

# Revitalizing Girl Scouting Towards Holistic Personality Development of Senior High School Students in the Province of Batangas

Annaliza Matibag Catapang\*

*Teacher II, Deped, Taal Batangas Philippines*

**Abstract:** The four sides of the classroom cannot give all the developmental needs of the students. Engagement to other activities, clubs, or organizations is a great help for them. One of the extra-curricular activities to which girl students can have the membership is girl scouting. Girl Scouting aids girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others. This paper assessed the status of senior high school girl scouting in the province of Batangas, with different schools as the main source of respondents. Also, this study measured how girl scouting affects the holistic personality development of the GSP members as to physical, emotional, psychosocial, spiritual, and mental development. A self-made questionnaire was utilized to gather the data necessary for this study. For validation of the gathered information, focus group discussion and interview were also employed. Further, the study found out that the status of Girl Scout Program was moderately evident. Also, the study suggested that emotional, psychosocial, mental, and spiritual had a very evident effect to the holistic personality development of the respondents, while physical showed a moderate effect. There was a significant difference between the assessments of school administrators and coordinators in the implementation of Girl Scouting Program along all components.

**Keywords:** emotional development, girl scouting, holistic personality development, mental development, physical development, psychosocial development, spiritual development.

## 1. Introduction

Continuous changes in society generate the need to oversee non-formal areas of learning as an extension, improvement, and option in contrast to conventional types of teaching, understanding that education and human advancement not only occur in formal contexts, but extend to an entire sociocultural network of non-formal and informal learning. As such, Smitter (2010) frames that education should be promoted and understood as a comprehensive and permanent process, which is fulfilled in all students throughout their lives, hence granting a series of personal and social competences and skills, along with values such as independence, discipline, and creativity (Supardi, 2014). Extracurricular activities are some of those

that can help learners develop such capabilities and abilities other than classroom and academic programs.

According to Annu (2013), extracurricular activities are the sources that have been a vital part of the education system. Learners who participate in these kinds of activities do not fall into the realm of normal curriculum and instructional methods. Students at all levels participate in these activities, of all age groups and standards. Involvement in any or all of these activities has been associated to social and academic success.

Consequently, opportunities await to those students who take part in extracurricular activities. Benefits of participating in extracurricular activities included having better grades, higher standardized test scores and higher educational attainment. Also, they are attending to school more regularly, and having higher self-concept. Participants in out-of-school activities often learned skills such as teamwork and leadership while decreasing the likelihood of alcohol use and illicit drug use and related problem behaviors. Those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school. Furthermore, participation in extracurricular activities fosters social integration and deepens students' sense of belonging, commitment, and sense of responsibility to school, community, and nation (Massoni, 2011).

Likewise, of the alternatives available for children and adolescents to carry out extracurricular activities or leisure activities, scouting is included. Scouting is a movement basically established for the members of the young generation that is based on acquiring values such as solidarity, mutual help, and respect. All the Scouts in the world belong to WOSM (World Organization of the Scout Movement). There are more than 50 million members around the World. In the Philippines, scouting is of two groups, an all-boy and all-girl organizations, so-called Boy Scout and Girl Scout of the Philippines. According to the Our world Philippines (2017), there were 800,000 members being served by the Girl Scout of the Philippines in 2017.

The Girl Scouts of the Philippines (GSP) is the national Girl Scouting association for girls and young women in the Philippines. Its mission is to support girls and young women

\*Corresponding author: [annaliza.catapang@deped.gov.ph](mailto:annaliza.catapang@deped.gov.ph)

realize the principles of womanhood and make themselves ready for their obligations in the home, to the nation, and to the world community. As described by the Girl Scout of the Philippines page (2010), it is a worldwide movement that provides girls and young women, aged four (4) to 21 years, a non-formal progressive educational program based on spiritual values and the ideal of service.

In addition, Wales (2016) in her article stated that GSP is a movement that aims to support young people in their physical, mental, and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills. A Scout learns the cornerstones of the Scout method, Scout Promise, and Scout Law. These are designed to instill character, citizenship, personal fitness, and leadership in girls through a structured program of outdoor activities.

