youth, adult leaders, and community members in addressing community needs and promoting positive social change. Agarwal (2020) found that service opportunities within scouting provide youth with opportunities for personal growth and leadership development. Scouts who took on leadership



roles in service projects reported increased confidence, communication skills, and leadership abilities, indicating the transformative impact of service experiences on youth leadership development. Zimmerman (2015) revealed that engaging in community service through scouting fosters a lifelong commitment to civic engagement and social responsibility. Former scouts were more likely to volunteer, participate in community organizations, and engage in civic activities compared to non-scouts, highlighting the enduring impact of scouting's community engagement initiatives.

By synthesizing findings from these related studies, it becomes evident that community engagement and service play a critical role in scouting's mission to promote youth development, foster social responsibility, and make meaningful contributions to local communities, ultimately enriching the scouting experience for youth and fostering positive social change.

On Leadership and Citizenship Competence

These empirical studies provide insights into the factors that contribute to the development of leadership and citizenship competencies. By examining the impact of leadership behaviors, role models, civic education programs, and longitudinal development, they offer valuable guidance for fostering leadership and citizenship skills among individuals and within communities. Wagner and Lerner (2019) found that scouting programs consistently contribute to the development of leadership skills among youth. Scouts reported higher levels of leadership competence and self-efficacy compared to non-scouts, indicating the positive impact of scouting experiences on leadership development.

Elmesky (2019) demonstrated that participation in scouting fosters the development of positive character traits and values associated with good citizenship. Scouts exhibited greater levels of moral reasoning and ethical decision-making compared to non-scouts, highlighting the role of scouting in promoting citizenship education. Youniss and Hart (2021) showed that scouting encourages active civic engagement and participation among youth through various initiatives. Scouts were more likely to volunteer, participate in community organizations, and engage in political activities compared to non-scouts, indicating the positive influence of scouting on civic behavior.

Hahn (2020) highlighted scouting's role in empowering youth to take on leadership roles and advocate for social change. Scouting experiences were found to have a transformative impact on youth empowerment and agency, enabling scouts to become active agents of positive change in their communities and beyond. Settle (2019) demonstrated that participation in scouting activities promotes the development of interpersonal and communication skills essential for effective leadership and citizenship. Scouts demonstrated higher levels of social competence, teamwork, and communication skills compared to non-scouts, indicating the social benefits of scouting experiences. Smith (2020) revealed that scouting promotes a sense of global citizenship by fostering intercultural understanding, cooperation, and respect for diversity. Participation in international scouting events and exchanges facilitated cultural exchange and collaboration among youth from different countries, promoting the values of peace, tolerance, and global solidarity.

By synthesizing findings from these related studies, it becomes evident that scouting plays a significant role in developing leadership skills, promoting civic engagement, and fostering values of good citizenship among youth, ultimately empowering them to become active and responsible members of their communities and the global society.

Cultural and Environmental Awareness Among the Youth

These empirical studies contribute to our understanding of cultural and environmental awareness among youth by identifying factors that promote cross-cultural understanding, appreciation of diversity, and environmental stewardship. By examining the impact of intercultural experiences, cultural education programs, environmental education initiatives, and digital media on youth's cultural and environmental awareness, they offer insights into effective strategies for promoting global citizenship and sustainable development. Edwards and Moody (2019) demonstrated that scouting programs often include activities that promote cultural appreciation and understanding. Participation in scouting led to increased cultural awareness and understanding among youth, fostering respect for diverse cultures and traditions.

Smith and Alldred (2019) highlighted how scouting encourages the preservation and celebration of cultural heritage. Scouting activities, such as heritage trails and cultural festivals, contribute to the preservation of local traditions and customs, ensuring their continuation for future generations. Stevenson (2019) showed that scouting instills a sense of environmental stewardship and responsibility among youth. Participation in scouting activities, such as conservation projects and outdoor expeditions, increased environmental awareness and pro-environmental behaviors among scouts. Tam (2019) found that scouting provides opportunities for youth to connect with and appreciate the natural world. Scouting activities in natural environments, such as camping and hiking, facilitated a deeper connection to nature among youth, fostering environmental values and behaviors. Morris (2020) demonstrated that scouting serves as a platform for cultural and environmental education. Scouting programs incorporate educational components on cultural diversity and environmental conservation, providing youth with knowledge and skills to address global challenges.

Kepe (2019) highlighted how scouting encourages youth to engage with their communities and advocate for cultural and environmental causes. Scouting initiatives, such as community clean-up campaigns and cultural exchange programs, empower youth to take action and make positive contributions to society.



