

## Boy Scout Coordinators' Level of Participation in Scouting and Its Impact on their Self-Esteem and Job Satisfaction

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### Abstract

Scouting is one of the most prominent extra-curricular activities. It has a positive effect on an individual's character development and nurturing. It enables someone to use critical thinking abilities and be resilient. Moreover, it is notable in shaping adults to have self-esteem, self-reliance, and job satisfaction. This descriptive-survey research sought to determine the relationship between the teachers' level of participation in scouting activities and how it influenced their self-esteem and job satisfaction. The respondents of this study were the public elementary school boy scout coordinators in the 2nd Congressional District of Bohol, Philippines. From this population, 114 respondents were selected through cluster sampling. The researcher employed a researcher-made questionnaire (with internal consistency of  $\alpha = 0.866$ ) for the level of participation in scouting activities, the Self-esteem Scale survey questionnaire by Morris Rosenberg, and the Job Satisfaction Survey questionnaire by Richard Bellingham to obtain the necessary data. Results revealed that most respondents have an 'average' participation level in scouting activities, 'low' self-esteem, and 'very high' job satisfaction. 'Sex' and 'length of service' were identified as predictors that influenced the level of participation in scouting. Thus, no significant relationship was found between the boy scout coordinators' participation level in scouting, self-esteem, and job satisfaction.

**Keywords:** Scouting Activities, Level of Participation, Self-esteem, Job Satisfaction, Philippines

### Introduction

Scouting provides attendees with several interconnected benefits. It has been a source of noteworthy activities and experiences that can shape a person's life. It is said that scouting greatly build self-esteem, to have better planning and preparation skills, to be more goal-oriented, to have strong connections with others, and to be more likely to hold a leadership position at workplace or in local community (Boy Scout of America, 2020). In the field of education, teachers who take part in extracurricular activities like scouting found out that they are making a greater difference in the organization, and are more fulfilled in their job (Moran, 2017).

Participation in scouting activity is considered notable in shaping people's self-esteem (Bouchat, Rimé, van Eycken, & Nils, 2019) Several research on its impact to adult scouters has been conducted. However, there are only limited and few studies that center on teacher-scouters. Lots of people appreciate the presence of scouting movement especially on the lives of the learners but only a few sees what it means for teachers. This research venture could be another milestone to be discovered in the field of scouting. It could lead into a realization how scouting influenced teacher's life.

Article 2, Section 3 of Republic Act No. 7836, also known as Teacher's Professionalization Act of 1994,

stated that every teacher should be physically, mentally, and morally fit for the welfare of the nation and the Filipino people. This law mandates every teacher to get involved on activities that promote health and wellness, equip pedagogical knowledge and skills, and instill ethical practices. These things are equivalent to the core values of scouting activities that promote love to God, love to others, and love to self.

According to Ginter (2021), scouting establishes a system of learning that completely displays the idea of world-class skills. Likewise, scouting is one of the educational movements that promote a holistic view of development. Affiliating this kind of extracurricular activity promotes growth to an individual. Not just in physical, but also it contributes to the wide expansion of mental, spiritual, and emotional well-being.

Moreover, scouting is an education for good character (Demir, 2019). It molds people values such as uprightness and loyalty, respect for others, camaraderie towards others, positive attitude, sense of dignity, value-based leadership and values the importance of everyone's life. On that account, scouting proves to be a well-rounded and multifaceted activity that can suffice development to a person, and it is valuable for teachers to affiliate in this movement.

National Memorandum No. 4, s. 2016, otherwise called as 'Call for Expression of Interest and Invitation to Host National Scouting Events and Activities for

CY 2016', has approved the conduct of several national Scouting events and activities (Boy Scout of the Philippines (2016). Hence, participation in Scouting is encouraged among teachers to accumulate possible development as a professional (Horn, 2022). It addresses the memorandum described above on providing quality programs, training, and activities for teachers.

