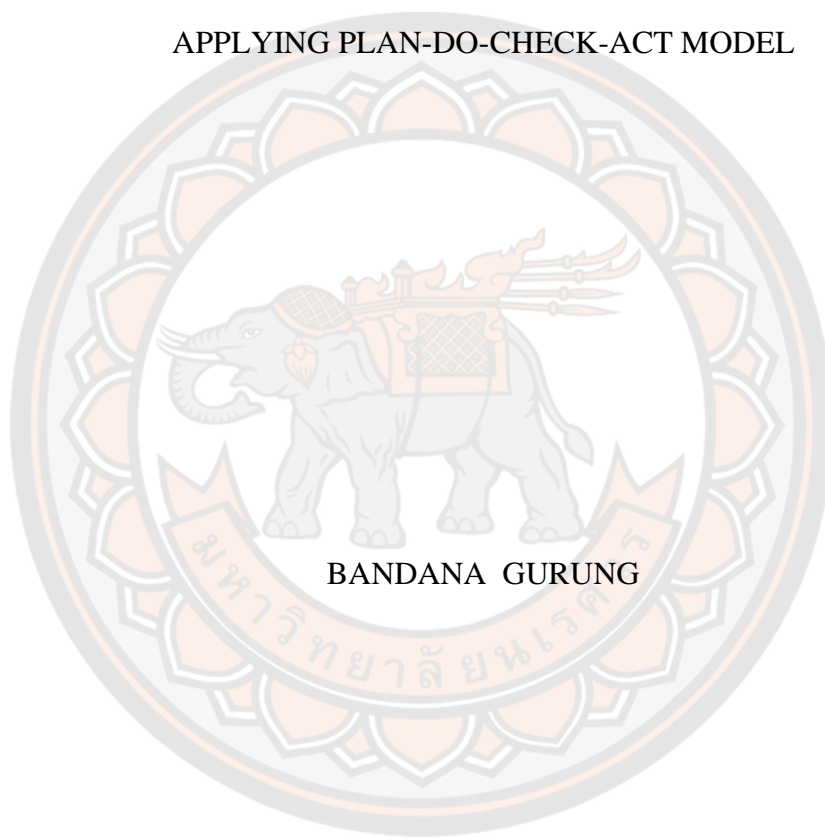EFFECTIVE MANAGEMENT OF SCHOOL SCOUTING PROGRAM BY
APPLYING PLAN-DO-CHECK-ACT MODEL

BANDANA GURUNG

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in (Educational Administration)
2020

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Thesis entitled "Effective Management of School Scouting Program by Applying
Plan-Do-Check-Act Model"

By BANDANA GURUNG

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for the Master of Education in Educational Administration of Naresuan University

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Academic Paper	Thesis M.Ed. in Educational Administration, Naresuan University, 2020
Keywords	Management, Scouting Program, Scout Leader, Bhutan

ABSTRACT

The purposes of this research were: (1) to study the management of the scouting program in schools under the Central Region, Bhutan, (2) to compare the management of the scouting program in schools under the Central Region, Bhutan as classified by gender of scout leaders and levels of school, and (3) to study the guidelines to enhance the management of the scouting program in schools in Bhutan.
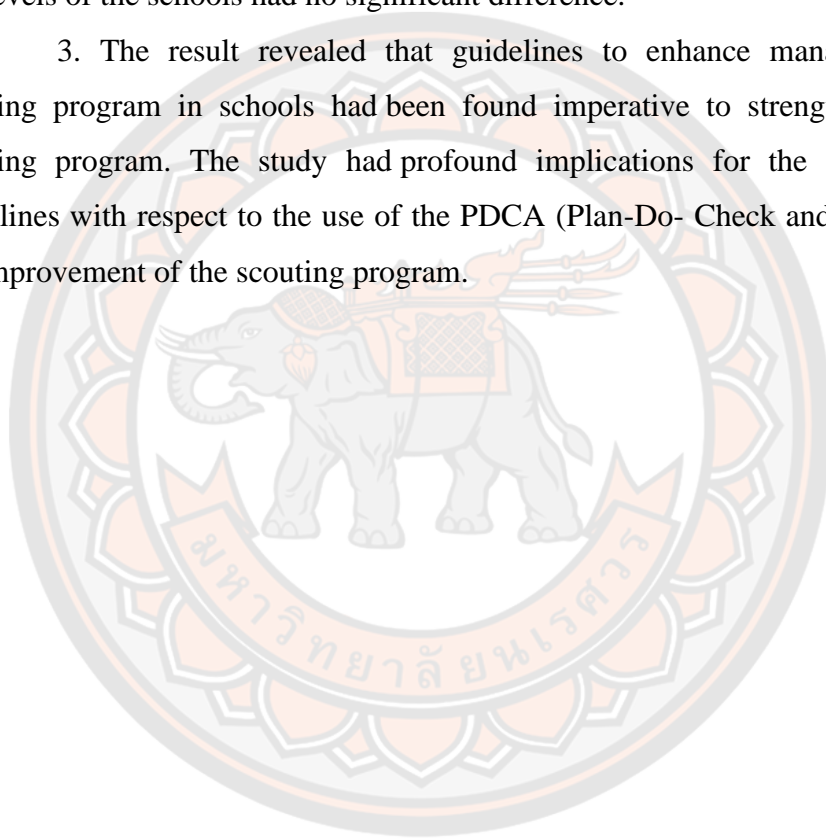
The sample for the study comprised 178 scout leaders who worked in schools under the Central Region, Bhutan in 2019. The research instrument was the questionnaire from the literature review and management of the school scouting program. A rating scale of 5 measurement levels was used for the response format. Statistical techniques used for data analyses were frequency, percentage, arithmetic mean, standard deviation, and t-test.

This study identified the importance of the school scouting program and reports the findings of a mixed-mode study involving the development of guidelines to enhance effective management of the scouting program in schools in Bhutan. Applying the PDCA (Plan-Do- Check and Act) model, the research catered to study the management of scouting program using 178 scout leaders and 4 experts in the field of scouting. The researcher used quantitative and qualitative methods to collect data that were subjected to statistical analyses. The result analyses by the participating scout leaders and experts revealed that guidelines to enhance effective management of the scouting program in schools had been found imperative to strengthen the school

scouting program. This study thus made significant contributions to the management of school scouting program literature extending it to the school-based youth programs in the Bhutanese education context and beyond.

The findings were as follows:

1. The result showed that the overall level of agreement of the respondents on the management of the scouting program was at an agreed level.

2. The result showed that the overall differences in gender of scout leaders and levels of the schools had no significant difference.

3. The result revealed that guidelines to enhance management of the scouting program in schools had been found imperative to strengthen the school scouting program. The study had profound implications for the development of guidelines with respect to the use of the PDCA (Plan-Do- Check and Act) model for the improvement of the scouting program.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

AFD	=	Administration and Finance Division
BSA	=	Bhutan Scouts Association
BCSE	=	Bhutan Certificate for Secondary Education
BCSEA	=	Bhutan Council for School Examinations and Assessment
DSE	=	Department of School Education
DYS	=	Department of Youth and Sports
DAHE	=	Department of Adult and Higher Education
ECCD	=	Early Childhood Care and Development
HRD	=	Human Resources Division
IAU	=	Internal Audit Unit
ICD	=	Information and Communication Division
MoE	=	Ministry of Education
NATCOM	=	Bhutan National Commission for UNESCO
PLCs	=	Professional Learning Centres
PPD	=	Policy and Planning Division
PDCA	=	Plan-Do- Check and Act
PDSA	=	Plan-Do-Study and Act
REC	=	Royal Education Council
RGoB	=	Royal Government of Bhutan
SEN	=	Special Educational Needs
SMB	=	School Management Board
SMT	=	School Management Team
SCED	=	Scouts and Cultural Education Division
SPBD	=	School Planning and Building Division

CHAPTER I

INTRODUCTION

Rationale of Study

Education is an empowering tool for the wholesome development of an individual. "We live in a fast-changing world and producing more of the same knowledge and skills will not suffice to address the challenges of the future. A generation ago, teachers could expect that what they taught would last their students a lifetime. Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise" (Schleicher, 2019).

Bhutan Vision 2020 emphasizes a holistic approach to education. The document also envisages an education that inculcates an awareness of the nation's unique cultural heritage and ethical values as well as universal values that develop the capacity of the young people. This requires a system of wholesome education that grooms the citizens to become knowledgeable, skillful, creative, enterprising, mindful, reflective, confident, and capable of responding to the emerging global challenges and who make a conscious effort to uphold the traditional values of the nation (Ministry of Education [MoE], 2014).

The Royal Government of Bhutan (RGoB) considers education as the most important aspect in the development of the country. Education has played a central role in the social, economic, political, cultural, intellectual and environmental development of the country to give it a distinct identity as a small, peaceful, progressive and happy nation (MoE, 2014).This is why the education sector has always been given high priority in all developmental plans.

There is an education sector in every district of the country which coordinates and implements the approved five-year plan activities. The sector looks into the school management, including school construction and maintenance, supply of teaching and learning materials, deployment of teachers within the district and implementation of national policies. At the school level, the school administration

remains as the sole responsibility of the principal supported by vice principal(s). All schools have uniform governance and management structure.

The management of school is supported by School Management Board (SMB) whose decisions are executed by School Management Team (SMT) consisting of the principal as the chair, vice principal, and teachers who hold key responsibilities (MoE, 2014).

The Principal looks after the overall management of the school and the vice principals usually head academic and non-academic affairs. The non- academic affairs include the extra-curricular activities which play a vital role in Bhutanese education system because they contribute to the achievement of 'wholesome education' goals. Such activities provide moral and value education to students through various programs such as mindfulness and meditation, games and sports, clubs, cultural activities, counselling, and scouting. Through moral education, the students are expected to become better citizens.

Scouting in Bhutan started in 1996 as one of the channels to promote value education among the students. Bhutan Scouts Association, since its inception, has been making all concerned efforts to expand the Scout Program in every part of the Kingdom so that all Bhutanese youth can benefit from this program" (Bhutan Scout Association [BSA], 2018). It is a dynamic worldwide educational youth movement that offers youth with value based educational program. "The core aim of scouting is guiding and empowering young people in attaining their full physical, intellectual, emotional, social and spiritual aptitudes as individuals, as responsible citizens, and members of the local, national and international communities (WOSM, 2017)."

The scouting program in schools in Bhutan is managed by the Scouts and Culture Education Division under the Department of Youth and Sports. The teachers, who are trained as scout leaders run the program at school level administratively supported by the head of schools (BSA, 2019). The scouts are imparted with leadership skills, values, life skills education, personal hygiene, first aid, environmental education, disaster management, physical training, and many other skills to promote character building, citizenship education and personal development.

However, despite being a popular youth program in Bhutan, there are some challenges in managing the Scout Program in the schools. A research on Education Policy Reforms in Bhutan, Yezer (2016) mentions that, "A large number of the principals and teachers agree that extra-curricular activities are running well although a small number of schools felt that they are not able to carry out counseling, scouting and physical education due to the shortage of specialized human resource and facilities in schools and the programs seem to be not implemented uniformly across the schools." K. Wangchuk (2017) in his research, Impact of scouting program in Punakha District, on youth identity and self-esteem stated that, "Despite the efforts made by the schools, scouting is not perceived to be functioning successfully in the schools. Therefore, it calls for a major intervention and support from the concerned agencies both at the District and Ministry level." Another research on Attitude of Youth towards Scouting Program in context to Bhutan, D. Wangchuk (2018) stated that there is inconsistent implementation of standard scouting program across Bhutan and a standard scouting program manual was recommended to be developed and oriented to ensure consistency and uniform program implementation.

So, the main aim of this research is to study the management of Scouting Program in Bhutanese school system using PDCA (Plan-Do- Check and Act) model. The result can be used by the school managers and scout leaders to plan and develop effective strategies in order to strengthen the Scouting Program in the schools.

Purposes of the Study

1. To study the management of Scouting Program in schools in Central Region, Bhutan.

2. To compare the management of Scouting Program in schools in Central Region as classified by gender of scout leaders and levels of school.

3. To study the guidelines to enhance the management of Scouting Program in schools in Bhutan.

Significance of the Study

1. The schools can use Plan-Do- Check and Act (PDCA) model that provides a framework for the improvement of the process or system which was made

popular by W. Edward Deming who is also considered as the father of modern quality control.

2. The study is also expected to inform policy makers to revisit existing policies to further enhance the scouting program and provide long-term benefits to the education system.

3. The outcome of this study will show the current practices of Scouting Program and its management process at the school level. The findings generated from the research can be used to develop effective strategies to further enhance the Scouting Program in the country.

Scope of the Study

    1. Scope of Content

It is focused on the Plan-Do- Check and Act (PDCA) of Scouting Program in schools including the management of school Scouting Program.

    2. Scope of Population and Sample

The target population of the first part of the study comprises scout leaders of Central Region of Bumthang, Sarpang, Trongsa, Tsirang, Zhemgang and Gelephu. There are 320 scout leaders working in schools in Central Region, Bhutan in the academic year 2019. The target group for the second part of the study includes four experts from policy designing, district administration and school management levels in the field of scouting.

    2.1 Population

The districts in Central Region comprises of Bumthang, Sarpang, Trongsa, Tsirang, Zhemgang and also includes Gelephu municipality town. All the schools in these districts and town have Scout Program. There are 320 scout leaders.

