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Implementation of the Scouting Activities on Learners' Social Behaviour Mediated by Leadership Skills

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ABSTRACT

Scouting provides opportunities for leadership development and positive social interaction among elementary learners. This study examined whether leadership skills mediated the relationship between scouting implementation and learners' social behavior in public elementary schools of Inabanga North District during School Year 2026–2027. Data from 69 teachers and 298 learners were analyzed using descriptive statistics, regression, and mediation analysis. Scouting activities were Highly Implemented (M = 4.64, SD = 0.58), with teacher and facilitator operational factors ranking highest and alignment with school operational policies lowest. Leadership skills were Highly Evident (M = 4.45, SD = 0.81), with responsibility and decision-making ranking highest and communication and interpersonal skills lowest. Social behavior was Highly Desirable (M = 4.50, SD = 0.77), with participation and social engagement ranking highest and conflict resolution and emotional regulation lowest. Leadership skills were positively associated with social behavior (B = 0.930, $p < .001$). Scouting implementation had a significant positive direct association with social behavior (B = 0.069, $p = .020$), but its association with leadership skills was nonsignificant (B = 0.122, $p = .272$). Neither the indirect effect (B = 0.113, $p = .273$) nor total effect (B = 0.182, $p = .119$) was significant. Thus, the null hypothesis of no significant mediation was not rejected. The findings describe reported perceptions and associations and do not establish that scouting caused improved learner outcomes. A workplace application plan was proposed to strengthen independent task initiation, confident communication, conflict resolution, and emotional regulation through targeted scouting activities and individualized support.

Keywords: *Scouting Activities; Leadership Skills; Learners' Social Behavior*

INTRODUCTION

In the contemporary educational landscape, the mandate of academic institutions extends far beyond the boundaries of traditional scholastic achievement. Modern educational frameworks increasingly emphasize the holistic development of learners, focusing heavily on cultivating positive social behavior, civic values, and robust leadership capacities alongside core academic competencies. To operationalize this holistic mandate, educational systems globally rely on structured, experiential youth development frameworks that bridge the gap between classroom instruction and real-world application. Among these, the scouting movement stands out as a premier co-curricular program designed to instill discipline, moral character, teamwork, and a deep-seated sense of community responsibility through progressive, hands-on activities.

By moving the learning environment from passive desks to active, collaborative spaces, scouting establishes a continuous trend toward experiential education. This preparation is essential for grooming youth to become proactive, values-driven citizens in an increasingly complex social world. However, a significant

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difference exists between these educational ideals and the empirical realities observed within many modern school environments.

Despite the institutional integration of co-curricular programs, contemporary schools face persistent behavioral issues among learners, characterized by weakening self-discipline, poor interpersonal relationship dynamics, and a localized deficiency in personal and collective accountability.

These behavioral gaps suggest that standard, textbook-centric classroom instruction alone is insufficient to fully nurture the social and affective domains of student development. Furthermore, a critical empirical gap persists in the existing literature. While foundational research documents that scouting correlates with character development, there remains a notable scarcity of rigorous data explaining the precise mechanisms through which these outcomes occur. Specifically, there is insufficient understanding of how participation in scouting activities translates into enhanced social behaviors, leaving the critical mediating role of leadership skills largely unexamined and statistically unverified.

To address these distinct empirical and contextual challenges, this study systematically investigated the operational dynamics of co-curricular frameworks within the specific institutional environment of the Inabanga North District, located in the Second Congressional District of Bohol. The selection of this research site is grounded in the observed need to strengthen learners' holistic development within the locality. The overarching objective of this investigation was to determine the current extent of implementation of scouting activities and to evaluate their direct and indirect influence on learners' social behavior, using leadership skills as a vital mediating variable.

Statement of the Problem

This study examined the mediating role of leadership skills in the relationship between the implementation of scouting activities and learners' social behavior in the public elementary schools of Inabanga North District for the school year 2026-2027.

Specifically, the study sought to answer the following questions:

1. What is the level of implementation of the scouting activities?
2. What is the learners' level of leadership skills in terms of communication and interpersonal skills, responsibility and decision-making skills, and initiative and task management?
3. What is the level of learners' social behavior in terms of respect and courtesy, cooperation and teamwork, conflict resolution, emotional regulation, and participation and social engagement?
4. Do leadership skills of learners significantly mediate the relationship between the level of implementation of the scouting activities and the level of learners' social behavior?
5. What action plan could be proposed based on the findings?

