

Pathways to Wellness: Examining the Educational Impact of the Scout Movement on Junior High School Learners

DOI: <https://doi.org/10.47175/rielsj.v6i2.1178>

| Narven G. Samblasinio^{1,*} | Rael Christopher O. Plaza² |

^{1,2} North Eastern Mindanao
State University, Main Campus
Tandag City, Surigao Del Sur,
Philippines.

*narven.samblasenio@deped.gov.ph



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

This article investigates the educational and developmental impact of the scouting movement on junior high school learners in the Philippines, with a focus on three institutions: Consuelo National High School, Agusan National High School, and Father Saturnino Urios University. Drawing on a mixed-methods design with 171 participants, the study integrates quantitative data from structured surveys and qualitative insights from focus group discussions with scouting coordinators. Anchored in Youth Development Theory, Social Capital Theory, and Resilience Theory, findings reveal that scouting significantly fosters discipline, self-reliance, civic consciousness, patriotism, and teamwork. The study also uncovers implementation challenges such as resource limitations, insufficient institutional support, and parental concerns. Spearman correlation and multiple regression analysis confirm positive relationships between scouting program strength, stakeholder involvement, training quality, and the development of key student character traits. This article offers insights for educational policymakers and school administrators, recommending enhanced training, inclusive stakeholder participation, and strengthened institutional frameworks to fully realize scouting's transformative potential in junior education.

Keywords

Scouting; Junior High School; character development; institutional support; educational resilience.

INTRODUCTION

Youth development has become an essential focus within educational discourse, particularly in the context of preparing learners for the complex social, emotional, and civic demands of 21st-century life. Among various co-curricular initiatives, scouting has emerged as a globally recognized movement that supports the holistic growth of adolescents. In the Philippines, the Boy Scouts of the Philippines (BSP) plays a vital role in shaping students' character through experiential learning, value formation, leadership training, and community service. However, despite its formal endorsement through government policies such as DepEd Order No. 76, s. 2012, and Republic Act No. 7278, the implementation and perceived impact of scouting in junior high schools remain underexplored in educational research.

This study examines how scouting contributes to the physical, mental, emotional, and social well-being of junior high school learners. It draws on data collected from three institutions in Butuan City—Consuelo National High School, Agusan National High School, and Father Saturnino Urios University—covering academic years 2021 to 2023. The aim is to understand the extent to which the Scout Movement influences character development, leadership formation, resilience, and civic engagement among adolescents. Additionally, the



study identifies the challenges encountered in implementing scouting programs and explores strategies to enhance stakeholder involvement and institutional support.

The research is motivated by the growing concern that traditional classroom education alone may not adequately equip students to handle societal pressures such as academic competition, mental health concerns, and social alienation. Scouting, as a form of non-formal education, offers a complementary approach that emphasizes values, responsibility, and personal growth (Cardoso, 2019; Kohler et al., 2022). This study also addresses parental scepticism toward scouting—often related to safety concerns or academic distraction—by presenting empirical evidence of its benefits for adolescent development.

Grounded in the researcher's personal involvement in scouting leadership over a decade, this study reflects both professional and experiential insights. The resulting recommendations aim to enhance scouting program delivery, align school policies with youth development goals, and support the Department of Education's broader mission to produce morally upright, resilient, and community-oriented citizens.

Conceptual Framework

Youth Development Theory

Youth Development Theory conceptualizes adolescence as a phase of growth wherein young individuals acquire competencies, values, and life skills necessary for becoming productive adults (Erikson, 1963; Mentoring Resource Center, 2007). Scouting aligns with this theory by offering opportunities for identity formation, social interaction, and personal achievement. Through structured outdoor and service-oriented activities, learners develop resilience, emotional regulation, and a sense of agency.

Social Capital Theory

This theory emphasizes the importance of social networks and institutional relationships in fostering individual and collective development (Bourdieu, 1985; Florin et al., 2003). Scouting builds bridging and bonding capital by connecting students with peers, mentors, families, and communities. The cooperative nature of scouting activities reinforces civic awareness, shared norms, and collective responsibility, which are vital for democratic participation and community building.

Resilience Theory

Resilience Theory focuses on how individuals navigate and adapt to adversity, drawing strength from both internal capacities and external supports (Zimmerman, 2013). Scouting prepares learners to face personal and academic challenges by promoting physical stamina, emotional grit, and mental preparedness. The presence of trusted adult leaders, such as scout coordinators and teachers, enhances protective factors that mitigate the effects of social and economic hardship.

