The Fundamental purpose of this study was to develop and validate a handbook to revitalize the scouting program in the elementary schools. Specifically, the study aimed to: 1. determine the scouting activities organized by the schools involved in the study; 2. determine the extent of attainment of the objectives of scouting; 3. identify the best practices of the schools in scouting; 4. identify the problems encountered by the boy scouts, district scout coordinators and school scout masters in the implementation of the scouting program; 5. determine the content validity of the handbook in terms of its over-all framework, objectives, contents and activities.

The study used the research and development of R and D (often called research and development) The major steps in the R and D cycle followed by the researcher in developing the handbook are the following: 1. preliminary preparation which includes bibliographical research; 2. survey of scouting activities, best practices and problems; 3. development of the handbook; 4. Revision of the preliminary draft; 5. content validation of the handbook; and 6. refinement of the handbook.

Involved as respond of the study both in the survey of activities, best practices and problems were scout leaders, district scout coordinators and school administrators and parents. The data were gathered with the use of questionnaire – a five-point evaluation questionnaire developed and validated by the researcher to determine the scouting activities implemented in the elementary schools and the extent of attainment of the objectives of scouting. The questionnaire also include open-ended questions that determined the best practices and problems encountered by the scout leaders in the different scouting activities. The study means and frequency counts in the statistical treatment of data. Weighted, composite and overall means were used to describe the results of the survey and validation of the handbook.
The following are the significant findings of the study:

The results of the survey showed that leadership training, character development and physical fitness activities are undertaken by the schools. The leadership training activities include organizing patrols, attending group meetings, hiking and participating in advancement programs. Activities provided to the scouts for character development are spiritual activities, citizenship training, community service projects, community projects and celebrations. The physical fitness activities include personal development, adventure trails, pioneering, using simple camping tools, cooking, camp health, camp preparation, clean-up, finding direction, fire building, first aid, gazing, map reading and sketching.

Majority of the activities for leadership, character and physical fitness development were sometimes done as shown by the obtained scores of 3.47, 2.90, and 3.30, respectively described as attained.

The best practices by the researcher include involvement of scouts in community activities and projects, community programs, symposia and workshops, conservation projects and activities, community clean and green program, parades and programs. The best practices when it comes to the development of physical fitness include exercises and outdoor activities, cooking, observing proper diet programs and participation in outdoor activities.

The identified problems and concerns affecting scouting include financial, non-cooperation of parent and scouts, security of scouts, lack of discipline, lack of time, transportation and lack of materials needed for outdoor activities.

The specific sections of the handbook include the following: 1. Introduction to scouting which includes the requirements of the membership, essentials of scouting, ideals of scouting; 2. Activities for character, leadership skills, and physical fitness development and; 3. Each unit has a set of objectives, guide questions, practice tests, answer to guide questions, and list of references.

An analysis of the data gathered during the content validation reveals that computed means of the panel of experts’ evaluation of the four essential elements of the handbook – overall framework, objectives, content activities range from 4.70 to 4.86 with the descriptive rating of excellent, thereby showing the evaluators’ favorable response to the handbook.
Consequent to the foregoing findings the following conclusions are drawn:

The scouting programs adopted by the schools in the two school divisions: 1. provide varied activities for the boy scouts’ leadership, character and physical fitness development; 2. have achieved attained or satisfactory level of performance due to the limited number of activities provided; 3. Include best practices but the researcher considered their practices regular not special.

The boy scouts and their leaders encountered problems in their activities that can be avoided if the solutions offered are implemented.

The handbook contains some leadership, character development, and physical fitness activities, best practices and suggestions to further improve the schools’ scouting programs.

The theories on “cooperative learning”, principle of practice and “learning by doing” this research is grounded when adopted in the different scouting activities can lead to a more vitalized scouting program contributive to the development of well-rounded, disciplined and more useful individuals.

With the rating of 4.75 on the content validity of the handbook, it is concluded that the handbook satisfies the requirement of a guidebook necessary for the effective implementation of scouting activities in the elementary school. Undoubtedly, the handbook contributes to achieve the goal of scouting through adventure, challenge and fellowship, the development of leadership and character strengthening of moral and spiritual values and the development of Filipino citizens who are physically and emotionally fit.