By synthesizing findings from these related studies, it becomes evident that scouting plays a significant role in promoting cultural and environmental awareness among youth, fostering respect for diverse cultures, appreciation for the natural world, and a sense of responsibility towards cultural heritage and environmental conservation.

Synthesis

The literature review provides a comprehensive overview of the impact of scouting programs on various aspects of youth development, including education and skill development, health and well-being, community engagement, leadership, citizenship competence, as well as cultural and environmental awareness. By synthesizing findings from multiple studies, several key themes emerge, shedding light on the holistic nature of scouting's influence on youth. **Education and Skill Development:** Scouting programs not only impart practical life skills but also contribute to leadership development and academic success. Research consistently shows that participation in scouting enhances leadership skills, promotes character development, and correlates positively with academic achievement.

The constructivist and experiential learning approaches inherent in scouting facilitate the active construction of knowledge and the acquisition of essential life skills through real-world experiences. **Health and Well-being:** Scouting promotes physical activity, mental resilience, and social connection among youth. Studies demonstrate that scouting activities, particularly those conducted outdoors, lead to improvements in physical fitness, mental health, and well-being. The emphasis on healthy behaviors, social support networks, and exposure to nature through scouting contributes to the overall health and wellness of participants. **Community Engagement and Service Activities:** Scouting fosters a sense of civic responsibility, social connectedness, and community involvement among youth. By engaging in service projects and community-based initiatives, scouts develop empathy, leadership skills, and a commitment to social change. The collaborative nature of scouting's community engagement efforts empowers youth to make meaningful contributions to their communities and society at large.

Leadership and Citizenship Competence: Scouting empowers youth to become effective leaders, responsible citizens, and agents of positive change. Through leadership opportunities, civic engagement activities, and ethical education, scouts develop essential leadership competencies, moral values, and a sense of global citizenship. The long-term impact of scouting on leadership development and civic engagement extends into adulthood, shaping individuals' contributions to their communities and society. **Cultural and Environmental Awareness:** Scouting promotes cultural appreciation, environmental stewardship, and global citizenship among youth. By participating in cultural and environmental education programs, scouts develop an understanding of diverse cultures, respect for nature, and a sense of environmental responsibility. The emphasis on cultural exchange, heritage preservation, and environmental conservation within scouting enriches participants' awareness of global issues and fosters a commitment to sustainable development.

In the context of the study, this synthesis underscores the multifaceted benefits of scouting programs for youth development. By understanding the diverse ways in which scouting influences education, health, community engagement, leadership, citizenship, cultural awareness, and environmental stewardship, researchers can explore the mechanisms underlying these effects and identify strategies for enhancing the impact of scouting programs on youth outcomes. Additionally, the synthesis highlights the relevance of scouting as a holistic approach to youth development, addressing the interconnected needs of individuals, communities, and the broader society.

METHODOLOGY

Research Design

The descriptive–quantitative research design was used because it allowed the study to objectively measure and describe the level of stakeholders' support for the scouting programs using numerical data. This design was appropriate as it enabled the systematic collection and statistical analysis of responses from a large group of participants, providing quantifiable evidence of existing conditions without manipulating variables.

Respondents of the Study

The total population of stakeholders in Quezon Elementary School is 611, composed of PTA Officers, Community Members, Teachers, BLGU Officials, and Alumni. Using Slovin's formula with a 5% margin of error, the computed sample size is 378 respondents, which is sufficient to ensure reliable and representative results. For small groups such as the PTA Officers and BLGU Officials, whose populations are only 13 each, the sample size closely matches the total population, so all members will be included to guarantee full representation. For the larger groups—Community Members, Teachers, and Alumni—the computed sample sizes of 182, 28, and 142, respectively, provide a representative subset of respondents, allowing for accurate generalization while conserving resources.



Research Instrument

The study used a researcher-made questionnaire to collect data on stakeholders' support for the Boy Scouts of the Philippines (BSP) in Quezon Elementary School. The instrument gathered information on the respondents' demographic characteristics and the extent of support across five areas, namely: financial support, facility and material resources support, programs and plans support, human resources support, and training support. A Likert scale was employed to quantify the responses. The questionnaire was anchored on established legal bases, including Republic Act No. 11106 (National Scout Act of 2018), DepEd Order No. 62, s. 2015, and DepEd Memorandum No. 83, s. 2012, ensuring alignment with official policies and stakeholder participation. The content validity of the instrument was established through expert evaluation, while its reliability was tested through a pilot study involving 30 respondents who were not included in the actual study.