METHODS

Research Design

This study utilized a quantitative non-experimental mediation design using standardized survey questionnaires to assess level of implementation of the scouting activities. Moreover, it determined the learners' level of leadership skills in terms of communication and interpersonal skills, responsibility and decision-making skills, and initiative and task management. It evaluated the level of learners' social behavior in terms of respect and courtesy, cooperation and teamwork, conflict resolution, emotional regulation, and participation and social engagement. Further, it examined whether there is significant relationship between the implementation of scouting activities and the level of learners' social behavior mediated by leadership skills of learners.

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Respondents

This study involved three hundred sixty-seven (367) participants comprising sixty-nine (69) public elementary school teachers handling Grades 4 to 6 and two hundred ninety-eight (298) intermediate learners in Inabanga North District, Inabanga, Bohol. The researcher utilized a total enumeration sampling technique to obtain comprehensive and reliable data from the target population in which participants are deliberately selected based on specific characteristics, experiences, or qualifications that are relevant to the objectives of the study. This sampling approach enabled the researcher to identify and include respondents who possessed the necessary knowledge, experiences, and characteristics pertinent to the research variables, thereby ensuring that the data gathered were relevant to the purpose and scope of the study.

Instrument

The study primarily used a modified survey questionnaire comprising three parts, adapted from established instruments of Aurellano, Oreta, and Espiritu (2025) and assessment frameworks in scouting education, leadership development, and social behavior. Necessary modifications would be made to ensure that the questionnaire corresponds with the objectives of the present investigation and appropriately reflects the background of the implementation of scouting activities and learners' social behavior. Data were collected through self-administered questionnaires and analyzed using descriptive, inferential, and content analysis to generate comprehensive findings.

Data Gathering Procedure

After obtaining permission from the Schools Division Office and the principals of the sampled schools, the researcher finalized the validated and reliability-tested questionnaire. A formal request to conduct the study was approved, after which the purpose of the study, the contents of the questionnaire, and the respondents' roles were explained to the School Head. The questionnaire was administered face-to-face, allowing the researcher to clarify items and ensure complete and accurate responses. Completed questionnaires were collected, organized, and prepared for analysis, while ethical considerations such as informed consent, confidentiality and anonymity, voluntary participation, and the right to withdraw were strictly observed throughout the process.

Statistical Treatment

The data gathered in this study were analyzed using appropriate statistical tools. Mean and standard deviation were also used to determine the level of implementation of the scouting activities, learners' level of leadership skills in terms of communication and interpersonal skills, responsibility and decision-making skills, and initiative and task management, and level of learners' social behavior in terms of respect and courtesy, cooperation and teamwork, conflict resolution, emotional regulation, and participation and social engagement. To determine the significance degree of relationship among scouting activities, leadership skills, and learners' social behavior, the Pearson Product-Moment Correlation Coefficient (Pearson *r*) was used. Regression-based mediation analysis using Hayes' PROCESS macro was employed to examine the mediating role of learners' leadership skills in the relationship between scouting implementation and learners' social behavior.

RESULTS AND DISCUSSIONS

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Table 1. *Level of Implementation of Scouting Activities N = 69 teachers*

Dimensions	Mean	SD	Interpretation
A. Teacher and Facilitator Operational Factors	4.67	0.56	Highly Implemented
B. Adherence to Department of Education (DepEd) Policies	4.66	0.55	Highly Implemented
C. Health Standards and Public Safety Protocols	4.63	0.58	Highly Implemented
D. Alignment with School Operational Policies	4.62	0.62	Highly Implemented
Overall Mean	4.64	0.58	Highly Implemented

The overall mean of 4.64 (SD = 0.58) indicated that scouting activities were Highly Implemented across the assessed dimensions. Teacher and Facilitator Operational Factors ranked highest (M = 4.67, SD = 0.56), followed by Adherence to DepEd Policies (M = 4.66, SD = 0.55), Health Standards and Public Safety Protocols (M = 4.63, SD = 0.58), and Alignment with School Operational Policies (M = 4.62, SD = 0.62). These results suggest that teachers generally perceived scouting implementation as well supported by adult facilitation, policy observance, safety measures, and school coordination. However, the difference of only 0.05 between the highest and lowest composite means indicates closely grouped assessments. The rankings are descriptive, as no statistical test of differences among the dimensions was reported.