According to Department of Education (2012), upon its issuance in Department of Education (DepEd) Order No. 76, s. 2012, also known as Guidelines on Revitalizing Boy Scouting in Schools Nationwide, it supports the revitalization of the Scouting Movement nationwide in all public and private elementary and secondary schools. This encouraged schools to promote membership in BSP and GSP among teachers and encouraged all DepEd officials to be involved in Scouting activities such as jamborees, camps, competitions, training, and conferences in various levels that commensurate to the existing DepEd policies, rules, and regulations. The benefits of joining scouting activities include learning about long term commitment, making a contribution, raising self-esteem, and building solid relationship skills.

A study sponsored by World Scouting (2019) reported that scouting has a positive effect on the self-esteem and self-confidence of a person and that it enhances personality and way of being. Also, it enables someone to indulge activities away from their comfort zone to explore and challenge how far they could go (Boys Scout of America, 2020). Based on World Scouting (2019), it portrays that few participants in scouting also attested positive changes in behavior and how scouting made them more responsible citizens.

In addition, study on the effects of joining major events of scouting, it was found out that when individuals participate in major events of scouting, they tend to develop their self-esteem. Hence, it is highly recommended to those individuals who dwells with low self-esteem to engaged in major scouting events or activities.

Furthermore, the study of Bouchat, Rimé, van Eycken, and Nils (2019) on the impact of participating in large scouting activities, those who engage in major scouting events tend to develop their self-esteem. As a result, it is highly suggested that persons with low self-esteem participate in prominent scouting events or activities to treat their weakness in self-esteem.

Fikri, Boeriswati, and Idris (2018) investigated that self-esteem has a positive relationship with social skills. Social skills can be considered important for a

person to complement and avoid conflicts in his or her environment. As an educator, it is worth having good self-esteem as it shows the existence of social skills. Therefore, developing social skills by fostering self-esteem leads to acceptance of peers and adaptation to the social environment. This is one of the most important factors in job satisfaction.

Evaluating someone's performance and effort could be an internal motivation that can persuade an individual to strive for excellence in his job whether intrinsically or extrinsically. Every teacher necessitates commendation and acknowledgment on every achievement. This will serve as his springboard to feel and perceive his competence, which builds self-esteem (Felix, 2019).

Positive and negative feedback on self-efficacy conducted in South Korea, people having low self-esteem lower their set goals and outlook in life (Kim & Lee, 2019; Tavitian-Elmadjian et al., 2020 as cited by Jelić, 2022) on. An individual having low self-esteem is fated to have anxiety. He possesses suspicious behavior and is filled with disappointment, irritation, and distrust with his ability and capacity.

People with high self-esteem have less emotional distress when faced with negative feedback. If you have self-esteem, you also have social skills. Social skills and self-esteem help avoid negative feedback in the workplace and social environment (Fikri, Boeriswati, & Idris, 2018). Negative feedback is unavoidable, but those with high self-esteem can eliminate the negative consequences of negative feedback. Also, people with high self-esteem tend to continue to increase their self-esteem in the face of terrible events of the day.

A study by Mbuva (2017) showed that when teachers demonstrate high self-esteem in their daily teaching, they can stimulate high self-esteem among their students. Hereafter, it showed that teachers could influence their student's self-esteem by accepting self-esteem as a dynamic system by improving teachers' competencies through equipping them to deal with cultural, political, religious, historical, cultural and personal differences of man that could enhance interpersonal communication skills, and professional pedagogic attitudes.

Enhancing and improving teacher candidate's self-esteem is compulsory for all teachers' preparation program to make certain in hiring quality educators (Yeung, Craven, & Kaur, 2014 as cited by Mbuva, 2017). Philippines as a progressing country also presses on the essence of teachers to have high self-

esteem. The government considers among its requirements, possession of enough self-esteem, passion in teaching, and competence so that it can commensurate the whole need of the prior development in country's educational system.