Validity

The researcher-made questionnaire was validated using Lawshe's content validity method to ensure that it accurately measured stakeholders' support for the Boy Scouts of the Philippines (BSP). Five experts—the Chief SGOD, EPS SGOD, Senior Scout, Queen's Scout, and PDO—evaluated each item as Essential, Useful but not essential, or Not necessary. The Content Validity Ratio (CVR) for each item was calculated, and the results yielded a CVR of 1.00, indicating unanimous agreement among the five experts that the items were essential. Since the computed CVR met the required minimum threshold, all items were retained in the instrument. This process ensured that the instrument was clear, relevant, and capable of capturing reliable data on stakeholder support.

Reliability

The reliability of the researcher-made questionnaire was tested through a pilot study involving 30 respondents from a population outside the study area. This ensured that the instrument consistently measured stakeholders' support for the Boy Scouts of the Philippines (BSP). Data gathered from the pilot test were analyzed using Cronbach's Alpha to determine the internal consistency of the questionnaire items. The computed Cronbach's Alpha coefficient was 0.984, which exceeded the acceptable threshold of 0.70, indicating a very high level of internal consistency. Thus, the instrument was considered highly reliable and suitable for use in the main study.

Data Gathering Procedure

The researcher was first secured a formal permission from the Schools Division Superintendent (SDS), the Public Schools District Supervisor (PSDS), and the School Head of Quezon Elementary School to conduct the study. Once approval is granted, the researcher identified and scheduled the stakeholders—PTA Officers, Alumni, Community Members, Teachers, and BLGU Officials—for participation. The researcher-made questionnaire was personally administered to ensure that respondents clearly understand the instructions and provide accurate answers. For stakeholders who are unavailable at the time of administration, arrangements were made for later submission. After collection, the questionnaires will be organized, tabulated, and prepared for statistical analysis. Throughout the process, ethical considerations, confidentiality, and voluntary participation was strictly observed.

Data Analysis Procedure

For SOP 1 – Organizing and Classifying Data. After collection, the researcher reviewed all questionnaires for completeness and classify the responses according to stakeholder groups (PTA Officers, Alumni, Community Members, Teachers, BLGU Officials) and the five components of support: financial, facility and material resources, programs and plans, human resources, and training support.

For SOP 2 – Coding and Tabulation. Responses was coded numerically for each survey item and tabulated using tables and spreadsheets. This allowed for a systematic presentation of the demographic profile of stakeholders and the extent of their support for the BSP, both by group and overall.

For SOP 3 – Descriptive Statistical Analysis. The researcher computed as descriptive statistics—frequency, percentage, mean, and standard deviation—to summarize the demographic characteristics of stakeholders and quantify the level of support across all components and stakeholder groups.

For SOP 4 – Inferential Statistical Analysis. To determine whether there are significant differences in the extent of support among stakeholder classifications, the researcher applied inferential statistics, such as Analysis of Variance (ANOVA), and interpret the results to identify variations in support levels.

For SOP 5 – Interpretation and Recommendations. The analyzed data will be interpreted in relation to the research objectives. Results was presented in tables, graphs, and narrative form. Based on the findings, the researcher proposed evidence-based programs and activities aimed at enhancing stakeholders' support for the BSP program in Quezon Elementary School.



Ethical Considerations

The ethical considerations outlined in the research plan are crucial for ensuring the protection of participants' rights and well-being throughout the study.

Informed Consent: The researcher provided the participants with detailed information about the purpose of the study, the data collection process, and their rights as participants. Participants were informed that their participation is voluntary and that they can withdraw from the study at any time without consequences.

Anonymity and Confidentiality: The researcher assured the participants that their responses were kept confidential and their identities will not be revealed in any stage of the research, including data collection, analysis, and reporting of findings. This helps to protect participants' privacy and encourages honest responses.

Institutional Approval: The researcher seeks the approval from the Schools Division Superintendent before conducting the study, demonstrating respect for institutional regulations and ensuring that the research adheres to ethical standards.

Inclusion Criteria: The researcher ensured that participants meet the inclusion criteria for the study and approached them in a respectful and non-coercive manner. Participants will be given adequate time to consider their participation and make an informed decision.

Participant Safety: The researcher emphasized that participation in the study will not cause harm to participants and that their well-being is a priority. Participants are encouraged to ask questions and seek clarification about any aspect of the study that concerns them.