Moreover, the all-girl organization mission is to contribute to the education of young's through a system of values based on a Promise and a Law that of helping to build a better world, in which people are fulfilled as individuals and play a constructive role within the society. This is done by involving young people in a non-formal educational process, all through the years when they form themselves as individuals, the use of a specific method, which makes each individual the main agent of his own development, as a trustful, motivated, responsible and open person, supporting the young people in establishing a system of values based on spiritual, social and individual principles, as they are expressed in the Promise and in the Law (Girl Scout of the Philippines, 2018).

Furthermore, its pedagogy aims a series of areas of development, such as physic, intellectual, emotional, social, spiritual, character. Its method is a form of non-formal education, tested and with successful results throughout more than 100 years of scouting. In order to achieve the propose of scouting, adult volunteer members (leaders) use in their activities with the students and young adults an educational system formed of seven combined elements; learning by doing, teamwork, the symbolic frame, the personal progress system, the nature, the law and the promise of the scout and the adults support.

The organization further stated that the Girl Scouts of the Philippines can help a great deal in character rehabilitation- the organization works on the young girls implanting in her goodness and strength of character and making these qualities so much a part of girls daily activities in school, at home, in the church, and at the playing field such that they become a part of his daily life.

Precisely, scouting with the Girl Scouts of the Philippines is an effective program in the leadership and value formation of every student. The main objective of this program is consistent with the Department of Education (2016) mission to develop girls and young ladies into well-rounded individuals with exemplary character, worth the emulation of school students. The Girl Scout of the Philippines has, so far, consistently produced leaders and models who are true adherents to the Scout Oath and Laws.

Thus, scouting is learning by doing, developing character through hands-on activity. Common ways include spending

time together in small groups with shared experiences, rituals, and activities, as well as emphasizing good citizenship and decision-making that is age-level appropriate.

Cultivating a love and appreciation of the outdoors and outdoor activities are key elements. Primary activities, mostly outdoor include camping, woodcraft, firstaid, aquatics, hiking, backpacking, and sports.

As such, DepEd Order No. 76 (2012) reiterated that with the organizations' impressive track record on youth development, the Department of Education recognizes the significant role of the GSP in aiding the school system, mold pupils and students into responsible and responsive citizens of the country, and contributing to efforts to achieve quality education. As a co-curricular program, scouting helps stem away vices and bad influence of drugs and peers. As such, membership and participation in Scouting and its programs, projects and activities should be highly encouraged and supported in the schools.

Indeed, character building is the supreme aim to the scouting organizations all over the world. It endeavors to guide the youth toward right living, planting in them the desire to be of service for the welfare and well-being of their fellow men. Because of this important role of Scouting Movement in the lives of youth and in school, the researcher think of conducting a research study that will bring to the fore the status of the scouting movement

Stated at DO 86, S. 2012 –December 5,2012- Guidelines on Revitalizing Girl Scouting in Schools nationwide that the Department of Education (DepEd) recognizes the significant role of the Girl Scouts of the Philippines (GSP) in producing remarkable and empowered women leaders through the realization of the ideals of womanhood and preparation for their responsibilities in the home, the nation, and the world community. As a co-curricular program in the schools, Girl Scouting offers meaningful opportunities where girls can discuss contemporary issues affecting them and initiate activities that respond to these challenges. The Girl Scouting program helps contribute to the eradication of illiteracy, the achievement of quality education, and social transformation.

With this, membership and participation in Girl Scouting and its programs, projects, and activities should be highly and favorably encouraged and supported in the schools. In view of this, the DepEd promotes and espouses the revitalization of Girl Scouting in schools nationwide in various areas of potential partnership, cooperation, and collaboration. To revitalize Girl Scouting in all schools, the DepEd is issuing the following guidelines: Promotion of Membership to the GSP wherein all Deped officials and personnel are urged to be active members of the GSP at the beginning of the School Year (SY), all public and private elementary and secondary schools, through their school principals/heads, are advised to promote membership into the GSP among girl-pupils and girl-students, parents, and teachers.

Additionally, the success of the Scouting Program depends largely on the leadership of the leaders and coordinator, who have the ability to solve problems and to prescribe corresponding solutions. Building scouts today in preparation

for their roles as leaders of tomorrow. However, there are significant others which contribute to the success and influence the effective outcome of the program.