High self-esteem is, in part, the result of successful work in a career of choice. Efforts are needed to increase self-esteem in order to increase labor productivity and spend time with teachers. Class performance can be related to self-esteem, but the relevance is very different, and the direction of causality has not been established. Professional success can increase self-esteem rather than the other way around (Nakanda, 2013; Liu, Yang, & Zou, 2021).

High self-esteem is an endowment and wealth of teachers. According to Benevene, Ittan, and Cortini (2018), when the employee thinks highly of himself, he tends to be satisfied with his job. Furthermore, this ascertained that if an employee feels good about himself, it turns him into a successful person, that will also generate even more satisfaction in his job. Thus, job satisfaction gives an impact on the operation and function of the teachers' workplace and the whole educational system of the country.

Self-esteem plays a vital role in the process of teaching and learning. It influences the teachers and students' cognition, motivation to do things, emotion and behavioral attitudes (Baumeister, 2013 as cited by Mbuva, 2017). However, in teaching, if teachers have distorted self-esteem of themselves, they may become incapacitated in their teaching career (Mbuva, 2017). Self-esteem is essential for educators to maintain excellent performance in school and keep up with his job satisfaction because it promotes pleasant and productive output in the workplace.

Teachers play an important role in shaping learners' academic achievement (Rocchi & Camiré, 2018). Teacher functions and achievements are valuable in the country. Teachers are also important in nurturing the prosperity of the country and the creative generation that leads to prosperity. Their outstanding achievements in school should be maintained to continue to form a new generation of people. Governments need to provide teachers with constant motivation and rewards to continue their illustrious achievements.

On the other hand, teacher's job satisfaction in the teaching profession is a well-known dilemma nationwide. Teachers who are dissatisfied with their work will be less productive in their careers and will

not be able to maximize their abilities. Certain training programs can be designed to increase teacher's job satisfaction and professional growth such as involvement in extracurricular activities (Winchester et al., 2013; Rocchi & Camiré, 2018).

According to the World Organization of the Scout Movement - ACT4SDGs (2021), most of the activities in scouting are planned and designed for the holistic progress of an individual. When successfully acquired, it will guide him in recognizing his continuous growth and advancement of knowledge and will come up to a generalization about the importance of his existence and his capacity as an individual. Hence, this life's achievement will build up self-esteem and satisfaction of everyone's job.

Expectancy Theory of Victor Vroom (1964), as cited by Mulder (2018), distinguishes between the effort that people put in their performance and the reward they could have. Employees can make choices on their work and decide which one would motivate them the most. This theory proposes that employees increase their energy at work when the reward has more personal value to them. Thus, motivation of the employee will boost high because of the rewards which will drive him to do his best to attain his physiological needs' which is one of the mitigating factors against job dissatisfaction.

Additionally, the United Nations (UN) has recognized scouting (Scouts for SDGs) as a prominent organization committed to fulfilling the Sustainable Development Goals (SDGs), some of which are quality education, good health, and well-being (<https://sdgs.scout.org/>).

A study of Muhtadi (2019) regarding the "*Implementation Of National Character Education (Study Of Scouting Activities Analysis At Man 2 Karanganyar)*" revealed that character development through scouting activities was enhanced and promoted by maximizing the roles of scout nurturers as partners or managers.

Teachers who participate in extracurricular activities such as scouting have a positive impact on their self-esteem and believe that their work is doing well. As a result, they feel better in teaching students in the classroom and more fulfilling in their work (Moran, 2017). Hence, self-esteem and job satisfaction are simply linked by the presence of extracurricular activities.

A study by AnSaripour, S. et al. Al (2017), "The Role

of Job Performance in Self-Value for Career Success and Staff Job Satisfaction," assumes that job performance can be affected by increasing one's self-esteem. It has been shown that there is a direct relationship between the above two variables.

In addition, Skaalvik and Skaalvik (2014), quoted by Rocchi and Camiré (2018), showed that the sense of belonging seen when participating in extracurricular activities seems to keep teachers in the profession. Participation in extracurricular activities promotes this sense of belonging not only to help them stay, but also to improve their job satisfaction.