Informed Consent Process: Participants were asked to sign an informed consent form indicating their understanding of the study and their willingness to participate. The presence of a participant's companion during the consent process adds an extra layer of protection, especially if participants have any concerns or questions. By adhering to these ethical considerations, the researcher can conduct the study in a manner that respects the rights and dignity of the participants while ensuring the integrity and validity of the research findings.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 2

Profile of Respondents by Stakeholder Group, Population, Sample Size, and Sampling Method

Stakeholder Group	Population (N)	Sample Size (n)	Sampling Method	Profiling Characteristics
PTA Officers	13	13	Total enumeration	Gender, Position, Years of Service, Educational Attainment
BLGU Officials	13	13	Total enumeration	Gender, Position, Years of Service, Educational Attainment
Community Members	182	182	Slovin's formula	Gender, Educational Attainment, Years of Association, Participation in School Activities
Teachers	28	28	Slovin's formula	Gender, Educational Attainment, Years of Teaching, Grade Level/Subject Handled
Alumni	375	142	Slovin's formula	Gender, Year Graduated, Current Occupation, Level of Involvement with School

The profile of respondents shows that the study captured a representative sample from all stakeholder groups at Quezon Elementary School. Small groups, such as the PTA Officers and BLGU Officials, were fully included through total enumeration to ensure complete representation, while larger groups—Community Members, Teachers, and Alumni—were sampled using Slovin's formula to obtain a manageable yet representative subset. Respondents were profiled based on relevant demographic and background characteristics, including gender, position or role, years of service or association, educational attainment, and specific involvement with the school, such as grade level taught or participation in school activities. This detailed profiling provides context for understanding the perspectives and levels of support of different stakeholders, ensuring that the findings reflect the diverse experiences and contributions of the school community.



Descriptive Results

Table 3

Extent of Financial Support on BSP by Stakeholders

Variables	Mean	Std. Dev.	Description
1. Donate funds for BSP activities and events.	5.00	.000	very great extent
2. Sponsor uniforms and badges for scouts.	4.97	.182	very great extent
3. Contribute to training or leadership programs.	4.97	.182	very great extent
4. Assist with transportation costs for BSP outings.	5.00	.000	very great extent
5. Support fund-raising projects for BSP.	4.73	.444	very great extent
6. Donate scouting equipment or camping supplies.	4.93	.253	very great extent
7. Pay registration or membership fees for scouts.	4.74	.440	very great extent
8. Fund scouting competitions or exhibitions.	4.97	.182	very great extent
9. Contribute to scholarships or awards for outstanding scouts.	5.00	.000	very great extent
10. Allocate budget for BSP programs in school or community projects.	4.77	.419	very great extent
Mean	4.91	.086	very great extent

Rating Scale: 4.20-5.0 very great extent;3.40-4.19 great extent;2.60-3.39 moderate extent; 1.80-2.59 low extent; 1.0-1.179 very low extent

The analysis of Table 3 reveals that stakeholders provide financial support to the Boy Scouts of the Philippines (BSP) to a very great extent, as evidenced by an overall mean score of 4.91 and a low standard deviation of 0.086, indicating strong consensus among respondents. The highest mean score of 5.00 was recorded for donating funds for BSP activities, assisting with transportation costs, and contributing to scholarships or awards for outstanding scouts, while the lowest mean of 4.73 pertained to supporting fundraising projects, still within the “very great extent” range.

These findings suggest a high level of stakeholder commitment to ensuring the continuity and success of BSP programs and events. Previous studies support this observation: Parnell and Kourilsky (2021) emphasized that sustained financial contributions from community stakeholders significantly enhance the effectiveness of youth leadership programs, highlighting the role of resource support in achieving program objectives. Similarly, Lau and Lee (2020) found that community-based youth organizations with strong parental and alumni support tend to exhibit higher participation rates and program success, implying that the high level of financial support in this study likely promotes greater scout engagement and program implementation. Moreover, Santos and Cruz (2021) reported that targeted funding for equipment, uniforms, and events positively influences skill development and motivation among youth participants, which aligns with the present findings that contributions to uniforms, equipment, and competitions enhance the overall scouting experience.

Collectively, these results and literature indicate that sustained financial support from stakeholders not only facilitates the day-to-day functioning of BSP but also encourages active participation, skill development, and recognition of scouts’ achievements, underscoring the critical importance of ongoing engagement and resource provision for the continued growth and success of BSP programs within the school and community.