    2.2 Sample

The sample for the study was drawn from Primary and secondary schools of Central Region: 35 from Bumthang, 39 from Sarpang, 22 from Tsirang, 33 from Trongsa, 36 from Zhemgang, and 13 from Gelephu Throm. The secondary schools include Lower Secondary, Middle Secondary and Higher Secondary schools. The sample for the schools was identified using stratified random sampling to ensure representatives from each level of school in the region. This study collected data from

the scout leaders of Central Region. The researcher used178 scout leaders working in Primary and Secondary schools in Central Region in the academic year 2019. The sample was calculated with Yamane's Formula (Yamane, 1973).
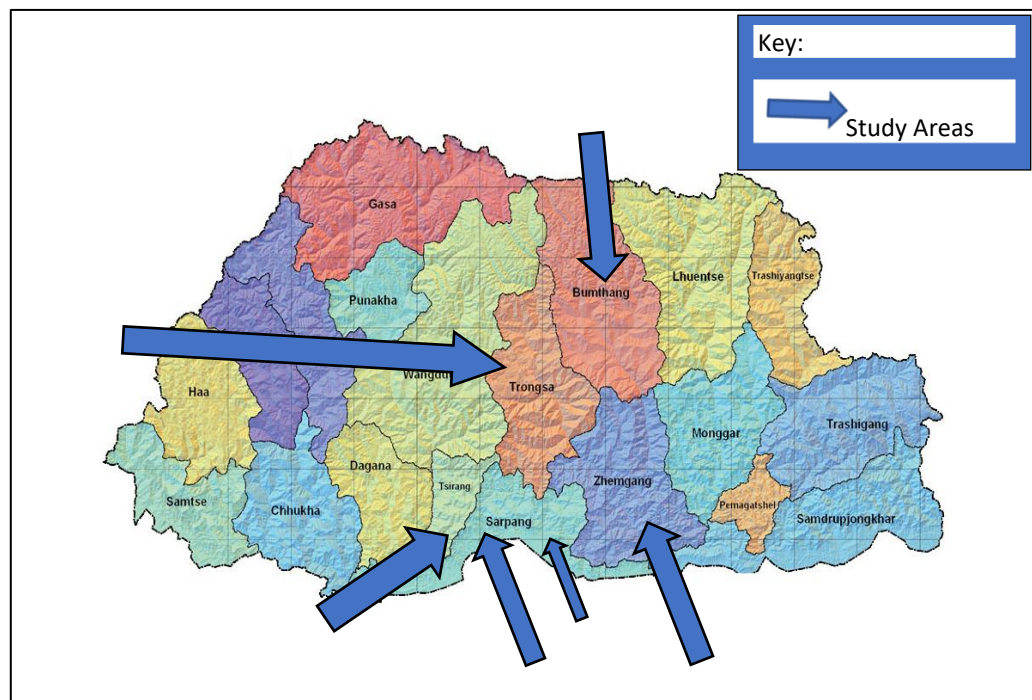
Figure 1 Study Areas (Central Region, Bhutan)

Source: www.ecb.bt/MAPNA2017

3. Scope of Variables

The variables of this research consisted of the following:

3.1 Independent Variables

3.1.1 Gender

1) Male

2) Female

3.1.2 Levels of school

1) Primary School

2) Secondary School

3.2 Dependent Variables

3.2.1 Management of Scouting Program in schools consisted of the following:

1) Plan of Scouting Program

2) Do of Scouting Program

3) Check of Scouting Program

4) Act of Scouting Program

3.2.2 Guidelines to Enhance the Management of Scouting Program

1) Plan of Scouting Program

2) Do of Scouting Program

3) Check of Scouting Program

4) Act of Scouting Program

Limitation of the study

The study has some limitations in respect to its scope and methodology. The field survey covered schools of Central Region; Bumthang, Sarpang, Trongsa, Tshirang, Zhemgang, and Gelephu. The information collected with the help of the questionnaires was limited to only the scout leaders in the sampled districts. It was not possible for "observation" and stay for Troop Meetings in the schools as the schools were closed because of the COVID-19 pandemic. It was also beyond the scope to interview non scout leaders and non-scouts although that would have added another dimension to the study. The schools are spread across the settlements and visiting individual schools to collect information was very difficult due to geographical constraints and the global pandemic.

Definition of Terms

For clarification of understanding, the following definitions are given.

1. Management of Scouting Program in schools is the process in which the School Scouts Association plan and manage the overall scouting program with the purpose to support the wholesome development of students and develop their personal values to pursue excellence and positive attitude towards life. The process of

management of school scouting program can be done using Plan-Do-Check- Act, PDCA model.

      1.1 Plan of Scouting Program in schools refer to the planning of the overall set of intended approaches and activities to achieve the goal and for the effective functioning of the scouting program.

      1.2 Do of Scouting Program in schools refer to the execution of the scout activities using various scout methods as planned in the annual scout plan to get the optimum result.

      1.3 Check of Scouting Program in schools refer to assessing how the scouting program is executed to the scouts using various scouting methods and instruction.

      1.4 Act of Scouting Program in schools refer to reviewing the effectiveness of scout activities, identifying challenges, and improving on it with achievable goals and methods with better instruction.

      2. Scouting Program is a youth program which is open to all without distinction of origin, race, social background, or color provided the child voluntarily adheres to principles of scouting. The program also encourages the integration of children with special needs. It supports the wholesome development of students and develop their personal values to pursue excellence and positive attitude towards life. The scouts are imparted with leadership skills, values, life skills education, personal hygiene, first aid, environmental education, disaster management, physical training, and many other skills to promote character building, citizenship education and personal development.

      3. Scout Leaders are the trained adult leaders who run the scouting program at schools and are usually the teachers who have undergone the scout unit leaders training courses.

Conceptual Framework

Management	Scouting Program
PDCA Model	-Plan of Scouting Program
Management of Scouting Program	-Do of Scouting Program
	-Check of Scouting Program
	-Act of Scouting Program

Guidelines to Enhance the Effective
Management of Scouting Program
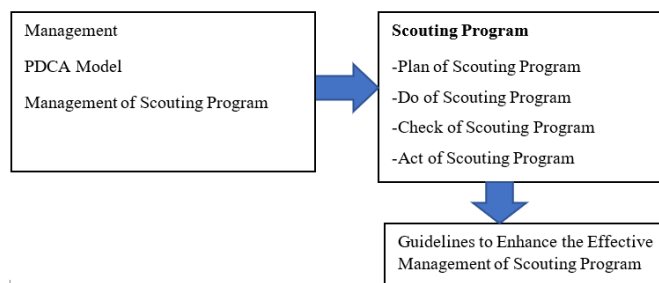
Figure 2 Conceptual Framework

Research Hypotheses

1. The respondents of different genders would have different opinions on management of scouting program in schools.

2. The respondents working in different levels of school would have different opinions of management of scouting program in schools.

CHAPTER II

LITERATURE REVIEW

According to this study, the researcher used concepts, theories, publications, and other related research as guidelines to discuss the following topics:

1. Management
   1.1 Definition of Management
   1.2 Process of Management
   1.3 PDCA Model
2. Bhutan Education System
   2.1 The Role of Bhutan Education System
   2.2 The Structure of Bhutan Education System
3. School Management
   3.1 The Structure of School Education System
   3.2 Academic and Non-Academic
4. Scouting
   4.1 Scouting Education (Global)
   4.2 Scouting Education (Bhutan)
   4.3 Structure of Bhutan Scouts Association
   4.4 Scouting Program in school
   4.5 Structure of School Scouting Program (Leaders)
   4.6 Structure of School Scouting Program (Units)
   4.7 Process of Managing Scouting Program in Schools
5. Related Research

Management

1. Definition of Management

Many scholars and researchers have tried to define management in numerous ways; however, this seems to be the most suitable definition of all. According to Weihrich and Koontz (2004) "Management is the process of designing

and maintaining an environment in which individuals working together, in groups efficiently accomplish selected aims." The definition not only consider the process of task carried out but also reflects on the efficiency of how tasks are accomplished by working together in a conducive environment.

Drucker defines management as a system of inter-related elements that can be adapted and applied to educational management. According to him, the fundamental task of management should be able to make people proficient of working together to accomplish common goals and values with provision of right incentives, training and capacity necessary to perform and respond to change (Drucker, 2008). It means that management is to anticipate the future, and to balance between the short-term, medium-term and long-term goals (Drucker, 1993).Thus, educational management requires strategic planning.

Guruge, & Berstecher (1984) has tried to define Educational management as an art of directing the activities of all educational stakeholders toward the accomplishment of a common goal. The five different functions of Educational Management process widely known as Fayol elements was elaborated: i) Planning (programming and project formulation); ii) Organizational (financial and human resources mobilization); iii) Commanding (implementing, motivation, supervision); iv) Coordination (implementation at different levels and between different stakeholders); and v) Control (budgeting, reporting and evaluation). The process involves four basic elements like decision making, problem-solving, human relations and communication at each stage.

Hoy, & Miskel (2012) defined education management of school level where schools are projected as open systems with five important elements or subsystem. They are the structural, the individual, the cultural, the political, and the pedagogical where organisational behaviour is the function of the interaction of these elements in the context of teaching and learning. The teaching-learning process is regarded as the technical core of the social system and the environment is also considered as the critical aspect of organisational life as it not only provides resources for the system but also provides additional constraints and opportunities.

The definitions identified and described above appropriately applies to the management of any school programs where the plan, exhibition, evaluation, analysis, environment, and resources are given the utmost importance to produce efficient and effective result.

2. Process of Management

Management of any program in any organization yields better result if it follows an effective and organized process. The study of the root of process management can be traced to early days of industrial engineering and quality management where the focus was on streamlining factory processes to increase productivity. Nowadays, the process management concept is used in almost all types of organizations to enhance process baselines (productivity, quality, safety, on-time delivery, cycle time, etc.), as well as to improve financial and operational results (Helms, 2006).

Process Management should be the concern of every employee of every organization and requires considering process design (new processes) or definition (existing processes); process documentation; process analysis and control; and process improvement. Some of the essential elements that are included in process management are : 1) Understanding process thinking, including process ownership; 2) Identifying and satisfying customers' requirements; 3) Establishing process baselines and measurement; 4) Analyzing and improving processes through the use of quality and industrial engineering concepts and tools; and 5) Understanding how to use gradual, continuous process improvement and rapid, dramatic process redesign and reengineering(Helms, 2006).

Hunger, & Wheelen (2010) model of elements of strategic management can be used for strategic management in the education sector which consists of four basic elements like: Environmental Scanning, Strategy Formulation, Strategy Implementation and Evaluation and Control. The Environmental Scanning is the monitoring, evaluating, and disseminating of information from the external and internal environments to key people within the corporation. The Strategy Formulation is the development of long-range plans for effective management that includes the corporate mission, specifying achievable objectives, developing strategies, and setting policy guidelines. The Strategy Implementation is the process by which strategies and

processes are put into action through the development of programs, budgets, and procedures. The Evaluation and Control involve restructuring the corporation, changing the company's internal culture, or beginning a new research effort.

Dr. Joseph Juran who worked with the Japanese in the early of the 1950s supported process management theory. He defined two universal sequences of action phases, one for attaining breakthrough, one for attaining control. He argued that a supportive organizational structure and management commitment are vital to the accomplishment of the quality (O'Connor, 1998).

3. PDCA Model

There are several models researchers have used for quality improvement. However, Deming's approach is found to be the most suitable as it is not about just improving processes but also considers improving the whole business. Deming (1994) introduced PDCA model to Japanese enterprises in 1950, according to which quality improvement take place through four major steps: Plan-Do-Check and Act. Japan has become the World leading country since then in quality management. Subsequently, in 1993, Deming changed the third phase in the model, "Check" to "Study" to emphasize that "investigation" and "analysis" are the basic action thus making it to PDSA model. The PDCA cycle is also known by two other names, the Shewhart cycle and the Deming cycle and is explained that PDCA meant Plan, Do, Check, and Act (Maruta, 2012).

PDCA cycle is a well-known model for continual process improvement. It teaches organizations to plan an action, do it, check to see how it confirms to the plan and act on what has been learned. This cycle is integral part of process management and is designed to be used as dynamic model. The completion of one turn of cycle flows into the beginning of the next. The cycle is made up of four steps for improvement or change.
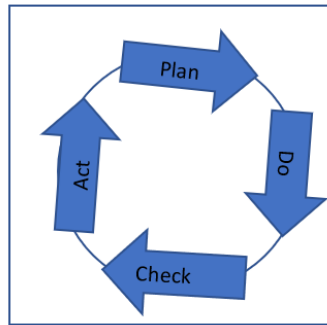
Figure 3 PDCA Cycle

      1. Plan: Recognize an opportunity and plan the change. It is the first phase in Deming cycle which is to establish objectives and processes required to deliver the required result. It includes identifying the problem, collecting relevant data, and understanding the problem's root cause, developing hypotheses about what the issues may be, and deciding which one to test.

      2. Do: Test the change. It is the second phase that allows the plan from the previous step to be done. Small changes are usually tested, and data is gathered to see how effective the change is. It includes developing and implementing a solution; deciding upon a measurement to gauge its effectiveness, testing the potential solution, and measuring the results.

      3. Check: Review the test, analyze the results, and identify learnings. It is the third phase where the data and results gathered from the do phase are evaluated. Data is compared to the expected outcomes to see any similarities and differences. The testing process is also evaluated to see if there were any changes from the original test created during the planning phase. The result is confirmed through before-and-after data comparison. Then the phase includes studying the result, measuring effectiveness, and deciding whether the hypothesis is supported or not.

      4. Act: Action is undertaken based on what is learned in the check step. It is the phase where a process is improved with the issues in the process identified and recorded from "do" and 'check' phases. Root causes of issues are investigated, found, and eliminated by modifying the process. At the end of the actions in this phase, the process will have improved directions, standards, and goals. Therefore,

proper planning for the cycle should progress with better baseline. The action undertaken would not be considered effective if there is a recurrence of identified issues in the next do phase. The result of PDCA can be documented to inform others about process changes and make recommendations for future PDCA cycles. It can be implemented and incorporated if the result seems effective. If not, a different plan can be undertaken to go through the cycle again (Johnson, 2002).

As cited by Moen and Norman (2009), "The PDCA, PDSA, and the Model for Improvement have their roots in the scientific method and the philosophy of science that has evolved for more than 400 years. We believe that the Model for Improvement is an important evolution of the PDCA cycle. Experience with the model since its development in 1994 shows that it is applicable to all types of organizations and to all groups and levels in an organization. It provides a simple way for people to empower themselves to take action that leads to useful results in the pragmatic tradition of learning."

PDCA has been used as a tool for management of teamwork but the concept of PDCA can be carried out by an individual as well. The core purpose of PDCA-cycle application is in process improvement. Proper and careful planning of the process improvement leads to corrective and preventive actions and the use of appropriate quality assurance tools leads to true process improvement. When all the steps of PDCA cycle are completed to the fullest satisfaction, the improvement can be considered as standardized. However, with the change of circumstances or new techniques, the standardized work, process, product, or service is again subjected to change for further improvement. Thus, it leads to repetition of the Deming Cycle. One of the characteristics in the research instrument used in this study also consist of management of Scout Program including PDCA, Plan of Scout Program, Do of Scout Program, Check of Scout Program and Act of Scout Program.