It agrees with the Involvement Theory of Alexander Astin (1984) which believed that the more an individual is involved in any activity, the better performance and output he can produce. Consequently, the more a teacher gets involved extracurricular activity like scouting, the more it improves his participation level in scouting which may also improve his job satisfaction level (Liu, Chao, Kain, & Sung, 2019)

Participating in scouting is a way to gain fun, friendship, and exciting activities, contribute to the community, and improve life opportunities in terms of education and employment (Roguski & Roguska, 2018). Researchers should study this area further and prove that participating in various scouting activities is beneficial to professional teachers, especially in terms of their impact on self-esteem and job satisfaction.

## Methodology

The study used descriptive survey method in gathering and collecting data about teachers' level of participation in scouting activities and its possible relationship with their self-esteem and job satisfaction. The study was conducted in the 2<sup>nd</sup> District of the province of Bohol. The researcher used cluster sampling with 0.5 margin of error and 95% level of confidence. Among the 18 Towns, 6 towns were randomly chosen to participate in the study namely; San Miguel, Getafe, San Isidro, Clarin, Inabanga South, and Buenavista. All the 114 school boy scout coordinators under these districts were the respondents of the study.

The study used three set of questionnaires. Set A is a research-made questionnaire that assess boy scout coordinators level of participation in scouting, the items of which were based on Scoutorama. Scoutorama is a website produced by Tomahawk Sky, LLC (1996) that provides articles supporting traditional Scouting values registered in the Internet Content Rating Association (ICRA). This tool is widely used by researchers having studies relevant to scouting. Moreover, Set A contains the lists of scouting activities participated by the teacher from the time the latter became connected with Department of Education (DepEd). The questionnaire is composed of 3 categories; 20 activities in scouting activities, 5 activities in training and advancement, and 10 activities in organizing, coordinating, supervising scouting activities. Every category has its corresponding activities from which teachers will be asked to indicate their respective level of participation. Furthermore, Set B is Self-esteem Scale (Rosenberg, 1965) that contains 10 questions. It determines the level of self-esteem that a boy scout coordinator possessed. This tool is commonly utilized when assessing self-esteem of an individual. Lastly, Set C is the job satisfaction survey adopted from Resheske (2001) which composed 30 questions. It measures the level of job satisfaction of a boy scout coordinator on his work.

For validity testing, the researcher consulted the chief executive of the Boy Scout of the Philippines - Bohol Council to verify the correctness of the scouting activities found in the questionnaire, and the effectiveness and soundness of the questionnaire. The researcher revised some parts of the questionnaires. Based on his suggestion, some parts of the questionnaires including the manner of distribution of the questionnaires to the respondents were revised. Afterwhich, the researcher conducted a pilot test to ascertain the comprehensibility of the test questions. The questionnaires also undergone reliability testing. The twenty test-items gathered an average alpha coefficient of 0.866 which can be considered to have relatively high internal consistency (Tavakol & Dennick, 2011).

## Data Gathering Procedure

Pre-test was administered to determine the reliability of the questionnaire. The pretest was conducted to the randomly selected school districts in the Second Congressional District of Bohol, Philippines. Necessary corrections were identified, and the researcher made adjustments to the questionnaires.



After the adjustments done, the researcher personally distributed the questionnaires to all public elementary schools in the randomly selected districts to ensure high retrieval rate. Interview was done to ensure the reliability and factualness of the data from the respondents. After administering the test, the researcher gathered the questionnaires for data tabulation and analysis.

## Results and Discussion

Table 1 displays boy scout coordinators' level of behavioral participation in scouting (scouting activities, trainings and advancements, and organizing, coordinating, and supervising scouting activities). The boy scout coordinators have an 'average' level of participation in the aforesaid activities. The activities listed as scouting activities are basic and common which is supposed to be well participated. To increase the level of participation, extra merits for joiners may be given.