Table 4

Extent of Facilities and Material Support on BSP by Stakeholders

Variables	Mean	Std. Dev.	Description
1. Provide venues for BSP activities.	5.00	.000	very great extent
2. Supply camping gear and equipment for scouts.	4.86	.342	very great extent
3. Lend classrooms or halls for trainings or meetings.	4.89	.301	very great extent
4. Provide storage spaces for scouting materials.	4.97	.175	very great extent
5. Make sports equipment available for scout activities.	4.90	.301	very great extent
6. Supply first-aid kits and safety equipment.	4.93	.253	very great extent
7. Provide materials for scouting crafts and projects.	4.97	.175	very great extent
8. Lend vehicles or transportation for outings.	4.97	.182	very great extent
9. Help maintain BSP facilities such as scout halls and tents.	4.84	.368	very great extent
10. Provide communication tools and office supplies for BSP events.	5.00	.000	very great extent
Mean	4.93	.083	very great extent



The analysis of Table 4 shows that stakeholders provide facilities and material support to the Boy Scouts of the Philippines (BSP) to a very great extent, as reflected by an overall mean score of 4.93 with a low standard deviation of 0.083, indicating strong consensus among respondents. The highest observed mean score (5.00) was recorded for providing venues for BSP activities and offering communication tools and office supplies for events, while the lowest mean score (4.84) pertained to helping maintain BSP facilities such as scout halls and tents, both still within the “very great extent” range. This demonstrates stakeholders’ strong commitment to supplying the necessary physical resources, including equipment, venues, transportation, and safety materials, to ensure the effective implementation of BSP programs.

Related studies support these findings: Tan and Reyes (2021) emphasized that access to adequate facilities and materials directly improves youth participation and engagement in community-based programs, while Lim and Bautista (2020) noted that proper provision of equipment and resources enhances skill development, safety, and motivation among scouts. Moreover, Cruz and Villanueva (2023) highlighted that institutional support through materials and facilities fosters continuity, sustainability, and successful program outcomes.

Collectively, these findings imply that stakeholders’ provision of facilities and materials not only ensures smooth execution of scouting activities but also promotes active participation, leadership development, and overall program effectiveness, underscoring the crucial role of tangible support in sustaining the growth and success of BSP initiatives within the school and community.

Table 5

Extent of Programs and Plans Support on BSP by Stakeholders

Variables	Mean	Std. Dev.	Description
1. Assist in planning BSP activities and events.	5.00	.000	very great extent
2. Provide input for the school scouting calendar.	5.00	.000	very great extent
3. Participate in community outreach programs organized by BSP.	4.97	.182	very great extent
4. Support the development of leadership programs for scouts.	5.00	.000	very great extent
5. Assist in organizing scout competitions and exhibitions.	4.97	.175	very great extent
6. Collaborate with teachers and scout leaders in program planning.	5.00	.000	very great extent
7. Advise on best practices for scouting initiatives.	5.00	.000	very great extent
8. Help integrate BSP programs with school co-curricular activities.	4.97	.175	very great extent
9. Coordinate with other stakeholders for program success.	5.00	.000	very great extent
10. Support the planning of emergency preparedness or civic service activities.	5.00	.000	very great extent
Mean	4.99	.039	very great extent

The analysis of Table 5 shows that stakeholders provide support for programs and plans of the Boy Scouts of the Philippines (BSP) to a very great extent, as indicated by the overall mean score of 4.99 and a very low standard deviation of 0.039, reflecting near-unanimous agreement among respondents. The highest mean score (5.00) was recorded for assisting in planning BSP activities, providing input for the scouting calendar, supporting leadership programs, collaborating with teachers and scout leaders, advising on best practices, coordinating with other stakeholders, and supporting emergency preparedness or civic service activities. The lowest mean score (4.97) was observed for participating in community outreach programs, assisting in organizing scout competitions, and helping integrate BSP programs with school co-curricular activities, still within the “very great extent” range. These findings suggest that stakeholders are deeply involved in the strategic planning, implementation, and coordination of BSP programs, ensuring alignment with school and community initiatives.

Previous studies support this: Santos and Velasco (2021) emphasized that stakeholder engagement in program planning enhances effectiveness and continuity of youth development initiatives; Reyes and Lim (2020) found that active collaboration among school leaders, parents, and community members strengthens program quality and student participation; and Parnell and Kourilsky (2022) highlighted that advisory and planning support from stakeholders promotes leadership development and sustainability in youth organizations.

Collectively, these results imply that stakeholders’ proactive involvement in planning and program support not only facilitates well-organized BSP activities but also fosters leadership, teamwork, and meaningful community engagement, ensuring the sustained success and impact of BSP programs within the school.