Bhutan Education System

Until the advent of modern education, monastic education was the main form of education till 1950s (MoE, 2014). Tobgye (n.d) presents that Gongsar Ugyen Wangchuck, the first King of Bhutan unfurled the modern education system in 1914 by sending forty-six boys to India for western education. However, the modern

education system was introduced only with the commencement of the First Five Year Plan in 1961, which played a principal role in the pursuit of political, cultural, intellectual, environmental and socio-economic development of the country (MoE, 2014). Formal youth education took place in the Buddhist monasteries to teach Buddhist scriptures to young monks and nuns where rote learning was the prevailing method of instruction until the early 1960s. Such a centuries-old approach to education prevailed in the Bhutan's first schools in 1962 (Wangmo, & Brooks, 2011).

Education has always taken a vital role in the development of the country to give it a distinct identity as a small, peaceful, progressive, and happy nation. The Royal Government of Bhutan continues to provide high importance to education which is regarded as the engine of growth in the process of nation building. The Constitution of the Kingdom of Bhutan 2008 ensures the State to provide education to improve and increase the knowledge, values, and skills of the entire population for the more holistic development of the human personality. It mandates the provision of free basic education to all children of school-going age and ensures that technical and professional education is made generally available and that higher education is equally accessible to all based on merit(The Constitution of Kingdom of Bhutan, 2008).

The present education system is the outcome of decades of planned development which has always played a central role and the rewards has been diverse and fulfilling. Education, as a lever to propel the country forward is regarded as a legitimate investment in the transformation of the nation and the empowerment of its citizens. Therefore, the Royal Government of Bhutan continues to place highest priority to the education sector in the nation building process (Ministry of Education [MoE], 2014). The country has benefited in producing a generation of nation builders as a result of access to education. Despite these achievements, the system still faces numerous challenges as it seeks to further improve to enhance educational access, quality, equity and system efficiency at all levels of the education system (Ministry of Education [MoE], 2014).

The school education system consists of seven years of primary education (PP-VI), including one year of preprimary, followed by four years of lower and middle secondary (VII-X), and two years of higher secondary (XI-XII). Bhutan

provides free basic education from grade PP at the entry age of six till grade X. At the end of the cycle (Class X) there is a national board examination, Bhutan Certificate for Secondary Education (BCSE). After class X, students either continue their education in higher secondary schools, enroll in the technical training institutes, or enter the labour market. Enrolment in higher secondary school is determined by their performance in the Class X board examinations. Students who do not qualify for public higher secondary schools have the option to continue their studies in private higher secondary schools or enroll in vocational courses offered by public and private training institutes. The duration of the program in both government and private training institutes varies depending on the type of course. After completing class XII, some students continue their studies at the tertiary institutes within the country for a diploma or bachelor's degree or enter the job market. Those who do not qualify for public tertiary education institutes attend private tertiary education institutes in the country or abroad. A limited number of students are selected for scholarships for professional studies abroad (Ministry of Education [MoE], 2014).

The first language of most children beginning school in Bhutan is their local dialect; their second language is Dzongkha, the national language; and the language of instruction is English. However, it is different for Monastic education system where the language of instruction is Dzongkha with a trend of teaching English as a second language (Wangmo & Brooks, 2011). At the primary level, students learn basic literacy and numeracy skills, knowledge on country's history, geography, culture and traditions and the fundamentals of agriculture, health and hygiene and population education. Moral and value education are given special attention through activity-based learning. At class IX, students can choose between Economics, Commercial Studies and Computer Applications while in higher secondary education students must choose between Arts, Commerce, Rigzhung and Science. From 2011, five schools located near technical training institutes also offer vocational skills as an optional subject for classes IX and X. The assessment from class PP-XII comprises of Continuous Formative Assessment, Continuous Summative Assessment and Term End Summative Examination. The Bhutan Council for School Examinations and Assessment (BCSEA) conducts the national examinations for classes X and XII. For Class III and VI, BCSEA provides questions, model answers and the marking

schemes, while the examinations are conducted and evaluated by the schools (Ministry of Education [MoE], 2014).

Bhutan education system aspires to provide students with the best possible education available around the world in a Bhutanese environment by providing relevant infrastructure, enhanced teaching & learning materials, supportive teaching techniques through a set of qualified school leaders and teachers. The schools also build on the students' potential, aptitude, interest, and learning inclination to produce competent and responsible citizens who are beneficial to themselves and the nation (Ministry of Education [MoE], 2014).

Though, the schools provide an education that caters to every aspect of moral, physical, psychomotor, and intellectual development that attributes to wholesome development of students, yet some youth related issues have been expressed at various forums by stakeholders including the parents, media, schools, Dzongkhags, the Parliament, the first Interim Government, etc. These concerns point towards the system's inability to address the gaps and adequately prepare the young Bhutanese for the challenges lying ahead (Ministry of Education [MoE], 2014). So, this study tries to investigate the management of one of the pertinent youth programs in schools "Scouting Program." that caters to the overall development.

1. The Role of Bhutan Education System

The Ministry of Education has greater responsibility for shaping the citizens of Bhutan through education. It is enshrined in The Constitution of the Kingdom of Bhutan, Article 9, section 15 and 16 respectively that "*The State shall endeavor to provide education for the purpose of improving and increasing knowledge, values and skills of the entire population with education being directed towards the full development of the human personality*" and "*The State shall provide free education to all children of school going age up to tenth standard and ensure that technical and professional education is made generally available and that higher education is equally accessible to all on the basis of merit*" (The Constitution of Kingdom of Bhutan, 2008).

The Ministry of Education plays a vital role in developing citizens who value Bhutan's unique national identity, ancient wisdom and culture and embraces right livelihood, and practices contemplative learning. The education is expected to

develop lifelong learners having a holistic understanding of the world, genuinely caring for nature and all. It should also build the competency of all citizens' who are critical, creative, informed and engaged in civic affairs and should be able to deal effectively with the contemporary world(MoE, 2019).

Tobgye (n.d.) states that education should promote civic duties and social upliftment, build character, promote culture, impart value education, inculcate discipline, and provide wholesome development as education is empowerment and social reform.

2. The Structure of Bhutan Education System

The Ministry of Education is responsible for policy formulation, planning and administration of basic education (Classes PP-X), higher secondary education (Classes XI & XII) and non-formal and continuing education. It is also responsible for the implementation of ex-country undergraduate scholarships, and the design and implementation of higher education policy. Royal Education Council (REC) develops curriculum and review for the school education and Bhutan Council for School Examinations and Assessment (BCSEA) carry out the national assessment (Ministry of Education [MoE], 2014).

The district and municipality administrations are entrusted with a range of responsibilities in the education sector, both formal and non-formal education which include school construction and maintenance, supply of teaching learning materials, deployment of teachers within the dzongkhag/thromde and implementation of national policies (Ministry of Education [MoE], 2014). The district and municipality education administrations are led by District/Municipal Education Officers.

The Education Ministry consists of ministerial, secretariat, three departments, Directorate of Services, divisions, and units. The ministerial office consists of minister's office and media unit; secretariat consists of Policy and Planning Division (PPD), Internal Audit Unit (IAU), and Bhutan National Commission for UNESCO (NATCOM). Directorate of Services consists of Human Resources Division (HRD), Administration and Finance Division (AFD), Information and Communication Division (ICD), Legal Services and School Planning and Building Division (SPBD).

The Department of Adult and Higher Education's (DAHE) functions are to enable participation of private promoters in providing tertiary education and facilitate institutions to endeavour in transforming Bhutan into a knowledge hub; regulate the functioning of tertiary education institutions within the country and liaise with institutions abroad as per the provisions of tertiary education policy; create a pool of highly trained graduates and professionals that shall form the basis of national human capital; empower individuals for personal and professional development by enhancing continuing and life-long learning opportunities; and ensure provision for pursuit of quality tertiary education both within and abroad with systematic mechanism in place (Ministry of Education [MoE], 2014).

It has four divisions: Higher Education Planning Division, Quality Assurance and Accreditation Division, Scholarship and Student Support Division, and Non-Formal and Continuing Education Division.

The Department of School Education (DSE) is responsible for the entire school system in the country - primary to higher secondary - and for all types of schools. Its primary responsibilities are: delivery of primary and secondary education focused on child friendly school; cater to Early Childhood Care and Development (ECCD) along with special educational needs (SEN); School Planning and Coordination Division; School Feeding and nutrition Division; Private School Division; Education Monitoring Division, and Teacher Professional and Support Division (Ministry of Education [MoE], 2014).

The Department of Youth and Sports (DYS) assumes the mandate to complement the academic dimension of learning by providing youth health and development programmes to enable youth to be physically fit and mentally prepared with moral values and skills necessary to become productive and responsible citizens (Ministry of Education [MoE], 2014). The department caters to Career Education and Counselling Division, Scouts Cultural and Education Division, Games and Sports Division, Youth Centre Division (Ministry of Education [MoE], 2014).
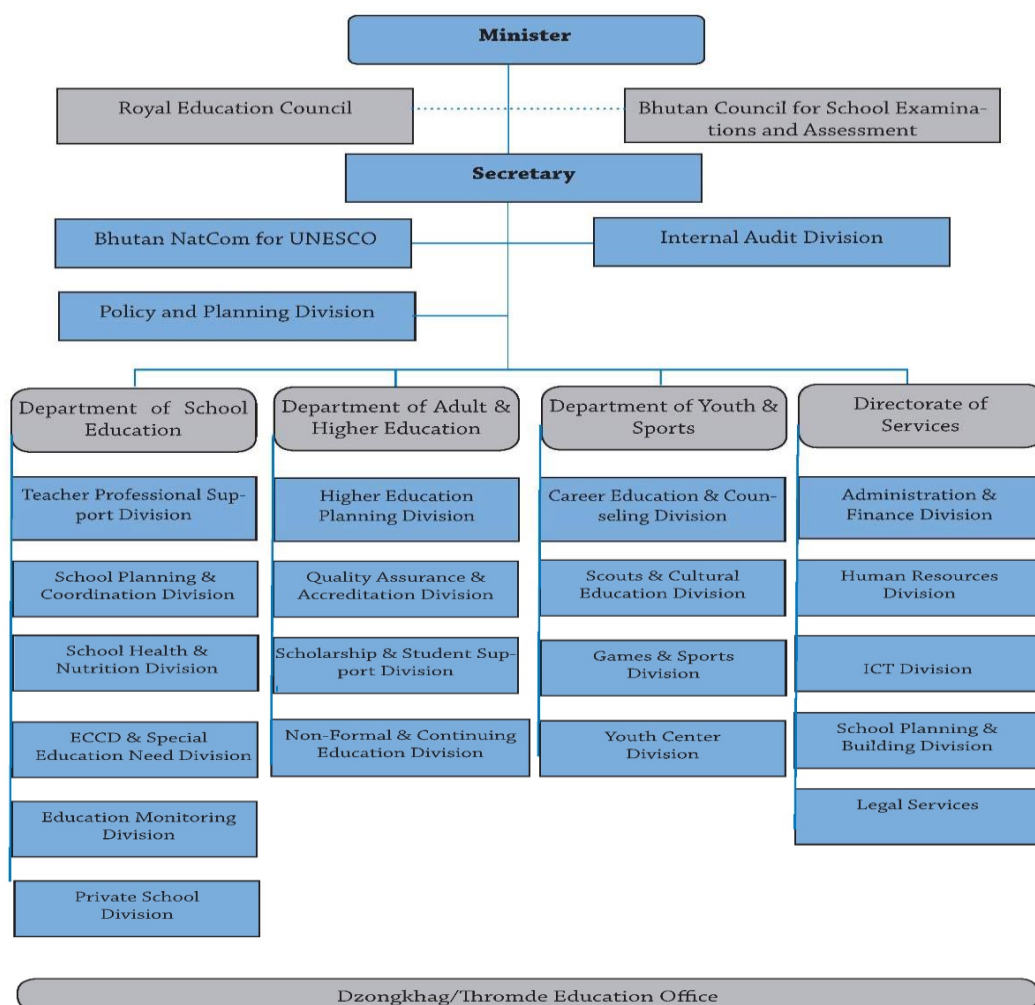
Figure 4 Structure of Ministry of Education, Bhutan

Source: PPD (2018). Annual Education Statistics 2018, p. 71

There is an education sector in every district of the country which coordinates and implements the approved five-year plan activities. The sector looks into the school management, including school construction and maintenance, supply of teaching and learning materials, deployment of teachers within the district and implementation of national policies.

School Management

At the school level, the school administration remains as the sole responsibility of the principal supported by vice principal(s). The Principal along with the Vice Principal create a sound management system.

All schools in Bhutan have similar governance and management structure. The management of school is supported by School Management Board (SMB) whose decisions are executed by School Management Team (SMT) consisting of the Principal as the chair, Vice principal, and teachers who hold key responsibilities (Ministry of Education [MoE], 2014).

1. **The Structure of School Education system**

The head of the school always remain as the overall manager of the school who is responsible to facilitate and guide school activities. Principal of the school will always be accountable to the next higher authority in the hierarchy outside the school.

The vice principals usually head academic and non-academic affairs. The management of school is supported by School Management Board (SMB) whose decisions are executed by School Management Team (SMT) consisting of the principal as the chair, vice principal, and teachers who hold key responsibilities. The member body usually are the coordinators or the secretaries of the main committees that run the school activities conducted in the school. The team works in close collaboration within the framework of the school policy.
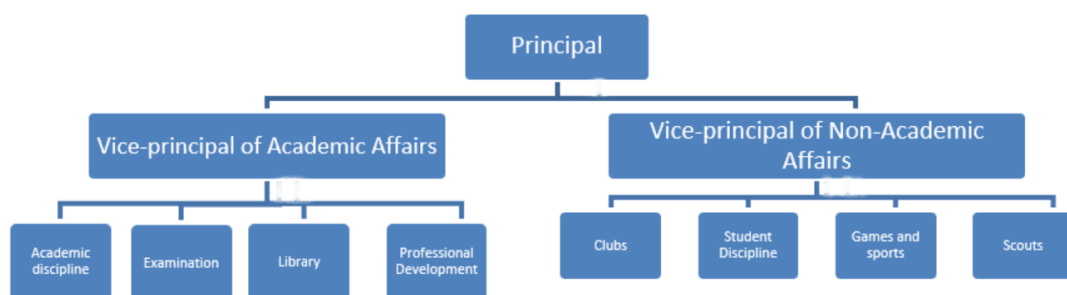
Figure 5 School Organogram

2. Academic and Non-Academic

The Principal looks after the overall management of the school and the Vice Principals usually head academic and non-academic affairs.