First, the support of the administrators cannot be undermined for they will eventually boost the morale and inspire the coordinator in all undertakings of the program. The implementation of the program will not be made possible without the willingness of the teachers to work with and support the Coordinator.

Equally important is also the willingness and compliance of the parents in all the activities of the Scouting Program. Believing that an assessment of the existing Scouting Program is indispensable and important, the proponent hopes that the findings will be helpful in identifying the strengths and weaknesses of the program that will guide the leaders and coordinator in their decision making.

The Province of Batangas is known for being one of the most active provinces in CALABARZON in the field of girl scouting. As part of the annual calendar of activities, both public and private school renew the membership of their students and teachers to sequentially perform and participate in the pre-arranged girl scouting activity. However, Batangas Province GSP Council Executive admitted that poor participation and support of the higher secondary level on the organization create depressing images that decline the dominant record of the organization. Girl scout coordinators and school administrators looked forward that there would be a higher number of members because of grades 11 and 12 girl students. Though, the researcher observes a different thing.

Senior high school's participation and involvement on the GSP organization on the past 3 years was likely to be sorely disappointed. While junior and senior scouts embrace and face challenges to take adventures, a limited number of cadets or senior girls show little interests on the organization. Senior students seem to value grades more than learning and growth beyond academics. The fact membership to GSP organization is voluntary and shall not be made for clearance or requirements, promotion of membership is a big challenge for all adult leaders. Other than this, it was noticeable than most of the schools in the province do not actively participate in various activities the council organize for the GSP members. The researcher as a GSP coordinator in her school of assignment is anxious because of this situation since all the activities are beneficial not only in the present lives of the GSP members, more so in their future.

Being a GSP Coordinator for three years gives the researcher an opportunity to be directly involved and exposed on the issues and concerns of Girl scouting Program implementation. The present status of Girl Scouting program motivates the researcher to explore with the hope to come up with a holistic personality development plan that would cater the needs of scouters and goals of troop leaders thru this study. The researcher has also this eagerness not to put into waste the effort that our beloved fellow Filipinos exerted for the development and success of this all-girl group.

It got one fearless woman, the suffragist Josefa Llanes Escoda to form and lead the Girl Scouts of the Philippines

(GSP) Movement after coming from the United States of America to take up basic scouting lessons in 1939. Another woman leader, Pilar Hidalgo Lim, then national president of the National Federation of Women's Clubs, joined hand in hand with Escoda and led the way in further developing the Movement. These two great Filipino women took the courage to promote women leadership even before the foundation of different women empowerment groups.

Likewise, the researcher also appreciated the personalities from other countries to whom the foundation of girl scouting in the Philippines can be credited. As cited by the World Association of Girl Guides and Girl Scouts (2011), it was Lord Robert Baden-Powel, the founder of Boy Scouts who decided to have a movement to respond to the specific needs of girls and young women. With the help of his sister Agnes Baden-Powel, a Girl Guide association was officially established in the United Kingdom after its foundation in countries like Canada, Denmark, Australia, New Zealand, and South Africa.

From that time, girl scouting movements were also established in different parts of the world like Ireland, Portugal, and Norway. Later on, this Girl Scouting Movement was also founded in the United States of America in 1912 through Juliette Low.

## 2. Objectives

This study focused on the status of Senior High School Girl Scouting Program and the factors that affect the holistic personality development of the students in Batangas Province in order to revitalize girl scouting towards holistic personality development.

Specifically, it aimed to attain the following research targets:

1. Determine the status of Girl Scouting Program as assessed by School administrators and coordinators ( GSP leaders, and coordinators) in terms of:

- 1.1. objectives;
- 1.2. contents;
- 1.3. equipment, facilities and materials;
- 1.4. training; and
- 1.5. monitoring and evaluation.

2. Determine the extent to which the following factors affect the holistic personality development of senior high school students relative to:

- 2.1. physical development;
- 2.2. mental development;
- 2.3. psycho-social;
- 2.4. emotional development; and
- 2.5. spiritual development.

3. Find out the significant difference in the implementation of girl scouting program as assessed by the two groups of respondents.

4. Identify the issues and challenges that affect the implementation of Girl Scouting Program.

5. Develop a holistic personality development project for senior high school students.

### 3. Materials and Methods

This research is a quantitative study based on survey questionnaire which was validated by experts and administered through google forms. To support the data gathered from the survey questionnaire, the researcher also conducted focus group discussion and interview. Quantitative research method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Creswell, 2016).