Specifically, under Health Standards and Public Safety Protocols, observing safety measures during outdoor drills, formations, and campcraft activities received the highest rating (M = 4.75, SD = 0.43), followed by personal hygiene and responsible behavior (M = 4.74, SD = 0.47). Availability and use of hand hygiene and sanitation facilities received the lowest rating (M = 4.41, SD = 0.69), while physical fitness and medical preparation also obtained a comparatively lower rating (M = 4.54, SD = 0.70). Although all indicators were Highly Implemented, the results identify sanitation provision and physical-readiness procedures as areas requiring closer attention. Their larger standard deviations also suggest greater variation in teachers' assessments compared with the highest-rated safety practice.

Regarding Adherence to DepEd Policies, monitoring national guidelines and protecting regular school days for academic learning shared the highest mean of 4.71, with standard deviations of 0.55 and 0.49, respectively. Scheduling major scouting events after quarterly examinations received the lowest rating (M = 4.55, SD = 0.63), although it remained Highly Implemented. These findings suggest that teachers perceived the protection of instructional time and observance of national guidelines as established practices, while examination-related scheduling could benefit from more consistent coordination.

Similarly, under Alignment with School Operational Policies, requiring written parental or guardian permission received the highest rating (M = 4.74, SD = 0.53), followed by maintaining academic attendance (M = 4.72, SD = 0.48). Basic fitness checks received the lowest rating (M = 4.48, SD = 0.70), closely followed by submission of academic requirements before participation (M = 4.49, SD = 0.72). The findings highlight parental authorization and academic attendance as perceived strengths, while readiness checks and completion of academic requirements represent practical priorities for improvement.

Meanwhile, under Teacher and Facilitator Operational Factors, balancing teaching responsibilities with scouting facilitation ranked highest (M = 4.72, SD = 0.57), followed by helping learners manage their schedules (M = 4.71, SD = 0.49). Assessing learners' individual strengths and areas for growth received the lowest rating (M = 4.55, SD = 0.61), although it remained Highly Implemented. This pattern suggests that teachers perceived adult coordination and schedule management favorably, while recognizing room to strengthen support that responds to individual learners' needs.

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These findings may be understood through Bandura's Social Learning Theory (1977), which emphasizes learning through observing models and their actions. The theory is particularly relevant to the prominence of teacher and facilitator involvement because scouting leaders can model responsible conduct, safety awareness, respectful interaction, and time management. From this perspective, the favorable facilitator ratings suggest the perceived presence of
conditions that may support observational learning. Nevertheless, the study's implementation ratings did not directly establish whether learners observed, adopted, or sustained the behaviors modeled by adults.

A related perspective is provided by Hershberg et al. (2015), who conducted five focus groups involving 46 Boy Scouts of America program leaders. They found that leaders believed they supported positive youth development through caring relationships and opportunities for young people to participate in and lead skill-building activities. Their findings complement the present study's favorable assessment of adult facilitation and suggest the value of combining organized activities with supportive relationships and opportunities for individual growth. However, the study concerned leaders' perceptions in the United States and does not demonstrate equivalent outcomes in Inabanga North District.

Table 2. *Learners' Level of Leadership Skills N = 298*

Dimensions	Mean	SD	Interpretation
A. Responsibility and Decision-Making Skills	4.53	0.75	Highly Evident
B. Initiative and Task Management	4.42	0.84	Highly Evident
C. Communication and Interpersonal Skills	4.40	0.85	Highly Evident
Overall Mean	4.45	0.81	Highly Evident

The overall mean of 4.45 (SD = 0.81) indicated that learners' leadership skills were Highly Evident. Responsibility and Decision-Making Skills ranked highest (M = 4.53, SD = 0.75), followed by Initiative and Task Management (M = 4.42, SD = 0.84) and Communication and Interpersonal Skills (M = 4.40, SD = 0.85). These findings suggest that learners generally reported favorable leadership behaviors across the assessed dimensions. Nevertheless, three individual indicators were interpreted as Evident, identifying specific skills that required further support. The dimension rankings are descriptive, as no statistical test established significant differences among their means.

Within Communication and Interpersonal Skills, respecting classmates and leaders received the highest rating (M = 4.75, SD = 0.60), followed by listening when others were speaking (M = 4.61, SD = 0.74). Speaking confidently received the lowest rating (M = 4.11, SD = 0.94), followed by speaking appropriately in different situations (M = 4.13, SD = 0.91). Both were described as Often and interpreted as Evident. This pattern suggests that respectful interaction and attentive listening were more consistently reported than confident expression and situational communication. Accordingly, learners may interact courteously while still needing guided opportunities to express ideas before others and adapt their communication to different settings.