The teachers are grouped into different Professional Learning Centres (PLCs) as per the subject they teach and are specialized in. The academic head is responsible in providing academic support to the teachers including all the academic related activities.

The non- academic affairs include the extra-curricular activities which play a vital role in Bhutanese education system because they contribute to the achievement of 'wholesome education' goals. Such activities provide moral and values education to students through various programs such as mindfulness and meditation, cultural education, games and sports, clubs, cultural activities, counselling, and scouts. Through moral education students are expected to become better citizens. The conduct of Scouting Program in the school is also looked over by the non-academic head.

Scouting

Scouting is one of the youth programs among many that existed as early as 1907 founded by Robert Stephenson Smyth Baden-Powell. The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. The vision is that by 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values(World Scout, 1998).

Some strategic priorities are: 1) Youth Engagement where Scouting should give young people the opportunity to develop the skills and knowledge empowering them to take an active part in the Movement and in their communities. 2) Educational Methods where the Youth Program should provide a non-formal learning environment strengthening the capacity of young people to face the challenges of tomorrow. Scouting should attract, train, and retain quality adult volunteers to deliver the Youth Program. 3) Diversity & Inclusion where scouting should reflect the societies in

which it exists and actively work to welcome all individuals without distinction. This diversity should not only be reflected in the membership, but also the methods and programs used within the Movement. 4) Social Impact where every scout should be involved in community service and share their experience to inspire others. Scouts contribute to their communities and become leaders of positive change through activities and projects. 5) Communication & Relations where scouting's profile should accurately portray what we do and why we do it, reflecting our shared values. By using the most impactful methods of communication, and engaging in strategically relevant partnerships, scouting should be recognized as the world's leading youth movement(World Scout Bureau, 2008).

    1. Scouting Education (Global)

    Scouting is an educational movement for young people. In Scouting, education is considered in its broad sense as being the process through which each of us develop our various capabilities throughout life, both as an individual and as a member of society. The aim of education, in this broad sense, is to contribute to the full development of an autonomous, supportive, responsible and committed person (World Scout Bureau, 1998).

    This dynamic worldwide youth movement offers youth with value based educational program. It has more than 40 million members currently and is active in 216 countries and territories. "The Scout Movement is a voluntary non-political educational movement for young people open to all without distinction of gender, origin, race or creed, in accordance with the purpose, principles and method conceived by the Founder(WOSM, 2017)."

    The purpose is to contribute to the development of young people in achieving their full physical, intellectual, social, and spiritual potentials as individuals, as responsible citizen and as members of their local, national, and international communities. The principles are the fundamental laws and beliefs which must be observed when achieving the purpose. They represent a code of conduct which characterizes all the members of the movement. Scouting is thus based not only upon the principles of "Duty to God" and "Duty to Others", but also on the principle that man assumes responsibility for the development of his own capacities (World Scout Bureau, 1998). "The young people are provided opportunities to participate in

programs, events, activities and projects that contribute to their growth as active citizens. Through these initiatives, young people become agents of positive change who inspire others to take action (World Scout Bureau, 2019)."

The Scouts are offered a range of striking and stimulating program blended into appropriate and progressive activities for their wholesome development. "The Scouting program exists for the benefit of young people. It is a youth movement in which adults provide guidance and support to the youth members. The development and delivery of the youth program require the active involvement of many competent adults who need to be recruited, equipped with the competencies required to fulfil their tasks, continuously supported and assigned to new tasks whenever appropriate, until their retirement (World Scout Bureau, 2018)."

The Scouting Program is supported by adult human resource who can implement the program with creativity and adding life to it. Adults in Scouting is a systematic program of adult resources management. The adults' role is to facilitate and provide the necessary conditions for the development of the youth members. As members of a movement of self-education, and in a spirit of partnership with adults, young people participate in the decision-making processes of the Movement, in ways which are appropriate to their level of maturity, skills and experience, to ensure the relevance of what Scouting offers to them. The support provided by adult leaders to young people is of an educational nature - the adult plays a role aimed at helping each young person to develop(World Scout, 1998).

2. Scouting Education (Bhutan)

Scouting in Bhutan is school based program operated by Bhutan Scouts Association (BSA) of Scouts and Cultural Education Division (SCED) under the Department of Youth and Sports of Ministry of Education. During the reign of the Fourth King of Bhutan in January 1996, His Majesty King Jigme Singye Wangchuck emphasized a need to adopt a systematic and comprehensive program to address the youth related issues.

So, emanating from this wisdom and realizing the potentiality of the Scout program for the wholesome development of youth, School based Scouting program was started. Though the concept of scouting program had already started in Bhutan in 1960s, but it was started in schools only after Bhutan Scouts Association (BSA) was

formally established in 1996, under the Youth Guidance and Counseling Section, of the Department of Education. Subsequently, BSA became a full-fledged member of the World Organization of Scout Movement on 26th July 1999 during the 35th World scout Conference at Durban, South Africa(BSA, 2019). Since then, there has been significant advancement in the progress of the association in terms of membership as well as in providing wholesome development programs to the Bhutanese youth.

The teachers are offered different levels of training in scouting during the school vacation to train them as scout leaders. All scout leaders are volunteers and undertake scouting responsibilities in addition to their normal teaching periods. The training is to make them more resourceful with scouting methods and skills to deal with the needs and requirement of the young people. The scheme of training for the adult resource consists of a series of progressive courses for the scout leaders like Basic Unit Leaders Training, Wood Badge Training, Assistant Leaders' Training and Leaders' Training.

In order to address the specific needs of young people of different age groups, the Scouting program is categorized into five sub sections: CheyChey Scouts (for Pre-Primary to Class III students), Nachung Scouts (for classes IV to VI), Nazoen Scouts (for classes VII to XII), Rover Scouts (for Colleges and Institutes) and Community Based Scouting (for Out of school youth and Scouts who wish to take up Scouting as lifelong education(BSA, 2019). So those students who volunteer to join scout program in schools fall in respective sub sections as per their class level and are taken care by the scout leaders responsible to run the respective units.

The program is open to all without distinction of origin, race, social background, or color provided the child voluntarily adheres to principles of Scouting. The scouting program also encourages the integration of children with special needs(BSA, 2019). The association has also been able to organize international youth and scout events within the country involving international participants.

BSA has currently about 42,377 scout members, 2370 trained scout leaders and commissioners in Schools and 1,729 Community Based Scouts (DYS, 2019).

3. **Structure of Bhutan Scout Association**

Bhutan Scouts Association (BSA) of Scouts and Cultural Education Division functions under the umbrella of the Department of Youth and Sports of the

Ministry of Education. His Majesty, King Jigme Khesar Namgyel Wangchuck is the Patron of Bhutan Scouts Association. The Education Minister is the President of the Association, the Secretary of Ministry of Education is the Vice President while the Director General of Department of Youth and Sports is the Chief Commissioner of the Association. The Chief of the Scouts and Culture Education Division under the Department of Youth and Sports becomes the International Commissioner. The posts are ex-officio posts.

The program officers within the Scouts and Culture Education Division take care of the strategic priority areas like Youth Program, Adults in Scouting, Good Governance, Resource Management and Communication and PR. The districts/municipality administrative education Officer assumes the post of the districts / municipality administrative Scouts Commissioner. This is also ex-officio post.
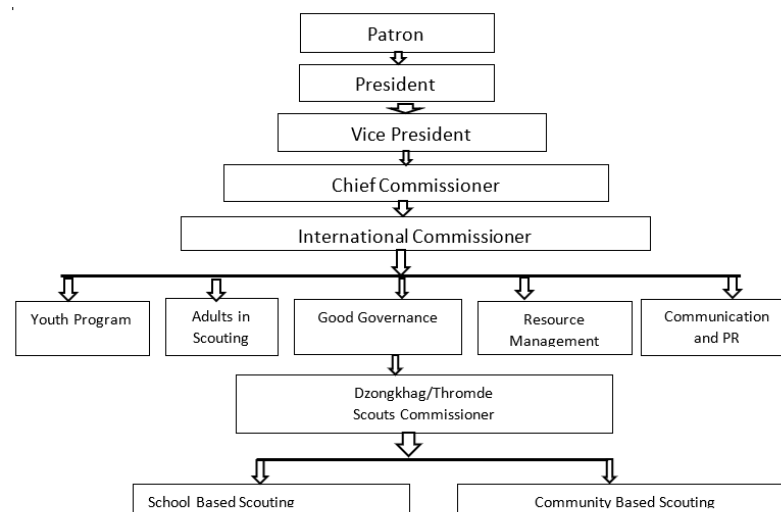
Figure 6 Organizational Structure of Bhutan Scouts Association

Source: Bhutan Scouts Association, DYS

4. **Scouting Program in School**

It is enshrined in the National Education Policy, Draft (Ministry of Education [MoE], 2019), Article 13, section14 that "*All schools shall institute scouting programs to support the holistic development of children and young people*."

The objective of school scouting program is to support the wholesome development of youth through activities that emphasizes on developing personal values to pursue excellence and positive attitude towards life as enshrined in the scout promise and the law(BSA, 2019). Scouting in Bhutan is school based program operated by Bhutan Scouts Association (BSA) of Scouts and Cultural Education Division under the Department of Youth and Sports of Ministry of Education. The scouting program is operational in all the schools covering all the 20 districts and 4 municipal administrative towns. Currently the activities of the association are completely supported by the Government and besides national and regional level camps, all other activities are conducted in schools (BSA, 2019). At the school level, the Scouting Program is coordinated by teachers, who are trained as scout leaders and supported by the head of schools who are called as School Scouts Commissioners.

5. **Structure of School Based Scouting Program in School (Leaders)**
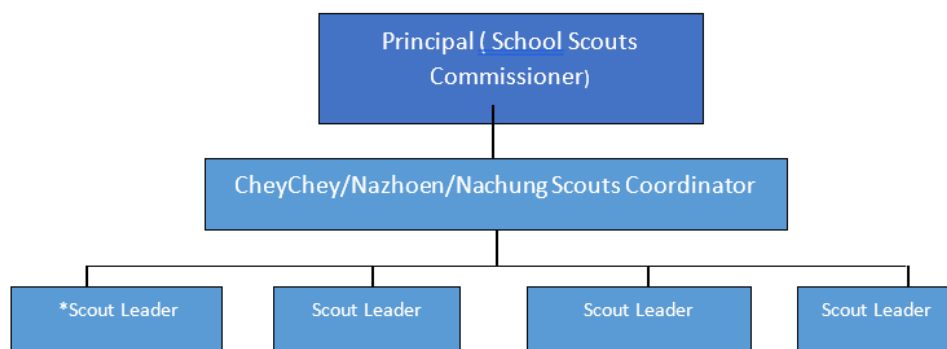
Figure 7 Organizational Structure of School Based Scouting (a)

Source: Bhutan Scouts Association, DYS

The Principal is the School Scouts Commissioner who provides the administrative support in promoting the school-based scout program. The trained scout leaders are the members of the School based Scout Program and one of them is usually appointed as the Scouts coordinator to coordinate the program throughout the year assisted by the other scout leaders. Each Scout leader of Nachung and Nazoen unit including the coordinator have their own Group and Troop, respectively. However, as of now, for Cheychey Scouts, they do not form any kind of group and so they are taught values by infusing it in their daily classroom lessons by their respective teachers.

6. **Structure of School Based Scout Program in School (Units)**
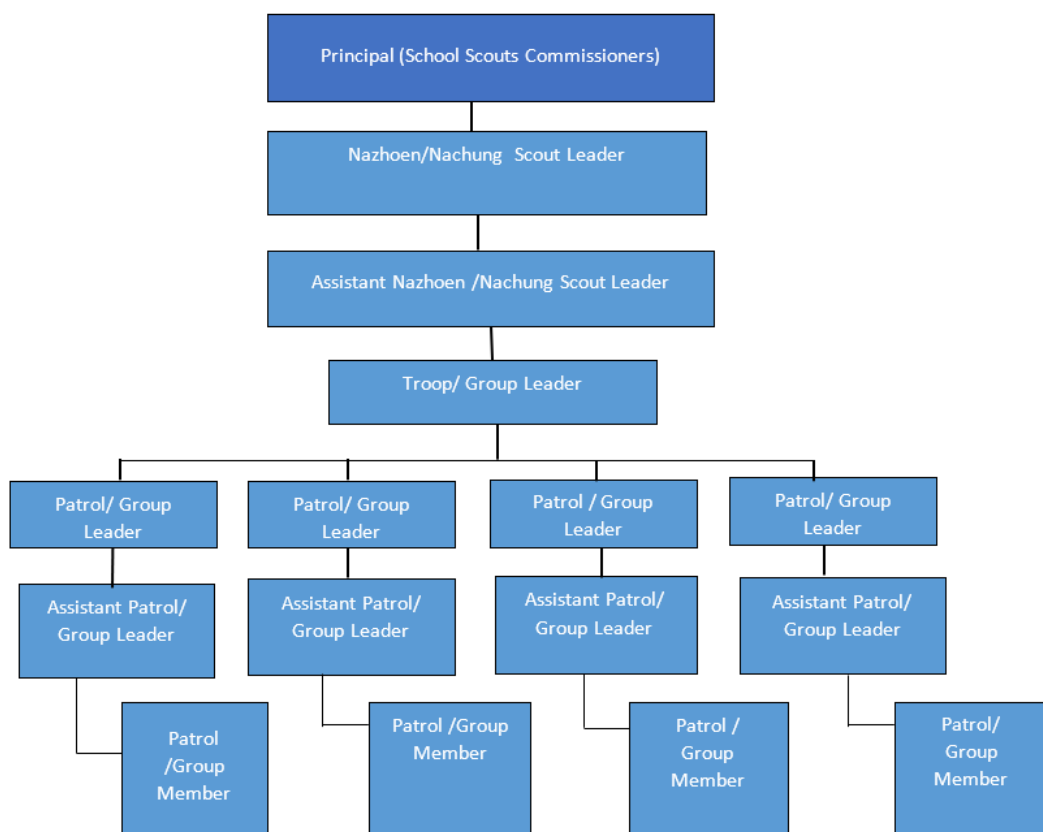
Figure 8 Organizational Structure of School Based Scouting (b)

Source: Bhutan Scouts Association, DYS

The Scout leaders of Nazoen and Nachung section form their Troop and Group, respectively. Sometimes, if there are enough human resources the scout leaders also have assistant scout leaders. The Troop /Group consists the total number of scouts in Nazoen and Nachung scouts, respectively. Each Troop and Group have their Troop/Group leaders who is selected amongst themselves to assist the scout leaders. Each Troop/Group is further divided into small groups and have their own Patrol leader/Sixer respectively in each section.