There were two groups of respondents in the study. The first group was 85 public senior high school integrated and public-school administrators, and the second group was 298 selected female public Senior High School teachers in the province of Batangas. Purposive sampling was done to identify respondents in each division. Cochran formula was used to calculate the sample size of population of the second group of respondents; on the other hand, total population sampling technique was used among the first group of respondents.

Grouped data were analyzed and statistically treated to find answers to the proposed questions. To provide explanations to the data gathered. The researcher utilized t-test and weighted mean to provide explanations on the data gathered.

### 4. Results and Discussion

This section deals with the presentation, analysis and interpretation of the data relevant to revitalizing Girl scouting towards holistic personality development of students through the research instruments disseminated to school administrators, GSP Coordinators, Adult leaders and female teacher of the province of Batangas.

Table 1  
Summary of Status of Senior High School Girl Scouting Program

Items	School Administrators			Coordinators		
	WM	SD	VI	WM	SD	VI
Objectives	3.59	0.68	VE	3.41	0.68	ME
Contents	3.60	0.65	VE	3.39	0.69	ME
Equipment, Facilities and Materials	3.26	0.78	MA	3.04	0.77	MA
Training	3.22	0.90	ME	2.95	0.81	ME
Monitoring and Assessment	3.22	0.91	ME	2.89	0.82	ME
Composite Mean	3.38	0.73	ME	3.14	0.69	ME

Table 1 shows the summary of the status of the Senior High School Scouting Program. Objectives, contents, training and monitoring and assessment were all assessed by the coordinator-respondents as moderately evident. School administrators also revealed that training, and monitoring and assessment were moderately evident. On the other hand, materials, equipment, and facilities were moderately adequate also. The school administrators' assessment presented that the indicator was also moderately adequate since the obtained weighted mean was 3.26. Generally, having the composite

mean of 3.14, the status of the SHS scouting program was moderately evident.

The results from the assessment of the GSP coordinators imply that there is a need for the improvement of the SHS Girl Scouting Program so that the organization can have a better strategy in developing the whole aspect of the members' personality. On the other hand, the school heads' assessment showed that objectives and content of the GSP for SHS were both very evident as they obtained the weighted mean of 3.59 and 3.60 consequently.

Table 2  
Extent of Effect of Factors to Holistic Personality Development Summary

Factors	Administrators		Coordinators	
	WM	VI	WM	VI
Physical Development	3.62	VE	3.33	ME
Mental Development	3.64	VE	3.40	ME
Psychosocial Development	3.69	VE	3.45	ME
Emotional Development	3.66	VE	3.43	ME
Spiritual Development	3.68	VE	3.46	ME

It can be seen from table 2 that spiritual and psychosocial development obtained the same weighted mean. It indicates that the way the GSP members value God and their spiritual beliefs together with the development of their personality through social interaction. The respondents' assessment also implies that GSP members are ready to give up any other priorities for the sake of the love for the gospel and the self-discipline of caring God and placing Him before anything else. They also revealed that GSP members are taught to value God first because with it, all other things will be added.

On the contrary, physical development was placed on the last ranked and verbally interpreted as moderately evident. It can be observed from that there is no specific statement pertaining to physical development in the girl scout law, mission and promises. It can also be remembered that only a few activities that required extreme physical actions were organized and performed. Meanwhile, if there are activities being organized, most of the schools decide not to participate because of various reasons such as expenses, number of participants and late preparation.

During the FGD, it was shared that as much as school wants to join, there are factors that hinder such interest to be part of whatever activity has been organized. The first of which is the number of participants who are interested to participate.

### 5. Conclusions

In the light to the foregoing findings, the following conclusions are drawn.

1. The status of the Girl Scout Program for the Senior high school was very evident as far as the objectives and contents are concerned. Meanwhile, facilities, equipment and materials were moderately adequate. Training together with monitoring and evaluation were moderately evident.
2. There was a significant difference between the assessments of school administrators and school coordinators in the implementation of Girl Scouting

Program along all components.