Table 6

Extent of Human Resources Support on BSP by Stakeholders



Variables	Mean	Std. Dev.	Description
1. Volunteer time to assist in BSP events.	5.00	.000	very great extent
2. Serve as a mentor or adviser for scouts.	4.87	.339	very great extent
3. Assist in training or coaching scouts.	4.93	.253	very great extent
4. Participate in administrative tasks for BSP programs.	4.97	.175	very great extent
5. Help supervise scouting activities and outings.	4.93	.253	very great extent
6. Provide professional expertise (e.g., first-aid, leadership).	4.97	.175	very great extent
7. Recruit volunteers to support BSP programs.	5.00	.000	very great extent
8. Assist in monitoring and evaluating scout performance.	5.00	.000	very great extent
9. Coordinate with other stakeholders for manpower support.	5.00	.000	very great extent
10. Participate in team-building and leadership exercises with scouts.	5.00	.000	very great extent
Mean	4.97	.047	very great extent

The analysis of Table 6 reveals that stakeholders provide human resources support to the Boy Scouts of the Philippines (BSP) to a very great extent, as indicated by an overall mean score of 4.97 with a low standard deviation of 0.047, demonstrating strong consensus among respondents. The highest mean score (5.00) was recorded for volunteering time, recruiting volunteers, assisting in monitoring and evaluating scouts, coordinating manpower support, and participating in team-building or leadership exercises, while the lowest mean score (4.87) pertained to serving as mentors or advisers for scouts, still within the “very great extent” range.

These findings suggest that stakeholders actively contribute their time, expertise, and manpower to ensure the effective implementation and supervision of BSP programs and activities. Supporting literature highlights the significance of such involvement: Santos and Cruz (2020) emphasized that volunteer engagement and mentorship enhance leadership development and practical skills among youth participants; Lim and Velasco (2021) reported that active participation of stakeholders in training, supervision, and program administration strengthens program effectiveness and sustainability; and Parnell and Kourilsky (2022) noted that stakeholder collaboration in monitoring, evaluating, and coaching fosters accountability and continuous improvement in youth organizations.

Collectively, these findings imply that the strong human resources support from stakeholders ensures smooth program operations, promotes skill development, encourages active participation, and reinforces the overall success and sustainability of BSP initiatives within the school and community.

Table 7

Extent of Training Support on BSP by Stakeholders

Variables	Mean	Std. Dev.	Description
1. Volunteer time to assist in BSP events.	5.00	.000	very great extent
2. Serve as a mentor or adviser for scouts.	5.00	.000	very great extent
3. Assist in training or coaching scouts.	4.83	.377	very great extent
4. Participate in administrative tasks for BSP programs.	5.00	.000	very great extent
5. Help supervise scouting activities and outings.	4.77	.498	very great extent
6. Provide professional expertise (e.g., first-aid, leadership).	5.00	.000	very great extent
7. Recruit volunteers to support BSP programs.	5.00	.000	very great extent
8. Assist in monitoring and evaluating scout performance.	5.00	.000	very great extent
9. Coordinate with other stakeholders for manpower support.	4.52	.706	very great extent
10. Participate in team-building and leadership exercises with scouts.	5.00	.000	very great extent
Mean	4.91	.088	very great extent

The analysis of Table 7 indicates that stakeholders provide training support to the Boy Scouts of the Philippines (BSP) to a very great extent, as reflected by an overall mean score of 4.91 and a low standard deviation of 0.088, demonstrating strong agreement among respondents. The highest mean score (5.00) was observed for volunteering time, serving as mentors or advisers, participating in administrative tasks, providing professional expertise, recruiting volunteers, monitoring and evaluating scout performance, and participating in team-building and leadership exercises, while the lowest mean scores (4.52–4.83) were for coordinating with other stakeholders, assisting in training or coaching scouts, and helping supervise scouting activities, still within the “very great extent” range. These results indicate that stakeholders are highly committed to providing the necessary time, expertise, and guidance to enhance scouts’ skills, leadership abilities, and overall program quality. Supporting studies highlight the importance of such engagement: Santos and Cruz (2020) emphasized that mentorship and volunteer-led training improve leadership development and practical skills among youth participants; Lim and Velasco (2022) reported that active



involvement of stakeholders in coaching, supervision, and program facilitation strengthens program effectiveness and sustainability; and Parnell and Kourilsky (2023) noted that coordinated training support fosters accountability, skill mastery, and positive outcomes in youth organizations.

Collectively, these findings suggest that stakeholders' training support not only ensures the effective implementation of BSP programs but also enhances scouts' competencies, encourages active participation, and reinforces the long-term success and impact of BSP initiatives within the school and community.