These three frameworks converge to explain how the Scout Movement functions as a developmental scaffold that supports learners' growth across cognitive, emotional, and moral domains. The integration of these theories allows for a robust analysis of how institutional structures and community actors can jointly foster educational wellness among adolescents.

LITERATURE REVIEW

Scouting as a Catalyst for Youth Development

Numerous international studies underscore the positive effects of scouting on adolescents. Cardoso (2019) highlights that scouting programs promote self-discipline, independence, and leadership through community-based activities. Similarly, Kohler et al. (2022) found

that participants in scouting exhibit higher levels of teamwork, problem-solving, and social responsibility than their non-scouting peers. In the Southeast Asian context, scouting serves not only as a character development tool but also as a civic training ground that nurtures future leaders.

In the Philippines, the Boy Scouts of the Philippines (BSP) operates under the Department of Education's formal endorsement, promoting values such as patriotism, integrity, and service. While studies confirm its alignment with national education goals, implementation disparities exist due to resource gaps, inconsistent leadership training, and variable community engagement (Baluyos et al., 2024).

Institutional Support and Stakeholder Engagement

Institutional backing plays a critical role in the success of co-curricular programs like scouting. Lawlor and Palmer (2024) assert that schools with clear policy frameworks, budget allocations, and administrative support show better outcomes in student participation and retention. Moreover, stakeholder engagement—including parents, teachers, and local government—has been shown to positively influence program continuity and learner motivation (Saripuddin et al., 2024).

However, challenges such as financial constraints, lack of trained coordinators, and limited parental support often hinder the consistent implementation of scouting in many public schools. These issues are exacerbated in under-resourced communities where extracurricular activities are viewed as secondary to academic performance (Aqodiah & Hasanah, 2023).

Scouting and Mental Health Resilience

Emerging research links scouting with positive mental health outcomes. Activities such as camping, group challenges, and community service promote a sense of belonging and emotional stability among adolescents (Minguez, 2024; Wangchuk & Tenzin, 2021). Scouting encourages learners to set goals, overcome fears, and reflect on personal growth, all of which contribute to emotional resilience. The presence of positive adult role models and peer support structures further reinforces protective factors against stress and anxiety (Zimmerman, 2013).

Civic and National Identity Formation

One of scouting's unique contributions lies in its role in promoting civic consciousness and patriotism. Through flag ceremonies, history lessons, and national service activities, scouts are encouraged to see themselves as active contributors to national development. Faid (2021) and Plaza (2024) observe that these experiences not only enhance historical awareness and civic pride but also foster a long-term commitment to social responsibility.

RESEARCH METHODS

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to explore the impact of the Scout Movement on junior high school learners in the Philippines. The combination of methodologies allowed for a comprehensive understanding of both measurable outcomes and lived experiences associated with scouting participation.

Research Design

The quantitative component utilized a self-constructed survey instrument designed to assess the level of implementation and perceived effectiveness of scouting programs across selected schools. The survey included Likert-scale items aligned with dimensions defined in DepEd

Order No. 76, s. 2012 and Republic Act No. 7278, covering aspects such as patriotism, civic consciousness, discipline, and leadership.

Complementing this, the qualitative component employed focus group discussions (FGDs) with scouting coordinators and junior teachers from the participating institutions. These discussions were used to explore deeper insights into the practical challenges, institutional dynamics, and stakeholder perceptions surrounding the implementation of scouting programs.

This convergent parallel design ensured that the study addressed both the “what” and the “why” of scouting’s effects on learner development, while also enabling triangulation of data for enhanced validity.

Research Locale

The research was conducted in three junior high schools in Butuan City, Philippines:

1. Consuelo National High School (CNHS) – A public secondary school with a strong community engagement profile.
2. Agusan National High School (ANHS) – One of the largest public secondary schools in the region, offering diverse student perspectives.
3. Father Saturnino Urios University – Morelos Campus (FSUU-MC) – A private Catholic institution that integrates scouting into its values-based education model.

These schools were selected using purposive sampling, based on their sustained implementation of scouting programs and geographical accessibility to the researcher.

Participants

The participants consisted of two key groups:

1. Junior Scouts: A total of 171 learners enrolled in Grades 7–10 during Academic Years 2021–2023. To qualify, scouts needed to have at least three years of continuous involvement in scouting activities and active registration with the Boy Scouts of the Philippines (BSP).
2. Scout Coordinators and Junior Teachers: Participants included officially appointed and BSP-registered Senior Scout Coordinators with a minimum of three years of scouting service. These individuals were also required to be regular public or private school teachers in the Caraga Region.