7. Process of Managing Scouting Program in School

The Scout leaders plan, organize and execute the year-round scouting activities. They maintain proper appraisal record of all the scout members for necessary reference and award. The scout leaders are also supposed to evaluate, provide necessary feedback, and submit report on Scouting at the end of the year.

The new scout members are recruited annually by the scout leaders in their respective schools. The program is voluntary and students themselves decide whether to become a scout. The recruits are formally invested through a commitment ceremony which is normally conducted at the school or cluster level. During the commitment ceremony, members recite the scout promise and are also awarded the scout scarves and the membership badges. They join the family of Scout in the school thereby joining the brotherhood of scouting movement.

Each school observes a day in a week as Scout Day. The Scout anthem is sung along with the national anthem during the morning assembly. The Scouts along with their respective scout leaders remain after the school hours for the activities on this designated day for about an hour for Nachung Scouts and for an hour and half for Nazoen Scouts.

7.1 School Scouting Sections

The three sub sections of scouting unit prevalent in the schools are: CheyChey Scouts (for Pre-Primary to Class III students), Nachung Scouts (Classes IV-VI), Nazoen Scouts (Classes VII-XII).

7.1.1 CheyChey Scouts (for Pre-Primary to Class III students)

The CheyChey Scouts are the youngest scout group in the school. This unit of scout originated after the resolution 5th National Scouts Conference in 2017. At present, the CheyChey Scouts do not have to stay after school

hours for activities on Scout days, but their respective teachers teach values infused in their daily lessons.

7.1.2 Nachung Scouts (Classes IV-VI)

The Nachung Scouts are those scouts of Classes IV to VI. The program is geared towards knowing their immediate environment and themselves through play-way method. They abide by the law that they are obedient to elders and are cheerful and loves nature. Their motto is "Do your Best".

The trained Nachung Scout Leaders run this unit in the schools. Each scout leader takes 24 or more scouts and are called group. In each group, the scouts are divided into smaller groups called Six. The leader of the six is called the Sixer and the leader of the Group is called the Senior Sixer.

7.1.3 Nazoen Scouts (Classes VII-XII)

The Nachung Scouts are those scouts of Classes VII to XII. The program is geared in promoting character building, citizenship education and personal development. It is aimed to encourage physical, intellectual, emotional, spiritual, and social development of young people to play a constructive role in the society as responsible and productive citizens.

7.2 Activities of School Scouting Program

Nachung and Nazhoen Scouts have weekly meetings normally called Troop Meeting and Group Meeting, respectively. The term Group and Troop Meeting has a reference to the periods of a duration 60 and 90 minutes respectively that the scout leader formally conducts normally once a week with his/her Troop/Group imparting formal instruction and training after the school instructional hours (BSA, 2018).

In each meeting, the members of both the sub sections are actively engaged in Scout activities according to a definite program drawn up for the occasion and in reference to the Annual Scout Program Plan which is planned in the beginning of each academic year.

Meetings are supposed to be filled with games, skills, crafts, and other activities. The Scout leaders follow certain lesson steps and procedures as per the format for Troop Meeting provided by BSA. The Handbooks for both Nazhoen

and Nachung Scout Leaders are provided by BSA which helps the scout leaders with the methods and activities of the program for each level.

Nachung Scouts (for IV to Class VI students)

Table 1 Sample Form of Nachung Scout Group Meeting

Nachung Scout Group Meeting Plan	(60 Minutes)
Inspection (check general appearance, scarves, six patches, etc.	5 minutes
Flag Break Ceremony (Duty sixer to lead, followed by flag break and saluting.	5 minutes
General games/ Songs for energizer	5 minutes
Relay Race or Review the previous lesson learnt	5 minutes
Introduction of new lesson and Instruction	10 minutes
Sixer council where peer learning takes place	10 minutes
Yarn/story with a moral relating to the lesson taught	10 minutes
Closing of the Nachung Scout Group Meeting	10 minutes

Source: Bhutan Scouts Association, Nachung Scouts handbook, DYS

Nazhoen Scouts (for VII to Class XII students)

Table 2 Sample Form of Nazhoen Scout Troop Meeting

Nazhoen Scout Troop Meeting Plan	(90 Minutes)
Inspection (check general appearance, scarves, six patches, etc.	10 minutes
Flag Ceremony	10 minutes
Activity (games/ Songs)	10 minutes
Introduction of new lesson (Through Patrol Leaders)	15 minutes
Revision of Previous lesson (Through competition, relay or games)	10 minutes
Presentation of the project	10 minutes
Game or a song	10 minutes
Home going Inspection	10 minutes
Flag lowering	05 minutes

Source: Bhutan Scouts Association, Nazhoen Scouts Handbook, DYS

The scout leaders refer to the respective Annual School Scouts Plan prepared in the beginning of each academic year and follow the lesson steps and procedures as per the format for Troop/Group Meeting provided by BSA. There is however no mechanism in place to check the quality of the school-based scouting program. Nevertheless, each Nachung and Nazhoen meetings are conducted each week by following the Annual School Scouts Plan and referring the handbook for scout masters provided by Bhutan scouts association which is laden with suggestive activities.

Besides the Troop Meetings, some other educational events, such as weekend camps and fun days are also held and are usually conducted with the help of volunteers. The Scouts also take on environmental related projects and social service for the benefit of schools or community. They also conduct advocacy and awareness campaigns on environment and other issues related to adolescents. The scouts in the schools take lead role in the awareness and observation of global days and significance of national days.

At the district and regional level, various camps are organized to bring together scouts for fun, educational and adventure activities. They are also made to participate in the observations of global and national days of significance. The Districts also organize advocacy campaigns and social service programs involving scouts.

At the national level, the Bhutan Scouts Association organizes Jamborees and Camporees for the Scouts. Scouts are also made to participate in the observation of global and national events and in carrying out social and community service. The Association also makes arrangement to enable scouts to participate in international events outside of the country (BSA, 2019).

Though, the Scouting activities in schools are carried on as expected by Bhutan Scouts Association and the Ministry of Education but there is a need of a mechanism to check and improve the quality of the program. So, the PDCA model can be used as a model for continual process improvement. It teaches organizations to plan an action, do it, check to see how it conforms to the plan and act on what has been learned. This cycle is integral part of process management and is designed to be used as dynamic model.

7.3 PDCA model for Quality School Scouting Program

The PDCA model can be used as a model for continual process improvement for all sections of school-based Scouting Program. The Scouting Program in schools need to go through certain processes to assure quality of the program and bring improvement in order to strengthen the school scouting program.

7.3.1 Plan of Scouting Program: It is the planning and is the first phase where the scout leaders can set goals and objectives to achieve the desired quality goals. Example: Plan to find out what leads to effective scouting program in school. Then think of innovative ways to meet the set target for achievement.

7.3.2 Do of Scouting Program: It is the second phase that allows the plan from the previous step to be carried out as per the procedure that is designed or specified. Small changes are usually tested, and data is gathered to see how effective the change is, and the result is measured. Example: Follow the steps laid out in Plan phase.

7.3.3 Check of Scouting Program: It is the third phase where the data and results gathered from the do phase are evaluated and is checked whether it is in accordance with the criteria set in the Plan phase. Example: Compare the results with the target set.

7.3.4 Act of Scouting Program: Action is undertaken based on what is learned in the check step. It is the phase where a process is improved after being measured in the Check stage. The Act phase is the result of Check Phase where a method must be improved if the plan failed to meet the criteria set in the Plan phase. However, if the method set in the plan phase is successful, then the method becomes the standard of operation. Example: If the goals are met, the plan can be considered as effective. But if it still does not meet, then find out why and which part did not work out well. Then undertake a different plan to go through the cycle again.

Related Research

Researchers indicate that scouting program throughout the globe has positive impact on the overall development of the youth and the management of the program greatly attributes to its popularity and sustainability. Scouting program is considered as one of the youth developments programs globally to facilitate young people in

developing lifelong skills such as leadership qualities, decision making, and character building.

Yezer (2016) mentioned that "The scouting program in Bhutan was initiated in the 1980s by a Non-Governmental Organization – Bhutan Youth Development Association. Their focus was on school children who they brought together annually during the scout camps. Before that, the scouting program was not popular among the youth. However, the scouting program was established formally with support from the Asia Pacific Region in 1994. In 1996, having realized its usefulness and potential in the holistic development of the youth, Bhutan Scout Association (BSA) was established and subsequently became a full-fledged member of the World Organization of the Scout Movement in 1999. Many principals and teachers agree that extra-curricular activities are running well however a small number of schools felt that they are not able to carry out counseling, scouting and physical education due to the shortage of specialized human resource and facilities in schools."

K. Wangchuk (2017) studied "Impact of Scouting program in Punakha District, on youth identity and self-esteem." The study shows that success of scouting program to a great extend depends on a strong partnership between the various stakeholders within the country. The key is identification and understanding of scouting as a common goal by all the stakeholders inclusive of teachers, parents, youth, and Ministry of education. By doing so, there will be less resistance and more proactive participation from the teachers enhancing the quality of scouting programs that will directly result in the student academic achievements. The research was carried out in Punakha district, Bhutan and focused on deductive approach to find out the influencing factors being in scouts and how children's self-identity and self-esteem is being developed. The data was collected from 15 scout leaders and 50 scouts of 15 schools in the district and had focused on strategies like triangulation, peer examination, pretesting, and submersion to ensure validity. The empirical findings indicated that 1) scouting has a positive impact in overall youth development of self-identity and self-esteem in Scouts and Scout leaders 2) scouting movement builds confidence, motivation and preparedness for life situation 3) scouting helps youth in good team building, cooperation and in making a difference in the community 4) Scouts perform well in academic than non-scouts. His research showed

that the support received from the Department, District and stakeholders was minimal and the major challenges in administering scouting movement was inadequate support from parents.

Yezer (2016) studied "Education Policy Reforms in Bhutan". The researchers examined the implementation of education reforms in schools of Bhutan where education is viewed as the key agent to enhance holistic development. The main purpose of the study was to critically evaluate and analyze the gaps between the stated goals and the actual outcomes of the policies implemented in the schools. The researcher further studied the policy implementation variations in accordance to levels and location of schools and found out that "The student enrichment and support programs are implemented well in the schools. However, certain percentages of principals and teachers indicated that programs such as guidance and counselling, scouting and period allocated for physical education and sports are not functioning well. Such programs also vary in implementation according to the levels of schools for example, in Primary schools, counselling and scouting may not be necessary as students are very young. There is no variation observed in schools located in urban, rural and remote areas." The study applied mixed- methods and included 119 schools of Thimphu, Bumthang, Sarpang and Trashigang districts. There were 49 secondary schools, 69 primary schools and 1 extended classroom. A total of 1277 respondents including principals and teachers filled in the questionnaires. The findings indicated that scouting needs to be diversified by incorporating essential elements comprising adventure/fun, social/ community service, and tradition/spirituality. In addition to these findings, the research confirms that the overall student enrichment and support program are implemented well in schools however counselling, scout and physical education programs seem to be not implemented uniformly across the schools.

D. Wangchuk (2018) studied "Attitude of Youth Towards Scouting: In context to Bhutan." The study aimed to analyze the aspects of benefits that youths attained from participating in the scouting programs. The data was collected from Scouts, Rovers and Community Based Scouts of aged between 12-24 years from 18 Dzongkhags and 2 Thromdes across Bhutan. The results indicated that youth intended to participate in scouting programs mainly to acquire knowledge, skills, values, and opportunity to develop sense of social responsibilities. The study also found

enhancing academic performance of youth has positive relationship with their attitude towards scouting. The researcher found out that there is inconsistent implementation of standard scouting program across Bhutan, so it was recommended that there is a need for a standard scouting program manual to be developed and oriented to ensure consistency and uniform program implementation.

As cited by Moen, & Norman (2009), "The PDCA, PDSA, and the Model for Improvement have their roots in the scientific method and the philosophy of science that has evolved for more than 400 years. We believe that the Model for Improvement is an important evolution of the PDCA cycle. Experience with the model since its development in 1994 shows that it is applicable to all types of organizations and to all groups and levels in an organization. It provides a simple way for people to empower themselves to take action that leads to useful results in the pragmatic tradition of learning."

In conclusion, these literatures concern with the management of organizations and theories, Scouting Educational Program, and its management globally and in Bhutan. All these researches clearly indicate that effective management of any organization with quality improvement mechanisms lead to dramatic outcome. Hence, it is same with the management of scouting programs too.

Thus, the researcher has tried to convey the information about the management and information on scouting education from many researchers to support and refer, in order to study the management of scouting Program in the schools of Central Region, Bhutan.

CHAPTER III

RESEARCH METHODOLOGY

This descriptive research focused on the following steps:

1. Population and Sample
2. Research Instrument
3. Data Collection
4. Data Analysis

Step 1: Study the Management of Scouting Program in schools in Central Region, Bhutan.

1. Population and Sample

1.1 Population

The target population of this study comprised scout leaders of Central Region, Bhutan. There were 320 scout leaders working in schools in Central Region, Bhutan in the academic year 2019(DYS, 2019). The schools are categorized as Primary and Secondary schools by Ministry of Education. The secondary schools include Lower Secondary, Middle Secondary, and Higher Secondary schools. The study was intended to cover Primary and Secondary schools of Central Region in Bhutan.