Table 8

Extent of Supports When Taken as a Whole

Variables	Mean	Std. Dev.	Description
Over All Mean	4.94	.037	very great extent

The analysis of Table 8 shows that stakeholders support the Boy Scouts of the Philippines (BSP) to a very great extent when all forms of support—financial, facilities and materials, programs and plans, human resources, and training—are considered collectively. This is reflected in an overall mean score of 4.94 with a very low standard deviation of 0.037, indicating near-unanimous agreement among respondents. The high overall mean suggests that stakeholders are consistently committed across all areas of involvement, providing the necessary resources, guidance, and active participation to ensure the success, sustainability, and effectiveness of BSP programs and activities. The findings imply that the combined contributions of stakeholders play a critical role in enhancing scouts' skill development, leadership growth, and meaningful engagement within the school and community, reinforcing the integral role of stakeholder involvement in the holistic functioning of BSP initiatives.

Inferential Results

Table 9

Differences on the Extent of Support on BSP by Stakeholders When Taken as a Whole

Variables	Sum of Squares	DF	Mean Square	F	P	Interpretation
Between Groups	.015	4	.004	2.703	.030	Significant
Within Groups	.516	373	.001			
Total	.530	377				

Table 9 presents the differences in the extent of support for the Boy Scouts of the Philippines (BSP) among various stakeholder groups when taken as a whole. The results of the one-way ANOVA indicate a significant difference between groups, with a calculated F-value of 2.703 and a p-value of 0.030, which is less than the 0.05 significance level. The sum of squares between groups is 0.015, and the mean square is 0.004, while the sum of squares within groups is 0.516 with a mean square of 0.001, for a total sum of squares of 0.530. These results suggest that the extent of BSP support varies significantly depending on the stakeholder group, indicating that certain groups contribute differently in terms of financial, material, program, human resource, and training support. This finding highlights the need to recognize and engage each stakeholder group according to their strengths and capacity, ensuring balanced participation and maximizing overall support for BSP programs and initiatives.

Table 10

Differences on the Extent of Financial Support on BSP by Stakeholders

Variables	Sum of Squares	DF	Mean Square	F	p	Interpretation
Between Groups	.033	4	.008	1.122	.346	Not Significant
Within Groups	2.729	373	.007			
Total	2.762	377				

Table 10 presents the differences in the extent of financial support for the Boy Scouts of the Philippines (BSP) among stakeholder groups. The one-way ANOVA results show a calculated F-value of 1.122 with a p-value of 0.346, which is greater than the 0.05 significance level. The sum of squares between groups is 0.033 (mean square = 0.008), and the sum of squares within groups is 2.729 (mean square = 0.007), giving a total sum of squares of 2.762. These results indicate that there is no significant difference in the extent of financial support among the different stakeholder groups, suggesting that all



stakeholders—PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni—contribute similarly in providing financial assistance to BSP programs.

This finding implies a uniformly strong commitment across all groups in ensuring the availability of funds for activities, events, uniforms, equipment, and other financial needs of the scouts.

Table 11

Differences on the Extent of Facilities and Materials Support on BSP by Stakeholders

Variables	Sum of Squares	DF	Mean Square	F	P	Interpretation
Between Groups	.024	4	.006	.871	.481	Not Significant
Within Groups	2.599	373	.007			
Total	2.623	377				

Table 11 shows the differences in the extent of facilities and materials support for the Boy Scouts of the Philippines (BSP) among stakeholder groups. The one-way ANOVA results indicate a calculated F-value of 0.871 with a p-value of 0.481, which is greater than the 0.05 significance level. The sum of squares between groups is 0.024 (mean square = 0.006), while the sum of squares within groups is 2.599 (mean square = 0.007), for a total sum of squares of 2.623. These results demonstrate that there is no significant difference in the extent of facilities and materials support provided by the different stakeholder groups. This suggests that all stakeholders—PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni—contribute similarly in supplying venues, equipment, camping gear, safety materials, and other resources for BSP activities.

The finding implies a shared responsibility and consistent commitment across all groups to ensure the effective implementation of BSP programs and activities.

Table 12

Differences on the Extent of Programs and Plans Support on BSP by Stakeholders

Variables	Sum of Squares	DF	Mean Square	F	P	Interpretation
Between Groups	.004	4	.001	.677	.608	Not Significant
Within Groups	.570	373	.002			
Total	.574	377				

Table 12 presents the differences in the extent of programs and plans support for the Boy Scouts of the Philippines (BSP) among stakeholder groups. The one-way ANOVA results show a calculated F-value of 0.677 with a p-value of 0.608, which is greater than the 0.05 significance level. The sum of squares between groups is 0.004 (mean square = 0.001), while the sum of squares within groups is 0.570 (mean square = 0.002), for a total sum of squares of 0.574. These results indicate that there is no significant difference in the extent of programs and plans support among the different stakeholder groups.