Turning to Responsibility and Decision-Making Skills, following safety rules received the highest rating (M = 4.82, SD = 0.50), followed by following scouting rules (M = 4.72, SD = 0.57). Using time wisely ranked lowest (M = 4.34, SD = 0.77), followed by keeping the group area orderly (M = 4.41, SD = 0.86), although all indicators remained Highly Evident. These results highlight adherence to established expectations as a strength, while suggesting that time management and organization warrant continued attention. Following rules represents one aspect of responsibility, but it should not be treated as sufficient evidence of independent decision-making in unfamiliar situations.

With respect to Initiative and Task Management, taking part in group activities ranked highest (M = 4.59, SD = 0.74). Planning before starting a task and helping the group complete a task shared a mean of 4.55, with standard deviations of 0.75 and 0.80, respectively. Starting tasks without reminders received the lowest rating (M

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= 3.94, SD = 1.10), interpreted as Evident, and showed the greatest response variation across the leadership indicators. Finishing tasks on time also received a comparatively lower rating (M = 4.31, SD = 0.91), although it remained Highly Evident. The findings suggest that participation in group activities was more consistently reported than independent task initiation. The greater variability in the latter, however, does not establish why learners differed in their responses.

From a theoretical perspective, these results may be interpreted through Katz's Skills Approach to Leadership (1955), which identifies technical, human, and conceptual skills as developable foundations of effective leadership. Human skills are particularly relevant to the learners' respectful interaction, listening, and cooperation, while the emphasis on developable competencies provides a useful perspective on the comparatively lower communication and task-management ratings. Applied to the present findings, the approach suggests treating confident speaking, planning, and independent action as skills that can receive focused practice. This interpretation extends a framework originally developed for administrators; the questionnaire dimensions do not directly correspond to Katz's three categories, and the results do not test his framework.

Evidence concerning guided leadership opportunities comes from Hershberg et al. (2015), who conducted five focus groups involving 46 Boy Scouts
of America program leaders. They found that leaders believed caring relationships and opportunities for young people to participate in and lead skill-building activities supported development, including confidence. Their study provides a relevant perspective on the present combination of strong group participation and comparatively lower confident speaking. It offers a rationale for providing supported speaking roles, rotating leadership responsibilities, and individual feedback. These recommendations remain implications drawn from related research rather than intervention effects demonstrated among the current participants.

Complementing this perspective, Larson (2000) identified structured voluntary activities as promising settings for developing initiative because they can combine personal motivation with focused effort. This literature is closely related to the distinction between joining group activities and beginning tasks independently. In the present study, the favorable participation rating did not eliminate the comparatively lower rating for starting tasks without reminders. Larson's discussion therefore provides a rationale for offering learner-managed responsibilities and opportunities to sustain effort toward a goal. Given its primary focus on adolescent development, application to elementary learners should involve age-appropriate tasks and gradual reductions in adult prompting.

Table 3. *Learners' Level of Social Behavior N = 298 learners*

Dimensions	Mean	SD	Interpretation
A. Participation and Social Engagement	4.59	0.72	Highly Desirable
B. Respect and Courtesy	4.57	0.74	Highly Desirable
C. Cooperation and Teamwork	4.51	0.77	Highly Desirable
D. Conflict Resolution and Emotional Regulation	4.35	0.83	Highly Desirable
Overall Mean	4.50	0.77	Highly Desirable

The reported overall mean was 4.50, with a reported SD of 0.77, interpreted as Highly Desirable. Participation and Social Engagement ranked highest (M = 4.59, SD = 0.72), followed by Respect and Courtesy (M = 4.57, SD = 0.74), Cooperation and Teamwork (M = 4.51, SD = 0.77), and Conflict Resolution and Emotional Regulation (M = 4.35, SD = 0.83). All dimensions and indicators were Highly Desirable.

In terms of Respect and Courtesy, respecting others' belongings received the highest rating (M = 4.61, SD = 0.69). Listening when others were speaking and showing good manners shared the lowest mean of 4.54, with SDs of 0.81 and 0.74, respectively. These closely grouped ratings indicate favorable reported behavior throughout the dimension.

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As to Cooperation and Teamwork, helping classmates when they needed assistance ranked highest (M = 4.60, SD = 0.69), while sharing materials ranked lowest (M = 4.39, SD = 0.79). Treating classmates kindly also received a comparatively lower rating (M = 4.48, SD = 0.85).