1.2 Sample

The sample size was determined through the use of Yamane's formula (Yamane, 1973).

$$n = \frac{N}{1 + Ne^2}$$

Where,   n: size of sample

N: population of sample

e^2: probability of error

Therefore, with e=5% [at 95% confidence level], the sample size for the study computed as below:

$$n \quad = \quad \frac{320}{1+320 \, (0.05)^2} \quad = \quad 178 \text{ respondents}$$

After the sample size was calculated through the Yamane formula, the researcher used 178 scout Leaders working in schools in Central Region, Bhutan in 2019. In addition, the researcher used stratified random sampling for collecting data.

Table 3 Details of Population and Sample Size selected of Schools from Central Region in Bhutan

Sl.No	District	Population	Sample Selected
1	Bumthang	63	35
2	Sarpang	71	39
3	Tshirang	39	22
4	Trongsa	59	33
5	Zhemgang	64	36
6	Gelephu Throm	24	13
Total		**320**	**178**

Source: Bhutan Scouts Association, Statistics of Leaders 2019(DYS, 2019)

2. Research Instrument

2.1 Characteristics of Research Instrument

The research instrument that was used in this study was the questionnaire form with structured questions based on literature review and management of school scouting program. The questionnaire was divided into following phases:

Part 1 This part focused on the demography of scout leaders of Central Region, Bhutan including gender and school level. A checklist was used as the response format.

Part 2 This part consisted of management of Scouting Program including Plan of Scouting Program, Do of Scouting Program, Check of Scouting Program and Act of Scouting Program. A rating scale was used as response format. The ranking level of Plan, Do, Check and Act of Scouting Program was measured into 5 different levels with different scores as follows:

      5= Strongly Agree

      4= Agree

      3= Neutral

      2= Disagree

      1= Strongly Disagree

2.2 Construction of Research Instrument

Specific steps were followed in the construction of the research instrument as follows:

2.2.1 The research instrument that was used in this study was the questionnaire from literature review and management of school scouting program.

2.2.2 Conceptual Framework for Research

2.2.3 Definition of Terms for Construction of Research Instrument

2.2.4 Construction of Research Instrument for Approval by Advisor

2.2.5 The content validity was approved through consultation process with the advisor who reviewed and made recommendations on the research instrument developed by the researcher. After the primary revisions, the research instrument was reviewed for validity by experts:

1) Dr. Sathiraporn Chaowachai, Faculty of Education, Naresuan University, Thailand

2) Dr. Tamronglak U-nakarin, Faculty of Education, Naresuan University, Thailand

3) Dr. Ganeshman Gurung, Samtse College of Education, Bhutan

The researcher then made revisions based on the experts and advisors' recommendations. The measures of questionnaires which had Item Objective Congruence (IOC) of >0.5 were selected. All the measures were identified in 1 value by the experts.

2.2.6 The research instrument was tried out for reliability with 30 scout leaders whose characteristics were similar to the population in this study. The process of reliability testing was based on Cronbach's Alpha. The result showed that the Alpha Coefficients is 0.93.

3. Data Collection

The researcher collected data by distributing 178 questionnaires. A sample was drawn from the target population of scout leaders working in schools in Central Region, Bhutan in 2019. Therefore Bumthang, Gelephu Throm, Sarpang, Trongsa, Tsirang, and Zhemgang were the places chosen for collecting data. The data was collected by distributing the questionnaires through email because all the schools were closed due to COVID-19. It was later compiled for analyses. The researcher received 178 (100%) of the questionnaires.

4. Data Analyses

After data collection, the following procedure of data analysis was operated:

4.1 Demography of Scout Leaders of Central Region was analyzed using frequency and percentage.

4.2 The management of Scouting Program in schools in Central Region, Bhutan was analyzed using arithmetic means ($\overline{X}$) and standard deviation (S.D.).

With reference to 5-point Rating scale, it was divided into 5 equal ranges (Best, & Kahn, 1997).

4.50-5.00	is considered strongly agreed
3.50-4.49	is considered agreed
2.50-3.49	is considered neutral
1.50-2.49	is considered disagreed
1.00-1.49	is considered strongly disagreed

4.3 To compare the management of l Scouting Program in schools in Central Region, Bhutan, t-test independent for gender of scout leaders and level of schools was used.

Step 2: Study the guidelines to enhance the Management of Scouting Program in schools in Bhutan.

This descriptive research focused on the following steps:

1. Target Group
2. Research Instrument
3. Data Collection
4. Data Analysis

1. Target Group

The target group for the second part of the research included experts in scouting field from the policy designing, district administration and school administration levels who had an experience of 15 or more years in the field of scouting in Bhutan. The experts were selected using purposive sampling.

Table 4 Details of Experts selected from field of scouting

Sl. no	Name	Designation	Experience in scouting
1.	Mr. Pema Wangchuk	National Training Commissioner, Bhutan Scouts Association	26 years
2.	Mr. Pema Thinley	Dy. Chief District Education, Sarpang	21 years
3.	Mr. Rinchen Dorji	Principal, Sarpang Middle Secondary School, Bumthang	20 Years
4.	Mr. Kinzang Wangchuk	Principal, Laptsakha Primary School, Punakha	16 Years

2. Research Instrument

2.1 Characteristics of Research Instrument

The research instrument used in this part of study was structured interview from literature review and management of school scouting program. The qualitative data was collected from the experts using a digital voice recorder. Semi-structured or open-ended questions were asked which allowed the experts to share their opinions and expertise in the field of Scouting Program in schools in Bhutan. The interview was conducted in the following manner:

This part focused on the management of Scout Program in schools with information provided by the experts of different position level. Semi-structured or open-ended questions were asked to get the information. The researcher took notes during the interview as well as recorded the conversation.

2.2 Construction of Research Instrument

Specific steps were followed in the construction of the research instrument as follows:

2.2.1 The research instrument that was used in this study were the questionnaire from literature review and management of school scouting program.

2.2.2 Conceptual Framework for Research

2.2.3 Definition of Terms for Construction of Research Instrument

2.2.4 Construction of Research Instrument for Approval by Advisor

2.2.5 The content validity was approved through consultation process with the advisor who reviewed and made recommendations on the research instrument developed by the researcher. After the primary revisions, the research instrument was reviewed for validity by experts:

1) Dr. Sathiraporn Chaowachai, Faculty of Education, Naresuan University, Thailand

2) Dr. Tamronglak U-nakarin, Faculty of Education, Naresuan University, Thailand

3) Dr. Ganeshman Gurung, Samtse College of Education, Bhutan

The researcher then made revisions based on the experts and advisors' recommendations. The measures of questionnaires which had Item

Objective Congruence (IOC) of >0.5 were selected. All the measures were identified in 1 value by the experts.

3. Data Collection

The researcher collected data by interviewing four experts from the field of scouting in Bhutan: one each from national policy designing and district administrative level and two from school management level. Structured interview using semi-structured or open-ended questions were asked to share the expertise's opinions and suggestions in the field of Scouting. One to one interview was conducted and documented. The qualitative data was collected using a digital voice recorder and key information was noted down during the interview.

The researcher followed the following steps to collect the data:

3.1 The researcher identified and sought permission to conduct the interview from the four experts from the field of scouting in Bhutan: one each from national policy designing and district administrative level and two from school management level.

3.2 The researcher prepared interview questions that would subsequently help in addressing the guidelines to enhance the management of scouting programs in schools in Bhutan.

3.3 The researcher planned and prepared for the interview ahead of time considering note taking using interview guide format and provision of tape recording during the interview.

3.4 The researcher apprised the experts prior to the interview by contacting them for the appropriate date for interview as per their convenience.

3.5 Once the experts were confirmed and the tools were ready, place and date were set up to conduct the interview for each of the expertise.

3.6 Structured interview using semi-structured or open-ended questions was prepared to ask and let the expertise share their opinions and suggestions in the field of Scouting. One to one interview was conducted and documented.

3.7 Finally, the qualitative data was collected by noting down the key information in the interview guide format during the interview and by using a digital voice recorder.

The researcher conducted interview for 4 (100%) of the interviewees.

4. Data Analyses

   After data collection, the data analysis was analyzed using content analysis. It was done with the results gathered from the interview session and was presented in descriptive form.

CHAPTER IV

RESULTS

In this chapter, the results of the survey are presented in four parts as follows.

Part 1 Demographic Characteristics of scout leaders in Central Region, Bhutan.

Part 2 The Management of Scouting Program in schools in Central Region, Bhutan.

Part 3 Comparison of the Management of Scouting Program in schools in Central Region, Bhutan classified by Gender of scout leaders and levels of school.

1. Comparing the Management of Scouting Program in schools in Central Region, Bhutan classified by gender of scout leaders.

2. Comparing the Management of Scouting Program in schools in Central Region, Bhutan classified by levels of school.

Part 4 Study the guidelines to enhance the management of Scouting Program in schools in Bhutan.

Part 1 Demographic Characteristics of scout leaders in Central Region, Bhutan
Gender

Frequency and percentage of the demographic characteristics of the scout leaders under the Central Region, Bhutan by gender is shown in Table 5.

Table 5 Frequency and Percentage Result of the Demographic Characteristics of scout leaders in Central Region, Bhutan by Gender

Gender	Frequency	Percentage (%)
Male	118	66.3
Female	60	33.7
Total	**178**	**100.0**

The data in Table 5 shows that the majority (66.3%) of the respondents were male and 33.7% were female.

Levels of school

Frequency and percentage of the demographic characteristics of the scout leaders in Central Region, Bhutan by levels of school is shown in Table 6.

Table 6 Frequency and Percentage Result of the Demographic Characteristics of scout leaders in Central Region, Bhutan by Levels of school

Levels of School	Frequency	Percentage (%)
Primary School	95	53.4
Secondary school	83	46.6
Total	**178**	**100.0**

Table 6 shows that 53.4 % of the respondents were from Primary School while 46.6% were from Secondary School.

Part 2 The Management of Scouting Program in schools in Central Region, Bhutan

Table 7 Management of Scouting Program in schools in Central Region, Bhutan

Item. No	Management of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
1	Plan of Scouting Program	**4.38**	**0.42**	Agreed
2	Do of Scouting Program	**4.59**	**0.38**	Strongly Agreed
3	Check of Scouting Program	**4.33**	**0.59**	Agreed
4	Act of Scouting Program	**4.12**	**0.60**	Agreed
	Total	**4.36**	**0.40**	Agreed

Table 7 indicates that the respondents' overall level of agreement on Management of Scouting Program in schools in Central Region ($\bar{x}$=4.36) was at an agreed level.

When considered in aspect, it was found that the highest mean was 'Do of Scouting Program ($\bar{x}$=4.59)' and the lowest mean was 'Act of Scouting Program ($\bar{x}$=4.12)'.

The respondents' level of agreement on Do of Scouting Program was indicated as strongly agreed while for Plan, Check and Act of Scouting Program was shown at an agreed level.

Table 8 Management of Scouting Program in schools in Central Region, Bhutan, Plan of Scouting Program

Item. No	I. Plan of Scouting Program	n=178		Level of Agreement
		$\bar{X}$	S.D.	
1	The School Scouts Association has the organizational structure for the proper functioning of school scouting program.	4.48	0.72	Agreed
2	The scout leaders are the committee members of the School Scouts Association.	4.70	0.55	Strongly Agreed
3	The scout leaders prepare the Annual Scouts Plan for the scouting activities.	4.84	0.44	Strongly Agreed
4	The scout leaders prepare the plan for Troop/ Group Meeting.	4.50	0.70	Strongly Agreed
5	The scout leaders design activities as per the Annual Scouts Plan.	4.66	0.66	Strongly Agreed
6	The school has designated a day as Scout Day to conduct Troop/Group Meetings.	4.76	0.59	Strongly Agreed
7	The school has enough scout leaders to run the scout program.	4.28	0.93	Agreed
8	The requisition for scout materials like scarves and badges are made as per the requirement.	4.25	0.93	Agreed
9	The scout fees are collected as per the	4.87	0.40	Strongly Agreed

Item. No	I. Plan of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
	directives from Bhutan Scouts Association.			
10	The school has a planned budget to conduct scout activities.	**3.31**	**1.16**	Neutral
11	The school has a scout den.	**3.58**	**1.21**	Neutral
	Total	**4.38**	**0.42**	Agreed

Table 8 indicates that the respondents' overall level of agreement on Plan of Scouting Program in schools in Central Region ($\overline{x}$=4.38) was at agreed level.

When considered in aspect, it was found that the highest mean was about the scout fees collected as per the directives from Bhutan Scouts Association, and the lowest mean was about the school having a planned budget to conduct scout activities.

Table 9 Management of Scouting Program in schools in Central Region, Bhutan, Do of Scouting Program

Item. No	II. Do of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
1	The scout leaders recruit the new scouts in the beginning of the academic year.	4.87	0.36	Strongly Agreed
2	The scout leaders register the old scout members in the beginning of the academic year.	4.72	0.63	Strongly Agreed
3	The scout leaders register the new scout members in the beginning of the academic year.	4.87	0.34	Strongly Agreed
4	The registration forms of scout leaders and scouts are filled in the beginning of the academic year.	4.74	0.53	Strongly Agreed
5	The registration forms of scout leaders and scouts are submitted to concerned authority by the end of April every year.	4.65	0.62	Strongly Agreed

Item. No	II. Do of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
6	The membership fees of scout leaders and scouts are collected in the beginning of the academic year.	4.81	0.44	Strongly Agreed
7	The membership fees of scout leaders and scouts are submitted to the concerned authority by the end of April every year.	4.74	0.57	Strongly Agreed
8	The scouts are oriented with the Annual Scout Plan in the beginning of the year.	4.46	0.74	Agreed
9	The parents are given an awareness talk on scouting during the Parents-Teachers Meeting.	4.11	0.90	Agreed
10	The scouts are divided into different patrols or sixes under a Troop or Group respectively as per the scout section in the school.	4.76	0.51	Strongly Agreed
11	The Troop/ Group Meetings are conducted at least once a week.	4.21	0.84	Agreed
12	The scout leaders conduct test for the award of membership badge.	4.33	0.76	Agreed
13	The Investiture Ceremony is conducted for the new scouts.	4.77	0.53	Strongly Agreed
14	The proficiency badges are awarded to the Scouts.	4.52	0.69	Strongly Agreed
15	The advancement badges are awarded to the Scouts.	4.51	0.76	Strongly Agreed
16	The scout leaders maintain a record of the scouts to check their progress.	4.26	0.77	Agreed
17	The scouts participate in community services at least twice a year.	4.62	0.69	Strongly Agreed
18	The scouts take the lead role in observing global days in the school.	4.42	0.73	Agreed
19	A copy of report on scouting activities are submitted to District Scouts Association and Bhutan Scouts Association.	4.31	0.82	Agreed

Item. No	II. Do of Scouting Program	n=178 $\overline{X}$	S.D.	Level of Agreement
20	The scouts are taught history of Scouting.	4.65	0.54	Strongly Agreed
21	The scouts are taught fundamentals principles of Scouting.	4.74	0.46	Strongly Agreed
22	The scouts are taught significance of the scout ideals.	4.77	0.44	Strongly Agreed
23	The scouts are taught smartness and good order.	4.80	0.40	Strongly Agreed
24	The scouts are taught culture and spiritual development.	4.71	0.51	Strongly Agreed
25	The scouts are taught about nature.	4.74	0.48	Strongly Agreed
26	The scouts are taught about first aid, health and fitness.	4.70	0.57	Strongly Agreed
27	The scouts are taught about emergency preparedness.	4.57	0.66	Strongly Agreed
28	The scouts are taught about Messengers of Peace.	4.47	0.67	Agreed
29	The scout leaders maintain the record of the scouts who are proficient in different skills as per the requirement of scout section in the school.	4.34	0.82	Agreed
	Total	4.59	0.38	Strongly Agreed

Table 9 indicates that the respondents' overall Do of Scouting Program in schools in Central Region ($\overline{X}$=4.59) was at strongly agreed level.