The same table also shows the participation level of boy scout coordinators in trainings and advancements in scouting. Their level of participation on these activities (such as Basic Training Course, Leadership Training, Basic Life Support Training, and Extra Challenge) ranges from 'average' to 'high'. On the other side, there is a single activity that is found to be of 'low' level participation, the "Wood Badge" advancement. 'Wood Badge' is an advancement training course that provides technical upgrades for the adult scouters. This is open to all adult leaders in scouting who are willing to be trained and widen their knowledge and skills towards scouting. The 'low' level of participation in this activity depicts that the boy scout coordinators do not have much interest in advancement activities.

In terms of organizing, coordinating, and supervising scouting activities, most of the activities were participated on an 'average' level. However, there are few activities that has low level of participation such as 'attending boy scout council meeting' and 'regional scouting jamborette'. It can also be noted that 'attending national scouting jamborette' and 'international scouting jamborette' are the scouting activities that are participated at a 'Very Low' level. Jamborette is a gathering of a huge number of scouters and scouts in scouting. National and international scouting conferences like jamborettes are naturally costly and laborious. Besides, scouters have the prerogative to accompany their scouts in attending jamborette or not. However, this prerogative to join or

not, it is considered great insult for them who are assigned as boy scout coordinators to be surpassed by their students in terms of scouting participation.

The boy scout coordinators' overall level of participation in all scouting activities including their trainings and advancements, and in organizing, coordinating, and supervising scouting activities were found to be of 'Average' level. This means that they still need more motivation to join those activities. The boy scout council may provide workshops and seminars reiterating the benefits and importance of joining scouting relevant to teacher's professional development and create scouting activities that would escalate the level of participation among boy scout coordinators.

The aforementioned results suggest a necessity of constant follow-up from Boy Scout District Field Commissioners in monitoring the efficacy and competence of their boy scout coordinators. This is significant since they are the ambassadors of boy scouting in their respective schools. As primary models looked up by their learners, their involvement in scouting must be sufficient to persuade learners to join scouting. Results further suggest that Council Chief Executive of Boy Scout in the Province of Bohol, as well as the DepEd high rank officials, to encourage the extreme participation of the boy scout coordinators in scouting activities.

Table 1. *Boy Scout Coordinators' Level of Behavioral Participation in Scouting Activities (N=114)*

Scouting Activities	Weighted Mean	Descriptive Interpretation
Scouting Activities (Overall Weighted Mean)	2.54	Above Average
<i>Training And Advancement</i>		
Basic Training Course	3.77	High
Leadership Training	2.85	Above Average
Basic Life Support Training	2.12	Average
Extra Challenge	2.46	Average
Wood badge	1.28	Low
<i>Organizing, Coordinating, Supervising Scouting Activities</i>		
Organized advancement course for learners	1.74	Average
Organized school or district camporal	2.04	Average
Attended Boy Scout Council Meeting	1.3	Low
Planned and designed scouting activities	1.93	Average
Attended regional scouting jamborette	0.86	Low
Attended national scouting jamborette	0.87	Very Low / Almost Not Participated
Attended International scouting jamborette	0.92	Very Low/Almost Not Participated
Organized scouts to engage in community service	2.03	Average
Trained boy scouts in scouting skills	2.11	Average
Trained boy scouts for scouting contests like Tuklas ng Talino, etc.	2.36	Average
<i>Overall Weighted Mean</i>	<i>1.94</i>	<i>Average</i>

Table 2 displays the level of boy scout coordinators'



self-esteem and job satisfaction. Data reveals that majority (88.6%) of the Scouters have ‘low’ self-esteem. This indicates that the leaders, as the frontline of scouting in school, do not have much self-confidence and self-trust. Lack of self-confidence and self-trust incapacitates the teachers’ career (Mbuva, 2016). Assessment and evaluation of all the root causes of boy scout coordinators’ lack of self-esteem must be identified right away to find solution to this problem. It won’t just affect their performance as boy scout coordinators, but it would also deteriorate their efficiency as educators in school.