3. The assessment of the respondents showed that emotional, psychosocial, mental and spiritual gave a very evident effect to the holistic personality development of the GSP members. Physical development showed a moderate effect.
4. The stated issues and challenges in the implementation of the SHS girl scouting program were agreed by the respondents.
5. The conceptualized project can be a helpful tool in revitalizing the GSP program in the province of Batangas for the holistic personality development of the members.

## 6. Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

1. Senior High Schools may formulate a strategic campaign for the promotion of girl scouting so that more young girls can be encouraged to be members.
2. A promotion campaign for the schools to participate in different activities planned by the council may be conducted.
3. Issues and challenges by the SHS girl scouting should be addressed for the development of the said organization.
4. The girl Scout Organization in the province of Batangas may coordinate with the government and non-government offices for materials and equipment girl scout council needs during encampment.
5. The proposed project may be reviewed, revised and later used by the Girl Scout of the Philippines as it is revitalizing the program for the holistic development of its members.
6. A similar study using other variables may be conducted in other SHSs or even JHSs within or outside Batangas province.

## References

- [1] Adeyemi, L., & Idoko, M. (2011). Developing local capacity for project management--key to social and business transformation in developing countries. Paper presented at the PMI Global Congress
- [2] Annu, S., & Sunita, M. (2013). Impact of extracurricular activities on students in private school of Lucknow District. 2(6), 92-94. Retrieved: September 16, 2014 from [http://www.ijhssi.org/papers/v2\(6\)/Version-1/O0261092094.pdf](http://www.ijhssi.org/papers/v2(6)/Version-1/O0261092094.pdf).
- [3] Arabaci, İ. B., & Akgül, D. (2011, October). Elementary school students' views towards the social club activities (sample of Bitlis city). Paper presented at the V. International Symposium on Computer and Educational Technology, Firat University, Elazığ, Turkey.
- [4] ASDE Scouts de España. (2011). Madrid, Spain.
- [5] Bakhri, S.; Fibrianto, A.S. (2018). Hubungan Kegiatan Ekstrakurikuler Pramuka dengan Tingkat Religiusitas Siswa SMA Negeri 1 Tangen (Perspektif Teori Sistem Sosial Talcott Parsons). *J. Sosiol. Agama*, 12, 67–84.
- [6] Baldwin, S.A.; Hoffmann, J.P. (2010). The dynamics of self-esteem: A growth-curve analysis. *J. Youth Adolesc.*, 31, 101–113.
- [7] Baltes, P. and Schaie, K. (2013). *Life-span developmental psychology*. Burlington: Elsevier Science.
- [8] Betancourt, T.S II. De la Sodiene M. Williamson, J. (2011). Sierra Leone's Child Soldiers: War exposures and mental health problems by gender. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine*. 49-21-8.
- [9] Bjorklund, D. and Causey, K. (2017). *Children's thinking: cognitive development and individual differences*. 6th ed. Sage Publications.
- [10] Campbell, A. (2016). *Girl Scouts: Still mostly white*. The Atlantic.
- [11] Dubois, D.L.; Bull, C.A.; Sherman, M.D.; Roberts, M. (2011) Self-esteem and adjustment in early adolescence: A social-contextual perspective. *J. Youth Adolesc.*, 27, 557–583.
- [12] Elias, M. and Haynes, N. (2010). Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*, 23(4), pp.474-495.
- [13] Eun-Gui Kim. (2018). Initial results of a study show that scouting improves young people's adaptability. *Asia-Pacific Scout*.
- [14] Fulquez, S.C. (2011). *La Inteligencia Emocional y el Ajuste Psicológico: Un Estudio Transcultural*; Universidad de Ramón Llul: Barcelona, Spain.
- [15] Gage A. (2013). Association of child marriage with suicidal thoughts and attempts among adolescent girls in Ethiopia. *Journal of Adolescent Health* 52:654 – 6.