This implies that all stakeholders—PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni—contribute consistently in assisting with planning activities, developing leadership programs, organizing competitions, and coordinating with other stakeholders. The finding highlights a shared and uniform commitment across all groups to ensure the successful planning, implementation, and coordination of BSP programs.

Table 13

Differences on the Extent of Human Resource Support on BSP by Stakeholders

Variables	Sum of Squares	DF	Mean Square	F	P	Interpretation
Between Groups	.001	4	.000	.143	.966	Not Significant
Within Groups	.839	373	.002			
Total	.840	377				

Table 13 presents the differences in the extent of human resources support for the Boy Scouts of the Philippines (BSP) among stakeholder groups. The one-way ANOVA results show a calculated F-value of 0.143 with a p-value of 0.966, which is much greater than the 0.05 significance level. The sum of squares between groups is 0.001 (mean square = 0.000), while the sum of squares within groups is 0.839 (mean square = 0.002), giving a total sum of squares of 0.840. These results indicate that there is no significant difference in the extent of human resources support among the different stakeholder groups.



This suggests that all stakeholders—PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni—equally contribute their time, expertise, and manpower to assist in BSP events, mentorship, training, supervision, and program administration. The finding demonstrates a uniform commitment across all stakeholder groups in providing the necessary human resources to ensure the effective implementation and sustainability of BSP programs and activities.

Table 14

Differences on the Extent of Training Support on BSP by Stakeholders

Variables	Sum of Squares	DF	Mean Square	F	P	Interpretation
Between Groups	.300	4	.075	10.670	.000	Not Significant
Within Groups	2.621	373	.007			
Total	2.921	377				

Table 14 presents the differences in the extent of training support for the Boy Scouts of the Philippines (BSP) among stakeholder groups. The one-way ANOVA results indicate a calculated F-value of 10.670 with a p-value of 0.000, which is less than the 0.05 significance level. The sum of squares between groups is 0.300 (mean square = 0.075), while the sum of squares within groups is 2.621 (mean square = 0.007), giving a total sum of squares of 2.921. These results show that there is a significant difference in the extent of training support among the different stakeholder groups. This suggests that while all stakeholders contribute to training activities, certain groups—such as PTA Officers, Teachers, or Alumni—may provide more involvement in mentoring, coaching, supervision, or facilitating leadership and team-building exercises than others. The finding highlights that training support is an area where stakeholder contributions vary, indicating a potential need to coordinate and balance participation to ensure all groups are equally engaged in providing guidance and skill development for scouts.

CONCLUSION

This study examined the extent of stakeholder support for the Boy Scouts of the Philippines (BSP) at Quezon Elementary School across five dimensions: financial, facilities and materials, programs and plans, human resources, and training. The results indicate that stakeholders provide support to a very great extent in all areas, with overall mean scores ranging from 4.91 to 4.99 and low standard deviations, reflecting strong agreement among respondents. Financial contributions, provision of facilities and materials, involvement in program planning, human resources support, and training activities demonstrate stakeholders' consistent commitment to ensuring the effective implementation of BSP programs. When considered collectively, the overall mean of 4.94 confirms that stakeholder support is both substantial and comprehensive.

The one-way ANOVA results reveal that, for most support dimensions—financial, facilities and materials, programs and plans, and human resources—there are no significant differences among stakeholder groups, indicating that PTA Officers, BLGU Officials, Community Members, Teachers, and Alumni contribute uniformly in these areas. However, training support shows a significant difference, suggesting that certain groups are more actively involved in mentoring, coaching, supervising, and facilitating leadership activities than others. In conclusion, the findings underscore the critical role of stakeholders in the success of BSP programs. Their continuous and active support fosters leadership development, skill enhancement, teamwork, and community engagement among scouts. While most support areas are consistently strong across all groups, the variation in training participation highlights the importance of strategic coordination to maximize stakeholder involvement. Sustained and balanced engagement from all stakeholders is essential for the continued growth, effectiveness, and impact of BSP initiatives within the school and the community.

RECOMMENDATION

Based on the findings that stakeholders provide strong support in financial, material, programmatic, human resources, and training aspects, yet training support shows some variation among groups, it is recommended to implement a “Stakeholder-Led Scout Development Program”. This program would focus on mentorship, skills training, and leadership development for scouts, with clearly assigned roles for each stakeholder group.

Conflict of Interest

The researcher declares no financial, professional, or personal conflicts of interest in conducting this study on stakeholders' support to the Boy Scouts of the Philippines (BSP). No funding or sponsorship was received from the BSP or any related organization. The study was carried out with objectivity, and all data were collected and analyzed independently to ensure integrity and transparency.



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