When considered in aspect, it was found that the highest mean was about scout leaders recruiting and registering the new scouts in the beginning of the academic year and the lowest mean was about giving awareness talk to the parents on scouting during the Parents-Teachers Meeting.

Table 10 **Management of Scouting Program in schools in Central Region,**
Bhutan, Check of Scouting Program

Item. No	III. Check of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
1	The scouts are tested for the fulfillment of membership badge requirements using testing instruments like test, questionnaire, demonstration etc.	4.38	0.68	Agreed
2	The scout leaders assess the proficiency of the scouts in different skills by observation or conducting test.	4.41	0.67	Agreed
3	The scout leaders conduct tests using various scout methods and testing instruments at each level to promote the students to the next advancement level.	4.35	0.68	Agreed
4	The scout leaders maintain a checklist for the activities conducted as per the requirement and annual action plan.	4.26	0.70	Agreed
5	The effectiveness of the lessons taught on scouting during the Troop/ Group Meetings are assessed using various scouting methods.	4.26	0.68	Agreed
	Total	4.33	0.59	Agreed

Table 10 indicates that the respondents' overall Check of Scouting Program in schools in Central Region ($\overline{X}$=4.33) was at an agreed level.

When considered in aspect, it was found that the highest mean was about the scout leaders assessing the proficiency of the scouts in different skills by observation or conducting test, and the lowest mean was about the scout leaders maintaining a checklist for the activities conducted as per the requirement and annual action plan, and assessing the effectiveness of the lessons taught on scouting during the Troop/ Group Meetings using various scouting methods.

Table 11 Management of Scouting Program in schools in Central Region, Bhutan, Act of Scouting Program

Item. No	IV. Act of Scouting Program	n=178		Level of Agreement
		$\overline{X}$	S.D.	
1	The scout leaders gather after every 5 months to review on the effectiveness of the scouting program.	3.69	0.98	Agreed
2	The challenges encountered in conducting the scouting program are identified for improvement.	4.11	0.72	Agreed
3	The challenges encountered in imparting the scouting skills are identified for improvement.	4.19	0.67	Agreed
4	The scout leaders improve on the Action Plan with achievable goals as per the review outcome.	4.31	0.69	Agreed
5	The scout leaders identify better strategies for effective implementation of the scout program.	4.31	0.66	Agreed
	Total	**4.12**	**0.60**	**Agreed**

Table 11 indicates that the respondents' overall Act of Scouting Program in schools in Central Region ($\overline{X}$=4.12) was at an agreed level.

When considered in aspect, it was found that the highest mean was about the scout leaders improving on the Action Plan with achievable goals as per the review outcome, and the scout leaders identifying better strategies for effective implementation of the scout program. The lowest mean was about the scout leaders gathering after every 5 months to review on the effectiveness of the scouting program.

Part 3 Comparison of the Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of the scout leaders and Levels of School

Comparison of the Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders

Table 12 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders

Item. No	Management of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Plan of Scouting Program	4.40	0.42	4.36	0.41	0.65	0.52
2	Do of Scouting Program	4.60	0.38	4.58	0.36	0.41	0.68
3	Check of Scouting Program	4.38	0.59	4.25	0.60	1.31	0.19
4	Act of Scouting Program	4.15	0.60	4.07	0.60	0.87	0.39
	Total	**4.38**	**0.39**	**4.31**	**0.40**	**1.08**	**0.28**

Table 12 shows that the overall differences in gender of scout leaders had no significant difference at the level 0.05, (p=0.00 <0.05) on the Management of Scouting Program in schools in Central Region, Bhutan.

Table 13 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders on Plan of Scouting Program

Item No	I. Plan of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The School Scouts Association has the organizational structure for the proper functioning of school scouting program.	4.64	0.59	4.17	0.85	3.83*	0.00
2	The scout leaders are the committee members of the School Scouts Association.	4.74	0.51	4.63	0.61	1.13	0.26
3	The scout leaders prepare the Annual Scouts Plan for the scouting activities.	4.83	0.44	4.85	0.44	-0.28	0.78
4	The scout leaders prepare the plan for Troop/ Group Meeting.	4.47	0.71	4.57	0.67	-0.91	0.37
5	The scout leaders design activities as per the Annual Scouts Plan.	4.62	0.70	4.73	0.55	-1.20	0.23
6	The school has designated a day as Scout Day to conduct Troop/Group Meetings.	4.79	0.52	4.72	0.72	0.76	0.45
7	The school has enough scout leaders to run the scout program.	4.25	0.91	4.32	0.97	-0.42	0.67
8	The requisition for scout materials like scarves and badges are made as per the requirement.	4.28	0.95	4.20	0.90	0.54	0.59
9	The scout fees are collected as per the directives from Bhutan Scouts Association.	4.87	0.38	4.85	0.44	0.36	0.72
10	The school has a planned budget to conduct scout activities.	3.21	1.15	3.52	1.16	-1.66	0.10
11	The school has a scout den.	3.69	1.17	3.37	1.29	1.71	0.09
	Total	4.40	0.42	4.36	0.41	0.65	0.52

Note: * Level of significance at p<.05

Table 13 shows that the differences in gender of scout leaders had no significant difference at the level 0.05, (p=0.00 <0.05) on the Plan of Scouting Program in schools in Central Region, Bhutan. However, there was significant difference at 0.05, (p=0.00<0.05) for the School Scouts Association having the organizational structure for the proper functioning of school scouting program.

Table 14 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders on Do of Scouting Program

Item. No	II. Do of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scout leaders recruit the new scouts in the beginning of the academic year.	4.84	0.37	4.92	0.33	-1.41	0.16
2	The scout leaders register the old scout members in the beginning of the academic year.	4.70	0.63	4.77	0.62	-0.64	0.53
3	The scout leaders register the new scout members in the beginning of the academic year.	4.84	0.37	4.93	0.25	-2.01	0.05
4	The registration forms of scout leaders and scouts are filled in the beginning of the academic year.	4.67	0.59	4.87	0.39	-2.68*	0.01
5	The registration forms of scout leaders and scouts are submitted to concerned authority by the end of April every year.	4.64	0.63	4.67	0.60	-0.23	0.82
6	The membership fees of scout leaders and scouts are collected in the beginning of the academic year.	4.83	0.40	4.78	0.52	0.67	0.50
7	The membership fees of scout leaders and scouts are submitted to the concerned authority by the end of April every year.	4.74	0.56	4.73	0.58	0.04	0.96
8	The scouts are oriented with the Annual Scout Plan in the beginning of the year.	4.47	0.76	4.43	0.72	0.35	0.73

Item. No	II. Do of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
9	The parents are given an awareness talk on scouting during the Parents-Teachers Meeting.	4.22	0.89	3.90	0.90	2.27*	0.02
10	The scouts are divided into different patrols or sixes under a Troop or Group respectively as per the scout section in the school.	4.74	0.53	4.82	0.47	-0.98	0.33
11	The Troop/ Group Meetings are conducted at least once a week.	4.21	0.83	4.20	0.88	0.09	0.93
12	The scout leaders conduct test for the award of membership badge.	4.31	0.78	4.37	0.74	-0.44	0.66
13	The Investiture Ceremony is conducted for the new scouts.	4.75	0.54	4.82	0.50	-0.84	0.40
14	The proficiency badges are awarded to the Scouts.	4.53	0.74	4.50	0.60	0.31	0.76
15	The advancement badges are awarded to the Scouts.	4.53	0.78	4.47	0.72	0.49	0.63
16	The scout leaders maintain a record of the scouts to check their progress.	4.33	0.76	4.12	0.78	1.75	0.08
17	The scouts participate in community services at least twice a year.	4.65	0.63	4.55	0.79	0.94	0.35
18	The scouts take the lead role in observing global days in the school.	4.52	0.61	4.23	0.91	2.18*	0.03
19	A copy of report on scouting activities are submitted to District Scouts Association and Bhutan Scouts Association.	4.36	0.84	4.22	0.76	1.14	0.26
20	The scouts are taught history of Scouting.	4.65	0.51	4.65	0.61	0.03	0.98
21	The scouts are taught fundamentals principles of Scouting.	4.73	0.48	4.77	0.43	-0.51	0.61
22	The scouts are taught significance of the scout ideals.	4.75	0.45	4.80	0.40	-0.66	0.51
23	The scouts are taught smartness and good order.	4.77	0.42	4.87	0.34	-1.62	0.11

Item. No	II. Do of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
24	The scouts are taught culture and spiritual development.	4.71	0.47	4.72	0.58	-0.06	0.95
25	The scouts are taught about nature.	4.74	0.46	4.75	0.51	-0.17	0.87
26	The scouts are taught about first aid, health and fitness.	4.71	0.52	4.67	0.66	0.50	0.62
27	The scouts are taught about emergency preparedness.	4.59	0.63	4.52	0.72	0.73	0.47
28	The scouts are taught about Messengers of Peace.	4.51	0.64	4.40	0.74	1.02	0.31
29	The scout leaders maintain the record of the scouts who are proficient in different skills as per the requirement of scout section in the school.	4.36	0.84	4.30	0.77	0.50	0.62
	Total	4.60	0.38	4.58	0.36	0.41	0.68

Note: * Level of significance at p<.05

Table 14 shows that the differences in gender of scout leaders had no significant difference at the level 0.05, (p=0. <0.05) on the Do of Scouting Program in schools in Central Region, Bhutan. However, there was significant difference shown at 0.05, (p=0.00<0.05) for the registration forms of scout leaders and scouts being filled in the beginning of the academic year, awareness talk given to parents on scouting during the Parents-Teachers Meeting, and the scouts taking the lead role in observing global days in the school.

Table 15 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders on Check of Scouting Program

Item. No	III. Check of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scouts are tested for the fulfillment of membership badge requirements using testing instruments like test, questionnaire, demonstration etc.	4.39	0.73	4.37	0.58	0.23	0.82
2	The scout leaders assess the proficiency of the scouts in different skills by observation or conducting test.	4.43	0.67	4.37	0.66	0.62	0.54
3	The scout leaders conduct tests using various scout methods and testing instruments at each level to promote the students to the next advancement level.	4.42	0.62	4.23	0.79	1.69	0.09
4	The scout leaders maintain a checklist for the activities conducted as per the requirement and annual action plan.	4.33	0.69	4.13	0.70	1.79	0.08
5	The effectiveness of the lessons taught on scouting during the Troop/ Group Meetings are assessed using various scouting methods.	4.31	0.68	4.17	0.69	1.36	0.18
	Total	4.38	0.59	4.25	0.60	1.31	0.19

Table 15 shows that the differences in gender of scout leaders had no significant difference at the level 0.05, (p=0.00 <0.05) on the Check of Scouting Program in schools in Central Region, Bhutan.

Table 16 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Gender of scout leaders on Act of Scouting Program

Item. No	IV. Act of Scouting Program	Male (n=118)		Female (n=60)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scout leaders gather after every 5 months to review on the effectiveness of the scouting program.	3.73	0.98	3.60	0.99	0.83	0.41
2	The challenges encountered in conducting the scouting program are identified for improvement.	4.13	0.73	4.08	0.70	0.38	0.70
3	The challenges encountered in imparting the scouting skills are identified for improvement.	4.20	0.67	4.15	0.66	0.50	0.62
4	The scout leaders improve on the Action Plan with achievable goals as per the review outcome.	4.35	0.68	4.25	0.70	0.89	0.37
5	The scout leaders identify better strategies for effective implementation of the scout program.	4.34	0.64	4.25	0.68	0.86	0.39
	Total	4.15	0.60	4.07	0.60	0.87	0.39

Table 16 shows that the differences in gender of scout leaders had no significant difference at the level 0.05, (p=0.00 <0.05) on the Act of Scouting Program in schools in Central Region, Bhutan.

Comparison of the Management of Scouting Program in Central Region, Bhutan as classified by Levels of school

Table 17 Comparison of Management of Scouting Program under the Central Region, Bhutan as classified by Levels of school

Item. No	Central Region, Bhutan	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Plan of Scouting Program	4.35	0.46	4.42	0.36	-1.04	0.30
2	Do of Scouting Program	4.60	0.38	4.58	0.38	0.29	0.77
3	Check of Scouting Program	4.29	0.61	4.38	0.56	-1.02	0.31
4	Act of Scouting Program	4.05	0.67	4.20	0.50	-1.60	0.11
	Total	**4.33**	**0.43**	**4.40**	**0.36**	**-1.18**	**0.24**

Table 17 shows that the overall differences in level of school had no significant difference at the level 0.05, (p=0.00 <0.05) on the Management of Scouting Program in schools in Central Region, Bhutan.