Table 2. *Boy Scout Coordinators’ Level of Self-esteem (N=114)*

	Frequency	%
Low Self-esteem	101	88.6
Normal Self-esteem	13	11.4
High Self-esteem	0	0
Total	114	100.0

Table 3 displays the job satisfaction of 114 boy scout coordinators. This study shows that a large number (95.6%) of Scouters have a 'very high' job satisfaction level. This finds semblance with Steeve’s (2014) findings that shows how the involvement of the teachers in extracurricular duties like scouting improve their job satisfaction. Despite the additional workload of being a boy scout coordinator, they still show contentment in their job.

Table 3. *Job Satisfaction Level of Boy Scout Coordinators (N=114)*

	Frequency	%
Poor	0	0
Fair	0	0
Average	0	0
High	5	4.4
Very High	109	95.6
Total	114	100.0

Spearman Rank Correlation has found no significant relationship between the boy scout coordinators’ Level of Participation in Scouting Activities and their Self-esteem ( $R_s = -0.047$ ,  $p = 0.622$ ), as shown in Table 4. This finds contrast with the study of Moran (2017) which found positive correlation between scouting activities and self-esteem.

No significant relationship ( $R_s = -0.070$ ,  $p = 0.459$ ) was also found between the boy scout coordinators’ level of participation in scouting activities and their job satisfaction level. This implies that boy scout coordinators can still acquire job fulfillment regardless of the participation he has in scouting. This is in contrast with the study of Thompson (2013) that posited a significant relationship between extracurricular activities like scouting and job satisfaction level of boy scout coordinators.

Likewise, the table reveals that there is no significant relationship ( $R_s = -0.069$ ,  $p = 0.472$ ) between self-esteem and job satisfaction. It means that boy scout coordinators' self-esteem does not influence their job fulfillment, and the reverse. This result contradicts with the findings of Thompson (2013) and Baumeister (2013) which affirmed the significant relationship between the two aforesaid variables.

Table 4. *Analysis of the Relationship of the Level of Participation of Boy Scout Coordinators in Scouting Activities to Self-esteem Level and Job Satisfaction, and Self-esteem Level to Job Satisfaction (N=114)*

Test Statistics	Source of Relationship	$R_s$	p-value
	Scouting Activities Level of Participation and Self-esteem Level	-0.047	0.622
	Scouting Activities Level of Participation and Job Satisfaction Level	-0.070	0.459
	Self-esteem Level and Job Satisfaction Level	-0.068	0.472

Among the demographic profiles of the respondents, two were identified as significant predictors of their participation in scouting-related activities – sex and length of service. Table 5 reveals that if the boy scout coordinator is a female, there is an 18% increase in their participation in scouting. This result is contrary to the findings of Gadbois and Bowker (2017), which claimed that the level of participation in extracurricular activity (like scouting) is not significantly associated with sex. Result of their study mitigates the issue of gender equality to all teachers designated as boy scout coordinators in school. However, the result of this research implies that gender of an individual is to be considered during the selection of school boy scout coordinator. This is noteworthy action to beseech the necessary obligations that a boy scout coordinator must possessed.

Aside from sex, the length of service of coordinators was also found to be a significant predictor of their

participation (Rivers & Barnett, 2016; Viviani & et al., 2021). Regression analysis reveals that there is a decrease of 14% in the boy scout coordinators' level of participation in scouting if they have rendered fewer years of service (novice) in teaching career. During the initial years as teacher in a public school, an individual is in adjustment period and still necessitates guidance from experienced educators. Thus, in appointing as school boy scout coordinator, primary area that needs to be examined is the years of experience of a teacher in the teaching profession.