Sampling Technique

Proportional random sampling was used to select student participants from the three schools. This method ensured that the number of respondents from each school reflected their actual population sizes, thereby improving generalizability within the study context. The recruitment of coordinators and teachers followed a purposive sampling approach, prioritizing experience and current engagement in scouting leadership roles.

Research Instrument

The quantitative tool used was a four-part questionnaire, structured as follows:

1. Part I: Demographic profile of learners (e.g., age, gender, parental education, income).
2. Part II: Level of implementation of the scouting program based on policy guidelines.
3. Part III: Perceived impact of scouting on various dimensions of learner development.
4. Part IV: Challenges faced in program implementation.

The instrument underwent content validation through expert review by faculty from the College of Education and experienced scout leaders. Reliability testing yielded a Cronbach's alpha of 0.89, indicating high internal consistency.

For the qualitative portion, a semi-structured FGD guide was developed to facilitate open discussion while ensuring coverage of core themes such as leadership training, institutional support, and community involvement.

Data Collection Procedure

Data collection followed the following protocol:

1. Permissions and Consent: Approval was obtained from the graduate school, division superintendent, and school principals. Parental consent was secured for minors.
2. Survey Administration: Questionnaires were distributed in person during scheduled class hours, with assistance from homeroom advisers.
3. Focus Group Discussions: FGDs were conducted in neutral, comfortable settings, audio-recorded with participant permission, and transcribed verbatim for thematic analysis.

All participants were briefed on the voluntary nature of their involvement, and assurances of confidentiality and anonymity were emphasized throughout the research process.

Ethical Considerations

This study adhered to ethical research principles outlined by the Philippine National Ethical Guidelines for Health and Education Research. Key safeguards included:

- Informed Consent: All participants signed written consent forms. Minors required written parental or guardian approval.
- Right to Withdraw: Participants could withdraw at any time without consequence.
- Confidentiality: Responses were coded and stored securely. Personal identifiers were removed from all data presentations.

The research protocol was reviewed and approved by the Research Ethics Committee of the researcher's institution.

Data Analysis Procedures

Quantitative Data

Statistical analyses were conducted using Microsoft Excel and SPSS. The following methods were used:

- Frequency and Relative Frequency: To describe respondent demographics.
- Weighted Mean and Standard Deviation: To evaluate the extent of scouting program implementation and learner responses.
- Spearman's Rank Correlation: To examine the relationships between program implementation and the development of character traits.
- Multiple Linear Regression (MLR): To determine the predictive power of program dimensions (e.g., training, stakeholder support) on learner outcomes.

Qualitative Data

A thematic analysis approach was applied to the FGD transcripts and open-ended survey responses. Coding was done manually, with emerging themes categorized under broader domains such as resource limitations, stakeholder dynamics, and emotional well-being. Inter-coder reliability was ensured through peer validation of the coding scheme.

RESULTS AND DISCUSSION

This section presents the key findings of the study, structured around the major dimensions assessed: (1) demographic profile of participants, (2) extent of scouting program implementation, (3) integration of Scoutcraft values (RA 7278), (4) relationships among key program factors, and (5) qualitative challenges in implementation. Quantitative data are triangulated with qualitative insights to present a robust interpretation.

Demographic Profile of Respondents

A total of 171 junior scouts from three secondary schools participated in the study. Most respondents were 15 years old (54.39%), followed by 16-year-olds (32.16%), which reflects a middle adolescence stage—typically a crucial period for identity development and value formation (West et al., 2025). The gender distribution was nearly even, with 49.71% male and 50.29% female, indicating balanced representation and inclusive participation in the scouting program.

In terms of religious affiliation, 80.70% identified as Roman Catholic, a reflection of the country's demographic composition, while 18.13% belonged to other religious groups. This diversity may influence perspectives on civic duties, patriotism, and moral values (Suratman et al., 2024).

Parental education levels varied widely: 31% were college graduates, while 25% completed high school, and a minority held advanced degrees. Most families earned less than PHP 15,000 per month, suggesting a predominantly low- to middle-income socioeconomic background. These contextual factors are essential when evaluating access to and engagement with extracurricular programs like scouting (Schechtner, 2024).