For Conflict Resolution and Emotional Regulation, using kind words when problems occurred ranked highest (M = 4.50, SD = 0.73). Controlling emotions when upset ranked lowest (M = 4.21, SD = 0.85), followed by remaining patient with classmates (M = 4.31, SD = 0.88) and avoiding arguments (M = 4.32, SD = 0.87).

Lastly, Participation and Social Engagement, making friends ranked highest (M = 4.69, SD = 0.64), while participating in classroom discussions ranked lowest (M = 4.49, SD = 0.84). Joining group activities (M = 4.62, SD = 0.68) and enjoying time with classmates (M = 4.60, SD = 0.72) also received favorable ratings.

The results indicate favorable self-reported social interaction, with friendship formation, participation, respect for belongings, and helping classmates emerging as relative strengths. Nonetheless, high ratings for social engagement should not be assumed to imply equally strong emotional regulation.

Conflict Resolution and Emotional Regulation was the lowest-rated dimension, and controlling emotions when upset was the lowest-rated social-behavior indicator. The pattern suggests that learners reported using respectful language more frequently than managing their emotional reactions. Guided practice in recognizing emotions, pausing before responding, and resolving disagreements may therefore address a relative need within otherwise positive ratings.

Sharing materials and contributing to classroom discussions were additional areas for reinforcement. Shared-resource activities may provide opportunities to practice cooperation, while guided discussions may help learners move from comfortable peer interaction to more active classroom contribution. These findings concern comparative ratings and do not establish statistically significant differences among dimensions or indicators.

Because the responses were self-reports, the results should be understood as learners' accounts of their behavior rather than direct observation of every interaction. They do not demonstrate that scouting caused the reported social behaviors or establish changes in those behaviors over time.

CASEL's framework in 2020 links social awareness with understanding others and recognizing social expectations, and relationship skills with communication and supportive interactions. These concepts provide a relevant interpretation of the favorable respect, friendship, and participation ratings. Self-management and constructive conflict resolution also offer a conceptual basis for addressing the weaker emotional-regulation findings.

Wang et al. (2015), in a five-wave longitudinal study of Cub Scouts and non-Scout boys, reported increases in Scouts' self-rated helpfulness and kindness, among other attributes. This is relevant to the helping behaviors assessed in the present study, while the lower sharing rating indicates that different cooperative behaviors may still require distinct support. The longitudinal United States study differs from the present assessment and cannot establish the source of its favorable ratings.

Furthermore, Durlak et al. (2011) synthesized 213 school-based social and emotional learning programs and found improvements in social and emotional skills and behavior compared with control groups. This intervention evidence supports structured practice as a possible response to the lower emotional-control and conflict-management ratings. It does not show that the scouting activities assessed here produced the same effects.

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Table 4. *Mediation Analysis of Leadership Skills*

Regression Analysis	Estimate (B)	SE	z-value	*p*-value
Social Behavior ~ Scouting Implementation	0.069	0.030	2.323	.020
Leadership Skills ~ Scouting Implementation	0.122	0.111	1.098	.272
Social Behavior ~ Leadership Skills	0.930	0.035	26.750	<.001
Mediation Analysis	**Estimate (B)**	**SE**	**z-value**	***p*-value**
Direct Effect (Scouting Implementation → Social Behavior)	0.069	0.030	2.323	.020
Indirect Effect (Scouting Implementation → Leadership Skills → Social Behavior)	0.113	0.103	1.096	.273
Total Effect	0.182	0.117	1.559	.119

The regression results revealed that scouting implementation had a significant positive association with social behavior while controlling for leadership skills (B = 0.069, SE = 0.030, z = 2.323, p = .020). This indicates that higher scouting implementation scores were associated with more desirable social behavior after accounting for leadership skills. However, scouting implementation was not significantly associated with leadership skills (B = 0.122, SE = 0.111, z = 1.098, p = .272). Thus, the data provided insufficient evidence that differences in scouting implementation corresponded to differences in learners' leadership skills.

Furthermore, leadership skills had a significant positive association with social behavior while controlling for scouting implementation (B = 0.930, SE = 0.035, z = 26.750, p < .001). Learners with higher leadership skills scores therefore tended to demonstrate more desirable social behavior. This finding suggests that leadership competencies are relevant to learners' social functioning, although the statistical association alone does not establish that leadership skills caused improvements in behavior.