Table 5. *Correlation of Demographic Profile of Boy Scout Coordinators and Level of Participation in Scouting Activities (N=114)*

Variables	Estimate	Std. Error
Age	-0.073	0.932
Sex	18.72*	7.36
Civil Status (single)	-23.36	21.78
Civil Status (Married)	-1.58	20.15
Employment Status	-5.15	34.86
Rank	17.87	9.13
Length of Service in Teaching	-14.55*	6.30
Highest Educational Background	-0.12	1.18
Family Member	-4.62	5.96
Family Dependents	1.55	2.55
Estimated Monthly Net Income	-1.80	3.48

## Conclusion

Scouting is prominent extra-curricular activity that is known to be helpful to both teachers and learners. It provides activities that are beneficial to their holistic growth and development. On this research, boy scout coordinators are evaluated how their participation in scouting activities influence their self-esteem and job satisfaction. Some criteria on their demographic variables are factors affecting their participation such as 'length of service' in the profession, and 'sex' which leads to participants' moderate participation in scouting. Designating inexperienced teacher and mismatched gender appointment as scouting coordinator is considered ineffective since not all of them are unaware of the benefits that scouting might provide. Similarly, due to the aforementioned cause, motivation to participate in scouting activities is hampered. In this regard, the boy scout coordinators' "moderate" level of participation in scouting activities leads to low self-esteem. Notwithstanding this, being a newcomer to the profession, socioeconomic status, family obligations, and low self-esteem had no impact on their job fulfillment since most respondents evaluated their job satisfaction as very high.

Furthermore, the level of participation in scouting by

boy scout coordinators has no bearing on their self-esteem or job satisfaction, and self-esteem has no impact on an individual's job satisfaction. Their 'sex' and 'length of service', on the other hand, can strongly predict their level of scouting engagement. Gender and the years of experience in the profession should be included as basis in appointing boy scout coordinator in school. As a boy scout coordinator and a front liner in scouting activities, an individual must project a strong impression and enthusiasm for scouting involvement. There should be manifestation of eminent desire of involvement in scouting and knowledgeable enough in all scouting activities. Because scouting is an extracurricular activity that is embedded into the school curriculum, boy scout coordinators must have a high level of self-efficacy to effectively share the benefits of scouting to learners. Boy scout coordinator has a vital role in the implementation of scouting activities in school. To address the poor self-esteem of boy scout coordinators, more investigation and innovation are necessary. Hence, these profiles may be considered when choosing a boy scout coordinator.

(1) School heads may consider teachers' sex and length of service when designating a boy scout coordinator as the said profiles were found to be predictors of the latter's participation in scouting activities. (2) Provide essential seminars, workshops, and trainings to all novice teachers assigned as school boy scout coordinators to instill importance of scouting for holistic development and professional growth of an individual in order to boost their morale and enthusiasm in participating scouting activities. (3) High ranking personnel of DepEd, Boy Scout of the Philippines, and other international scouting organization must collaborate in reiterating the integration of scouting as extracurricular activities embedded in school curriculum is highly recommended for additional provision of interest in joining scouting activities among all teachers. (4) The Boy Scout Council may provide scouting activities that could augment the boy scout coordinators' interest and enthusiasm in joining scouting activities. Creating new worthwhile scouting activities is seen to encourage both male and female boy scout coordinators' participation and enhance their self-esteem and job satisfaction level. This would further improve the boy scout coordinators' level of involvement in scouting. (5) School heads may encourage and provide more support such as in financial aspect, and incentives to their boy scout coordinators to join scouting activities like trainings and advancement programs and any other scouting-related activities to augment their morale, skills, and

competence as a scouting coordinator. (6) DepEd administrators may inspire teachers to attend international and national scouting activities to further widens and deepens understanding towards scouting. (7) Future research may explore, may it be local based or international based, other latent factors concerning the participation of boy scout coordinators in scouting which is not considered in this study. (8) Immediate assessment and evaluation of all root causes why school boy scout coordinators have average participation level in scouting activities and low self-esteem, and prompt action to solve this predicament. (9) Further studies may employ sampling method other than cluster sampling to augment the reliability of results.

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