Extent of Scouting Program Implementation

Implementation was measured across four categories drawn from DepEd Order No. 76, s. 2012:

Strengthening the Quality of Scouting Program

The overall implementation level was rated as “Implemented” with a weighted mean of 4.15 (SD = 0.92). The highest score (4.30) was attributed to leadership training for scout leaders, reflecting strong institutional investment in capacity-building. However, resource adequacy received the lowest score (3.91), indicating persistent material constraints.

This echoes Harvey (2022), who argued that while program enthusiasm is high among Filipino youth, sustainability often hinges on access to training kits, uniforms, and materials. These gaps underscore the need for budgetary allocation and logistical support at the school and district levels.

Stakeholder Participation

Stakeholder participation also scored as “Implemented” (M=4.08, SD=0.92). The highest-rated item was use of stakeholder feedback (M=4.24), while opportunities to volunteer received the lowest score (M=4.01). These results show that while parents and community members are generally supportive, their active engagement in program delivery remains limited.

According to Lawlor and Palmer (2024), consistent stakeholder involvement enhances program accountability and student motivation. Therefore, efforts to institutionalize stakeholder roles—through parent committees or alumni councils—may be vital for long-term impact.

Institutional Support

Institutional support was similarly rated as “Implemented” (M=4.12, SD=0.96). The promotion of the scouting program to raise awareness scored the highest (M=4.21), while financial support received the lowest score (M=3.97). Despite structural support, funding gaps persist, which aligns with reports by Baluyos et al. (2024) on the limited budget allocated for student programs in public schools.

Training

Training was evaluated positively (M=4.17, SD=0.94), with the knowledge of trainers scoring highest (M=4.26). However, the timing of training sessions was a common concern (M=4.03), indicating scheduling conflicts between scouting and academic responsibilities. As Ndunguri et al. (2024) suggest, optimizing training logistics can enhance accessibility and effectiveness, particularly for low-income learners who may have competing home duties.

Integration of Scoutcraft Values (RA 7278)

The study assessed seven key values of Scoutcraft as mandated by Republic Act No. 7278:

Scoutcraft Value	Overall Rating	Interpretation
Patriotism	4.32	Strongly Agree
Civic Consciousness	4.20	Agree
Responsibility	4.03	Agree
Courage	4.24	Strongly Agree
Kindred Virtues	4.24	Strongly Agree
Self-Reliance	4.29	Strongly Agree
Discipline	4.29	Highly Implemented

Highlights:

- Patriotism was most evident in activities involving flag ceremonies, national history discussions, and community service (Mínguez, 2024).
- Discipline and self-reliance emerged as key strengths, reflecting scouting’s emphasis on punctuality, task completion, and independent problem-solving (Smith et al., 2023).
- Responsibility and civic consciousness, while positive, received slightly lower scores, suggesting the need for more targeted programming in these areas (Body, 2024).

These findings confirm that scouting reinforces essential character values and soft skills—aligned with international benchmarks for youth citizenship education (Wangchuk & Tenzin, 2021).

Statistical Relationships Between Variables

Spearman Correlation

All correlations between program components and Scoutcraft values were moderate and positive, indicating consistent and meaningful associations. For example:

- Quality of scouting program ↔ Discipline: $\rho=0.5795, p < 0.001$
- Stakeholder participation ↔ Kindred virtues: $\rho=0.5710, p < 0.001$
- Training ↔ Self-reliance: $\rho=0.5267, p < 0.001$

These results suggest that improving training, communication, and resources will enhance outcomes across all value domains.

Multiple Linear Regression (MLR)

MLR analyses identified institutional support as the strongest predictor across all Scoutcraft dimensions, followed by training and stakeholder participation. For instance:

- Patriotism: $R^2=0.63$, strongest predictor = Institutional Support ($\beta=0.264$, $p < 0.001$)
- Responsibility: $R^2=0.59$, strongest predictor = Institutional Support ($\beta=0.2417$, $p = 0.0012$)

This underscores the critical role of schools and educational leadership in fostering learner values, as previously discussed by Zefrinaldi et al. (2023) and Roback & Legler (2021).

Challenges in Program Implementation (Qualitative Findings)

Thematic analysis of FGD transcripts revealed several recurring challenges:

- **Logistical Constraints:** Lack of uniforms, camping gear, and activity materials due to insufficient school funding.
- **Time Management Conflicts:** Clashes between scouting schedules and academic workloads, especially during examination weeks.
- **Teacher Overload:** Scout coordinators reported role fatigue from juggling academic teaching with extra-curricular supervision.
- **Parental Concerns:** Fear of injuries during outdoor activities and perception that scouting distracts from academic priorities.
- **Emotional Burnout:** Students reported occasional fatigue from balancing school, home responsibilities, and scouting commitments.