These regression findings are consistent with Wang et al. (2015), whose longitudinal study found significant increases in Scouts' self-reported helpfulness, kindness, obedience, and trustworthiness across five measurement periods. These attributes are relevant to positive social behavior and provide empirical support for the favorable association between scouting implementation and learners' social behavior in the present study. Nevertheless, their research examined participation and developmental change rather than the specific implementation measure used here; therefore, the findings support the broader relationship without establishing an identical effect.

Similarly, Leadbeater et al. (2016) found that increases in children's prosocial leadership and teachers' expectations of social responsibility were associated with subsequent declines in aggression, peer victimization, and emotional problems. Their findings support the relevance of leadership qualities to positive social adjustment among elementary learners. Meanwhile, Lynch et al. (2016) found that engagement was the strongest and most frequent predictor of improvements in moral and performance character among Scouts. Although their study did not directly test the present leadership pathway, it suggests that learners' interest, effort, and engagement may help explain developmental outcomes beyond general measures of program implementation.

Turning to the mediation analysis, scouting implementation retained a significant positive direct association with social behavior (B = 0.069, SE = 0.030, z = 2.323, p = .020). However, leadership skills did not exhibit a statistically significant mediating effect (B = 0.113, SE = 0.103, z = 1.096, p = .273).

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Consequently, leadership skills did not significantly mediate the relationship between scouting implementation and learners' social behavior, and the null hypothesis of no significant mediation was not rejected. Although leadership skills were significantly associated with social behavior, the estimated indirect pathway did not provide sufficient evidence that scouting implementation was associated with social behavior through leadership skills.

Additionally, the total effect was positive but not statistically significant ($B = 0.182$, $SE = 0.117$, $z = 1.559$, $p = .119$). The significant direct effect and nonsignificant total effect refer to different estimates with different standard errors and are therefore not contradictory. The findings support a significant conditional association between scouting implementation and social behavior, while providing insufficient evidence for either the proposed indirect effect or the total association at the .05 significance level.

This interpretation is supported by Zhao et al. (2010), who emphasized evaluating the indirect effect when determining whether mediation is supported. Their framework distinguishes a significant direct effect accompanied by a nonsignificant indirect effect as a pattern of "direct-only non-mediation." Accordingly, the present results should not be described as partial mediation merely because scouting implementation and leadership skills were both significantly associated with social behavior. Rather, the proposed mediating role of leadership skills was not supported by the reported indirect-effect test.

Findings

The findings suggest that scouting activities were highly implemented but sanitation, physical-readiness checks, academic requirements, and individualized assessment needed further improvement. and practices are always applied in instructional quality. Learners' leadership skills were highly evident yet independent task initiation and confident, appropriate communication required support. Learners' performance, represented by class general average, was predominantly benchmarking and Learners' social behavior was highly desirable. It was found out that Scouting implementation had a significant positive direct association with learners' social behavior, and leadership skills were also significantly and positively associated with social behavior. However, scouting implementation was not significantly associated with leadership skills, and the indirect effect was nonsignificant.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the scouting activities were highly implemented and learners' leadership skills were highly evident. The findings also suggest that learners' social behavior was highly desirable. Leadership skills did not significantly mediate the relationship between scouting implementation and learners' social behavior; therefore, the null hypothesis of no significant mediation was not rejected. Although scouting implementation had a significant positive direct association with social behavior and leadership skills were positively associated with social behavior, scouting implementation was not significantly associated with leadership skills, and its total effect was nonsignificant. These findings informed a proposed action plan prioritizing leadership enhancement through learner-led tasks, guided communication activities, individualized support, and regular monitoring. As the results reflect reported perceptions and statistical associations, they do not establish causation. The greatest realization is that the value of scouting lies not only in how well activities are implemented, but also in the meaningful opportunities they provide for learners to take initiative, communicate confidently, and lead responsibly.

To address these gaps, the school administrators and scouting facilitators may improve sanitation facilities, strengthen physical-readiness checks, coordinate academic requirements, and conduct individualized assessments to address the lower-rated scouting implementation practices. Teachers and scouting facilitators are advised to assign learner-led tasks with gradually reduced reminders and provide guided presentations and situational speaking activities to strengthen independent task initiation and confident, appropriate communication. Scouting facilitators are enjoined to conduct role-playing on peaceful disagreement, respectful dialogue, guided breathing exercises, and reflection activities to strengthen conflict resolution and emotional regulation.

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