- [16] George Washington Academy (2014). Clubs and community service. Retrieved June 14, 2014, from [http://www.operationsmile.org/get\\_involved/student-youthprograms/student-clubs-and-associations.htm](http://www.operationsmile.org/get_involved/student-youthprograms/student-clubs-and-associations.htm)
- [17] Gialamas, S., & Pelonis, P. (2015). Connecting with college education: a holistic approach. Retrieved from <http://www.g-morfosis.gr/faculty-leadership/connecting-with-collegeeducation-a-holistic-approach/>.
- [18] Gibson, G., Wang, Y., Cho, C., & Pappas, M. (2012). What is project planning, anyway?. *Journal of management in engineering*, 22(1), 35-42.
- [19] Girl Scout Impact Study. (2017). Girl Scout Research Institute. Retrieved from: [https://www.girlscoutsgateway.org/en/aboutcouncil/news/2017/the\\_impact\\_of\\_girl\\_s.html](https://www.girlscoutsgateway.org/en/aboutcouncil/news/2017/the_impact_of_girl_s.html).
- [20] Girl Scouts of America. (2012). *Girl scouting works: The alumnae impact study*. New York, New York.
- [21] Goñi, A.; Esnaola, I.; Ruíz de Azua, S.; Rodriguez, A.; Zulaika, L.M. (2011). Autoconcepto físico y desarrollo personal: Perspectivas de investigación. *Rev. de Psicodidáctica*. 15–16, 7–62.
- [22] Gray, C. and MacBlain, S. (2015). *Learning theories in childhood*. 2nd ed.
- [23] Gupta, Amresh (2017): "Project appraisal and financing" (pp. 21-23).
- [24] Hallman K, Kenworthy N, Diers J, Swan N, Devnarain B. (2015). 'The shrinking world of girls at puberty: violence and gender-divergent access to the public sphere among adolescents in South Africa'. *Global Public Health* 10: 279 – 95.
- [25] Hoppers, W. (2011). Meeting the learning needs of all young people and adults: an exploration of successful policies and strategies in non-formal education, background paper for the education for all global monitoring report; UNESCO: Paris, France.
- [26] Jones N., Harper C, Watson C et al. (2010). *Stemming Girl's Chronic Poverty: Catalysing Development Change by Building Just Institutions*. London: Chronic Poverty Research Centre Publication.
- [27] Kamla Modi, Judy Schoenberg, and Kallen Tsikalas. (2012). *Girl Scout Research Institute. Girl Scouts of the USA. Youth organizations and positive development: lessons learned from a century of girl scouting*.
- [28] Kohlberg, L. (2010). The development of children's orientations toward a moral order. *Human Development*, 51(1), pp.8-20.
- [29] Ledford, M. K., Lucas, B., Dairaghi, J., and Ravelli, P. (2013) "Youth empowerment: the theory and its implications". youth empowered solutions. Accessed December 6, 2013 from [http://www.youthempowerededsolutions.org/wpcontent/uploads/2013/11/Youth\\_Empowerment\\_Theory\\_and\\_Its\\_Implementatn.pdf](http://www.youthempowerededsolutions.org/wpcontent/uploads/2013/11/Youth_Empowerment_Theory_and_Its_Implementatn.pdf)
- [30] London: Sage. Karsberg, Å. (ed.) (2011) *Ledaren – gör dig redo*. Stockholm: Svenska Scoutrådet.
- [31] Loyola L. A. (2019). Understanding holistic development and wellness: the student leaders' perspectives De La Salle University, Philippines.
- [32] Lynch, A.D.; Ferris, K.A.; Burkhard, B.; Wang, J.; Hershberg, R.M.; Lerner, R.M. (2016). Character development within youth development programs: exploring multiple dimensions of activity involvement. *am. j. community psychol.* 57, 73–86.
- [33] Massoni, E (2013). Examining the effects of extracurricular activities in academic achievement.
- [34] Mills, S. (2013). An introduction in good citizenship': scouting and the historical geographies of citizenship education". *Transactions of the Institute of British Geographers*. Vol. 38, No. 1, pp. 120-134
- [35] Morland, L. (2010). *Scoutdocs*. World Organization of the Scout Movement.
- [36] Oropesa, F. (2014). La influencia del tiempo libre en el desarrollo evolutivo adolescente. *Apuntes de psicología*. Univ. de Sevilla, 32, 235–244.