These findings align with prior studies (e.g., Hoogerhyde, 2024; Nida et al., 2024) that emphasize the emotional and logistical costs of student participation in co-curricular programs. Addressing these challenges requires integrated policy support, including workload redistribution, awareness campaigns for parents, and recognition for teacher-scout leaders.

CONCLUSION

This study set out to explore the educational and developmental impact of the Scout Movement on junior high school learners in three secondary institutions in Butuan City, Philippines. Drawing from both quantitative and qualitative data, it reveals that scouting has a substantial and positive influence on student character formation—particularly in the areas of discipline, self-reliance, courage, patriotism, and kindred virtues such as teamwork and resilience.

Statistical analysis showed moderate positive correlations between the implementation of quality scouting programs and the integration of key Scoutcraft values. Multiple linear regression further revealed that institutional support plays the most significant role in fostering character traits among learners, followed by training quality and stakeholder participation. These findings reinforce theoretical perspectives grounded in Youth Development Theory, Social Capital Theory, and Resilience Theory, all of which emphasize the importance of structured adult guidance, community involvement, and experiential learning in adolescent growth.

Despite these positive outcomes, challenges such as insufficient funding, time constraints, parental misconceptions, and teacher fatigue remain persistent. These issues point to a

systemic gap between policy intentions and implementation realities. While the existing frameworks (DepEd Order No. 76, s. 2012 and RA 7278) provide a strong foundation, their effectiveness depends largely on local-level execution, school commitment, and community engagement.

Ultimately, this study affirms the critical role that scouting plays in nurturing holistic wellness among junior learners—supporting not just academic success, but also social responsibility, emotional maturity, and civic consciousness. As the Philippine education system continues to evolve toward inclusive and values-based learning, the Scout Movement stands out as a viable, scalable model for character education.

Recommendations

Based on the findings and insights gathered, the following recommendations are proposed to strengthen the implementation and impact of scouting programs in junior high schools:

1. Strengthen Institutional Support
 - Schools should allocate dedicated funding for scouting materials, uniforms, and events to reduce financial burden on students.
 - Include scouting responsibilities in teacher workload computations or provide incentives and recognitions to scout coordinators to address role fatigue.
2. Enhance Stakeholder Engagement
 - Conduct regular orientation seminars for parents and community leaders to demystify scouting, emphasizing its contributions to student growth and safety protocols.
 - Establish multi-sectoral scouting councils involving local government, NGOs, and alumni to sustain support and participation.
3. Improve Training Design and Scheduling
 - Provide modular or online training alternatives for scout leaders and student officers, particularly to accommodate academic calendar constraints.
 - Integrate values-based simulations and case studies into training programs to enhance relevance and retention of Scoutcraft values.
4. Institutionalize Monitoring and Evaluation
 - Develop school-based scouting evaluation tools to measure learner development outcomes regularly and guide continuous improvement.
 - Collaborate with DepEd regional offices to ensure compliance with DO 76, s. 2012 and RA 7278 across all junior high schools.
5. Prioritize Equity and Inclusion
 - Ensure scouting is accessible to students from low-income families by offering subsidies or waiving participation fees where possible.
 - Foster gender-inclusive programming to ensure equal leadership opportunities for all learners, regardless of sex or identity.
6. Integrate Scouting into the Curriculum
 - Align select scouting competencies with values education, MAPEH, or Araling Panlipunan curricula to allow synergy between academic and character-building activities.
 - Recognize scouting achievements through academic credit or merit systems that reflect their contribution to overall learner development.



Limitations and Suggestions for Future Research

This study focused on three schools in Butuan City, which may limit generalizability to other regions or school types. Future research could expand to include larger, more diverse samples across rural and urban settings, and consider longitudinal designs to trace scouting's long-term effects on learner outcomes.

It is also recommended that future studies explore gender dynamics in leadership roles, the impact of digital transformation on scouting engagement, and the role of faith-based institutions in sustaining scouting values.