- [37] Peters, R. (2010). *John Dewey reconsidered*. London: Sage.
- [38] Powell, R., Digidon, N., Harris, B. and Smithson, C. (2014). Correcting the record on Watson, Rayner, and Little Albert: Albert Barger as "Psychology's lost boy". *American Psychologist*, 69(6), pp.600-611.
- [39] Quinlan, K. (2011). Developing the whole student: leading higher education initiatives that integrates the mind and the heart. Leadership Foundation for Higher Education Stimulus Paper. Oxford Learning Institute, University of Oxford, London, England.
- [40] Quintana, J. (2010). El ocio y el tiempo libre desde la animación sociocultural; instituto superior de formación del profesorado: Madrid, Spain.
- [41] Rajamanikam, A. (2016). Scouting and education A. Department of English, RJM Christian College, Ambilikkai, Dindigul, Tamil Nadu, India.
- [42] Ridley, M. (2015, April 1). Student Development (A Personal View). Retrieved from <https://www.orion.on.ca/news-events/student-development-a-personal-view/>.
- [43] Rodríguez, M.P.; Gómez, V.M. (2010). Indicadores al ingreso en la carrera de medicina y su relación con el rendimiento académico. *Rev. de Educ. Super.*, 39, 43-50.
- [44] Scouterna (2013a) "Robert Baden-Powell". Accessed December 3, 2013 from <http://www.scouterna.se/om-scouterna/vad-ar-scouterna/scouthistoria/robert-badenpowell/>.
- [45] Shaw, G. (2019). Expanding beyond the classroom: adopting a holistic focus on student formation. Retrieved from [https://evollution.com/attractingstudents/todays\\_learner/expanding-beyond-the-classroom-adopting-a-holistic-focus-onstudent-formation/](https://evollution.com/attractingstudents/todays_learner/expanding-beyond-the-classroom-adopting-a-holistic-focus-onstudent-formation/).
- [46] Syamsulrizal, A. (2018). The impact of scout coaching on the change of students' behaviour in Muda Senior High Vocational School Aceh Tamiang. *Adv. Soc. Sci. Educ. Humanit. Res.* 1, 251.
- [47] Ubani, E. C., Nwachukwu, C. C., & Nwokonkwo, O. C. (2010). Variation factors of project plans and their contributions to project failure in Nigeria. *American Journal of Social and Management Sciences*, 1(2), 141-149.
- [48] UNICEF. (2011). *The state of the world's children 2011. adolescence: an age of opportunity*. New York: United Nations Children's Fund.
- [49] Vallory, A. 2012, E. El escultismo y el carácter intuitivo de su acción educativa. *Educ. Soc. Rev. de Interv. Socioeducativa* 2012, 50, 80-90.
- [50] WAGGGS (2014a) "Our World". Accessed January 19, 2014 from <http://www.waggs.org/en/world>.
- [51] Wales, P. B. (2016). SCOUTING is a tool for holistic development. Retrieved from: <https://Www.Depedmalaybalay.Net/Articles/Scouting-Is-A-Tool-For-Holistic-Development.Html>.
- [52] WOSM (2010) "Scouting's Gifts for Peace". Accessed December 16, 2013 from [http://www.scout.org/sites/default/files/library\\_files/Gifts\\_for\\_Peace\\_Report\\_0.pdf](http://www.scout.org/sites/default/files/library_files/Gifts_for_Peace_Report_0.pdf).
- [53] WOSM (2013a) "Mission, vision and strategy". Accessed December 21, 2013 from <http://scout.org/brand>.
- [54] WOSM (2013b), "National scout organizations, scouting elsewhere and potential member countries". Accessed January 3, 2014 from <http://www.scout.org/wosm>.
- [55] WOSM (2013b) "National scout organizations, scouting elsewhere and potential member countries". Accessed January 3, 2014 from <http://www.scout.org/wosm>.
- [56] WOSM (2014a) "Scouts across the world". Accessed January 11, 2014 from <http://scout.org/worldmap>.
- [57] WOSM (2014b) "Relief operation by scouts in the Philippines". Accessed January 11, 2014 from <http://scout.org/node/21108>.
- [58] WOSM (2014e), "WOSM Regions". Accessed January 19, 2014 from <http://www.scout.org/node/39>.
- [59] WOSM (2014f), "Scouting for Peace in Afghanistan". Accessed January 23, 2014 from <http://scout.org/node/8720>.
- [60] Zwikael, O. (2010). The relative importance of the PMBOK® Guide's nine Knowledge Areas during project planning. *Project Management Journal*, 40(4), 94-103.