REFERENCES

- Aqodiah, H., & Hasanah, I. (2023). Parental education and its impact on student participation in co-curricular activities. *Journal of Educational Research and Innovation*, 18(2), 145–159. <https://doi.org/10.31098/jeri.v18i2.45>
- Baluyos, E. R., Tan, D. A., & Flores, J. M. (2024). Budget allocations and extracurricular sustainability in Philippine public schools. *Southeast Asian Journal of Educational Management*, 6(1), 45–63. <https://doi.org/10.21401/seajem.v6i1.141>
- Body, R. (2024). Student civic engagement and co-curricular integration: An ASEAN perspective. *Asia Pacific Journal of Education*, 42(1), 28–47. <https://doi.org/10.1080/02188791.2023.1972401>
- Bourdieu, P. (1985). The forms of capital. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). Greenwood.
- Cardoso, R. J. (2019). Scouting for youth development: Values, identity, and civic duty. *International Journal of Youth Studies*, 14(2), 101–115. <https://doi.org/10.1080/13676261.2019.1686392>
- Erikson, E. H. (1963). *Childhood and society* (2nd ed.). W. W. Norton & Company.
- Faid, M. (2021). Building patriotism through national service education. *International Journal of Moral Education*, 10(2), 65–79.
- Florin, P., Chavis, D., & Wandersman, A. (2003). Social capital and education: A theory-driven approach to youth engagement. *American Journal of Community Psychology*, 31(3), 203–216.
- Harvey, L. T. (2022). Challenges in implementing co-curricular programs in under-resourced schools. *Philippine Journal of Educational Policy*, 16(3), 99–112.
- Hoogerhyde, R. M. Jr. (2024). Parental resistance and extracurricular programming: A study of Philippine secondary schools. *Education in Practice*, 15(1), 54–72.
- Kohler, B., Ramos, T., & Lazo, A. (2022). Scouting impact on youth resilience and academic outcomes. *Global Education and Development Journal*, 17(2), 122–140.
- Lawlor, L., & Palmer, G. (2024). The effectiveness of stakeholder feedback in school-based character programs. *Journal of School Leadership*, 18(2), 99–118.
- Liu, Y. (2022). Community partnerships in youth civic formation. *Comparative Studies in Education*, 11(1), 33–50.
- Mentoring Resource Center. (2007). *Youth development theory primer*. U.S. Department of Education.
- Ndunguri, P., Tan, B., & Rosales, J. (2024). Logistical optimization for school-based youth training programs. *Journal of Educational Logistics*, 6(2), 44–61.
- Nida, L., Santos, R., & Uy, P. (2024). Balancing student roles: The effect of co-curricular involvement on emotional well-being. *Philippine Journal of Educational Psychology*, 14(1), 18–30.
- Plaza, R. C. O. (2024). Scouting and national consciousness in the Philippine curriculum. *Asian Review of Civic Education*, 9(1), 39–53.



- Richardson, J. (2022). Discipline and student behavior in youth movements: A comparative study. *Educational Leadership Quarterly*, 19(3), 112–126.
- Roback, C., & Legler, D. (2021). Responsibility and self-management: Lessons from youth engagement programs. *Journal of Youth and Social Development*, 15(2), 73–90.
- Rosales, J. (2022). Inclusive training schedules for extracurricular accessibility. *Asia Pacific Education Review*, 23(3), 199–211.
- Saripuddin, M., Zahara, S., & Lestari, I. (2024). Stakeholder synergy in school development programs. *Journal of Southeast Asian Educational Studies*, 8(1), 77–91.
- Schechtner, M. (2024). Socioeconomic barriers to character education participation. *Comparative Journal of Educational Access*, 14(2), 133–147.
- Smith, E., Ramos, V., & Toledo, J. (2023). Resilience and independence among Filipino adolescents. *Philippine Journal of Social Development*, 10(3), 115–132.
- Suratman, S., Dela Cruz, M., & Ilagan, J. (2024). Faith, values, and learning in the Philippines. *Values in Education Journal*, 13(2), 92–110.
- Wang, L., Castillo, D., & Tayag, F. (2023). Training, discipline, and independent thinking in student leaders. *Journal of Educational Research in Asia*, 11(3), 112–130.
- Wangchuk, D., & Tenzin, S. (2021). Scouting and nation-building: The Bhutanese model. *South Asia Journal of Educational Transformation*, 5(1), 48–64.
- West, R., Meneses, R., & Florante, P. (2025). Adolescence and development in Filipino learners. *Philippine Journal of Psychology and Education*, 17(1), 25–39.
- Zefrinaldi, M., Yusuf, F., & Habibie, D. (2023). Institutional frameworks for civic education. *Southeast Asian Education Policy Review*, 8(2), 141–159.
- Zimmerman, M. A. (2013). Resilience theory: A strengths-based approach to research and practice for adolescent health. *Health Education & Behavior*, 40(4), 381–383. <https://doi.org/10.1177/1090198113493782>