Table 18 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Levels of school on Plan of Scouting Program

Item. No	I. Plan of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The School Scouts Association has the organizational structure for the proper functioning of school scouting program.	4.57	0.65	4.37	0.79	1.81	0.07
2	The scout leaders are the committee members of the School Scouts Association.	4.66	0.59	4.75	0.49	-1.02	0.31
3	The scout leaders prepare the Annual Scouts Plan for the scouting activities.	4.83	0.50	4.84	0.37	-0.18	0.86

Item. No	I. Plan of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
4	The scout leaders prepare the plan for Troop/ Group Meeting.	4.43	0.72	4.58	0.66	-1.40	0.16
5	The scout leaders design activities as per the Annual Scouts Plan.	4.65	0.70	4.66	0.61	-0.10	0.92
6	The school has designated a day as Scout Day to conduct Troop/Group Meetings.	4.77	0.59	4.76	0.60	0.11	0.92
7	The school has enough scout leaders to run the scout program.	4.22	0.95	4.34	0.90	-0.84	0.40
8	The requisition for scout materials like scarves and badges are made as per the requirement.	4.23	1.02	4.28	0.83	-0.32	0.75
9	The scout fees are collected as per the directives from Bhutan Scouts Association.	4.83	0.45	4.90	0.34	-1.21	0.23
10	The school has a planned budget to conduct scout activities.	3.15	1.19	3.51	1.10	-2.08*	0.04
11	The school has a scout den.	3.55	1.24	3.63	1.19	-0.43	0.67
	Total	4.35	0.46	4.42	0.36	-1.04	0.30

Note: * Level of significance at p<.05

Table 18 shows that the differences in levels of school had no significant difference at the level 0.05, (p=0.00 <0.05) on the Plan of Scouting Program in schools in Central Region, Bhutan. However, there was significant difference at 0.05, (p=0.00<0.05) for the school having a planned budget to conduct scout activities.

Table 19 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Levels of school on Do of Scouting Program

Item.No	II. Do of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scout leaders recruit the new scouts in the beginning of the academic year.	4.89	0.34	4.83	0.38	1.17	0.24
2	The scout leaders register the old scout members in the beginning of the academic year.	4.72	0.63	4.73	0.63	-0.20	0.84
3	The scout leaders register the new scout members in the beginning of the academic year.	4.87	0.33	4.87	0.34	0.12	0.90
4	The registration forms of scout leaders and scouts are filled in the beginning of the academic year.	4.75	0.48	4.72	0.59	0.30	0.76
5	The registration forms of scout leaders and scouts are submitted to concerned authority by the end of April every year.	4.63	0.64	4.67	0.61	-0.46	0.65
6	The membership fees of scout leaders and scouts are collected in the beginning of the academic year.	4.81	0.49	4.82	0.39	-0.13	0.90
7	The membership fees of scout leaders and scouts are submitted to the concerned authority by the end of April every year.	4.75	0.64	4.72	0.48	0.29	0.77
8	The scouts are oriented with the Annual Scout Plan in the beginning of the year.	4.49	0.78	4.42	0.70	0.65	0.52
9	The parents are given an awareness talk on scouting during the Parents-Teachers Meeting.	4.26	0.80	3.94	0.98	2.42*	0.02

Item.No	II. Do of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
10	The scouts are divided into different patrols or sixes under a Troop or Group respectively as per the scout section in the school.	4.77	0.49	4.76	0.53	0.12	0.90
11	The Troop/ Group Meetings are conducted at least once a week.	4.23	0.83	4.18	0.86	0.40	0.69
12	The scout leaders conduct test for the award of membership badge.	4.34	0.79	4.33	0.73	0.10	0.92
13	The Investiture Ceremony is conducted for the new scouts.	4.80	0.54	4.73	0.52	0.82	0.41
14	The proficiency badges are awarded to the Scouts.	4.57	0.65	4.47	0.74	0.95	0.34
15	The advancement badges are awarded to the Scouts.	4.56	0.74	4.45	0.78	0.98	0.33
16	The scout leaders maintain a record of the scouts to check their progress.	4.28	0.78	4.23	0.77	0.47	0.64
17	The scouts participate in community services at least twice a year.	4.63	0.73	4.60	0.64	0.28	0.78
18	The scouts take the lead role in observing global days in the school.	4.37	0.79	4.48	0.67	-1.03	0.30
19	A copy of report on scouting activities are submitted to District Scouts Association and Bhutan Scouts Association.	4.29	0.84	4.34	0.80	-0.35	0.73
20	The scouts are taught history of Scouting.	4.63	0.57	4.67	0.52	-0.53	0.60
21	The scouts are taught fundamentals principles of Scouting.	4.75	0.46	4.73	0.47	0.18	0.86
22	The scouts are taught significance of the scout ideals.	4.79	0.41	4.75	0.46	0.65	0.52
23	The scouts are taught smartness and good order.	4.80	0.40	4.81	0.40	-0.12	0.90

Item.No	II. Do of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
24	The scouts are taught culture and spiritual development.	4.68	0.49	4.75	0.54	-0.82	0.42
25	The scouts are taught about nature.	4.75	0.46	4.73	0.50	0.17	0.86
26	The scouts are taught about first aid, health and fitness.	4.71	0.56	4.69	0.58	0.22	0.83
27	The scouts are taught about emergency preparedness.	4.57	0.69	4.57	0.63	0.02	0.98
28	The scouts are taught about Messengers of Peace.	4.41	0.71	4.54	0.63	-1.30	0.19
29	The scout leaders maintain the record of the scouts who are proficient in different skills as per the requirement of scout section in the school.	4.31	0.85	4.39	0.78	-0.65	0.51
	Total	**4.60**	**0.38**	**4.58**	**0.38**	**0.29**	**0.77**

Note: * Level of significance at p<.05

Table 19 shows that the differences in levels of school had no significant difference at the level 0.05, (p=0.00 <0.05) on the Do of Scouting Program in schools in Central Region, Bhutan. However, there was significant difference shown at 0.05, (p=0.00<0.05) for the awareness talk given to parents on scouting during the Parents-Teachers Meeting.

Table 20 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Levels of school on Check of Scouting Program

Item. No	III. Check of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scouts are tested for the fulfillment of membership badge requirements using testing instruments like test, questionnaire, demonstration etc.	4.34	0.72	4.43	0.63	-0.95	0.34
2	The scout leaders assess the proficiency of the scouts in different skills by observation or conducting test.	4.37	0.68	4.46	0.65	-0.89	0.37
3	The scout leaders conduct tests using various scout methods and testing instruments at each level to promote the students to the next advancement level.	4.34	0.66	4.37	0.71	-0.36	0.72
4	The scout leaders maintain a checklist for the activities conducted as per the requirement and annual action plan.	4.19	0.75	4.35	0.63	-1.53	0.13
5	The effectiveness of the lessons taught on scouting during the Troop/ Group Meetings are assessed using various scouting methods.	4.23	0.66	4.30	0.71	-0.68	0.50
	Total	**4.29**	**0.61**	**4.38**	**0.56**	**-1.02**	**0.31**

Table 20 shows that the differences in levels of school had no significant difference at the level 0.05, (p=0.00 <0.05) on the Check of Scouting Program in schools in Central Region, Bhutan.

Table 21 Comparison of Management of Scouting Program in schools in Central Region, Bhutan as classified by Levels of school on Act of Scouting Program

Item. No	IV. Act of Scouting Program	Primary (n=95)		Secondary (n=83)		t	sig
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	The scout leaders gather after every 5 months to review on the effectiveness of the scouting program.	3.58	1.00	3.81	0.96	-1.55	0.12
2	The challenges encountered in conducting the scouting program are identified for improvement.	4.04	0.76	4.19	0.67	-1.40	0.16
3	The challenges encountered in imparting the scouting skills are identified for improvement.	4.13	0.73	4.25	0.58	-1.27	0.21
4	The scout leaders improve on the Action Plan with achievable goals as per the review outcome.	4.26	0.79	4.37	0.56	-1.09	0.28
5	The scout leaders identify better strategies for effective implementation of the scout program.	4.26	0.75	4.36	0.53	-1.02	0.31
	Total	**4.05**	**0.67**	**4.20**	**0.50**	**-1.60**	**0.11**

Table 21 shows that the differences in levels of school had no significant difference at the level 0.05, (p=0.00 <0.05) on the Act of Scouting Program in schools in Central Region, Bhutan.

Part 4 Study the Guidelines to Enhance the Management of Scouting Program in schools in Bhutan.

Table 22 Guidelines to Enhance Management of Scouting Program in schools in Bhutan: Plan

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
Guidelines for planning scouting program.	**Plan** accordingly for various levels of Scouting in the school.		**Plan** (Strategic Plan) Long Term, SMART Plan	**Discuss and Plan** in the beginning of the year.	1.Schools should have a strategic plan of scouting program with equal importance given to all levels of scouting program.
	Analysis on area of development to be focused more.		Use of Expertise in field of Scouting from amongst Scout Leaders in the School **to discuss on area of development**.	**Consult** Bhutan Scout Association, District Scout Association, stakeholders, and youth while planning for **enhancing school scouting program.**	2.An analysis on areas of development and discussion with expertise in field of Scouting including stakeholders and youth while planning will provide a better insight in enhancing school scouting program.
		Include in school activities with proper action plan.		**Include relevant activities** for the youth.	3.The scouts program plan should include relevant activities for the youth which should be included
			A proper procedure in	Discuss and plan on	

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
			place for **Resources** (Materials) utilization	**resource** management.	and aligned with the school calendar.
			Financial Support	**Financial support** with budget planning and allocation to achieve set targets.	4. There should be a proper procedure in place for procuring, awarding, and using materials like scarves, badges, and other essential materials to ensure proper utilization of material resources.
			Manpower Utilization including Non-Scout Leader	Discuss on **the support from teachers, local leaders, parents.**	5. School systems should develop strategic budget planning procedures to provide financial support to the scouting program guided by concrete targets and priorities.
		Actively maintain membership registration of Scout Leaders, members of all Scouting Category.		Recruit more **members** in the program.	
	Plan for a **progressive program** to actively engage young people.	**Run as mandatory program** not as club.			6. Human resource support for the program from other teachers, local leaders and parents is

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
		Link with other scouts across globe to build strong bond of friendship.			beneficial to manage the program efficiently and achieve success.
		Principals, VPs, Heads of Local Government must know **scouting norms and procedural process** in carrying out scouting program.			7. The school should actively maintain membership registration of scout leaders and members of all level of scouts in school for membership growth and retention.

8. The School scouting program should function as a program which is progressive and actively engages and supports young people in their personal development and empowers them to contribute positively to the school and community. |

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
					9. Schools should provide some means to help scouts link with other scouts across globe to communicate, share ideas, recognize, and respect the differences that exist between them and build strong bond of friendship.

Table 22 provides a list of guidelines for planning scouting program. The experts shared the following:

1. The schools should have a strategic plan of scouting program with equal importance given to all levels of scouting program.

2. An analysis on areas of development and discussion with expertise in the field of scouting including stakeholders and youth while planning will provide a better insight in enhancing school scouting program.

3. The scouts program plan should include relevant activities for the youth which should be included and aligned with the school calendar.

4. There should be a proper procedure in place for procuring, awarding, and using materials like scarves, badges, and other essential materials to ensure proper utilization of resources.

5. School systems should develop strategic budget planning procedures to provide financial support to the scouting program guided by concrete targets and priorities.

6. Human resource support for the program from other teachers, local leaders and parents is beneficial to manage the program efficiently and achieve success.

7. The schools should actively maintain membership registration of scout leaders and members of all levels of scouts in school for membership growth and retention.

8. The school scouting program should function as a program which is progressive and actively engages and supports young people in their personal development and empowers them to contribute positively to the school and community.

9. Schools should provide some means to help scouts link with other scouts across globe to communicate, share ideas, recognize, and respect the differences that exist between them and build strong bond of friendship.

Table   23 Guidelines to Enhance the Management of Scouting Program in schools in Bhutan: Do

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
Guidelines for Doing activities of scouting program.	**New revitalized activities**		**New Activities** appropriate **in 21st Century World.**		1. Revitalized scouting activities geared towards the wholesome development of the youth to be included.
			Activities which can **drill the behavior** of the child with **human Values, Life skills, remote home stay.**	Activities relevant to **age, needs, characteristics**. **Should be value based.**	2.The activities should be value-based which are relevant to their age, needs and characteristics that

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
			My Community, My World themed activities.	Activities involving the **community.** Activities involving the parents.	can cultivate good human values and provide life skills education to deal effectively with the demands and challenges of everyday life.
		School Based Camping for Nachung, Nazoen, CBS and Scout Leaders.			3. Some stimulating activities involving the community and parents should be included to inculcate a sense of belongingness, social responsibility, and volunteerism.
			SDG Goal Oriented Activities. Creating Better World.		4. The schools can also organize school-based camping to provide excellent outdoor experience and develop a positive sense of self-worth and practicality by sharing and applying their creativity and skills.

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
					5. There should be an emphasis on activities based on Sustainable Development Goals to equip scouts with competencies to be active citizens and contribute to creating a better world.

Table 23 shows guidelines for doing activities of scouting program. The experts shared the following:

1. Revitalized scouting activities geared towards the wholesome development of the youth should be included.

2. The activities should be value-based which are relevant to their age, needs and characteristics that can cultivate good human values and provide life skills education to deal effectively with the demands and challenges of everyday life.

3. Some stimulating activities involving the community and parents should be included to inculcate a sense of belongingness, social responsibility, and volunteerism.

4. The schools can also organize school-based camping to provide excellent outdoor experience and develop a positive sense of self-worth and practicality by sharing and applying their creativity and skills.

5. There should be an emphasis on activities based on Sustainable Development Goals to equip scouts with competencies to be active citizens and contribute to creating a better world.

Table 24 Guidelines to Enhance the Management of Scouting Program in schools in Bhutan: Check

Questions / Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
Guidelines for Checking scouting program.		**Maintain proper statistics and record** of all members and activities of all categories.		**Maintaining record** of activities carried out and share during Parents Teachers Meeting.	1. The school should maintain proper statistics and record of all members and activities carried out which could be shared during Parents Teachers Meetings and to the concerned stakeholders.
		Insert few indicators in SPMS (School Planning Management system).	Monitor the Procedure of the program being carried out and the result.		2. Few standard indicators on management of school scouting program should be inserted in SPMSS (School Planning Management Support System) to be monitored and assessed with proper observation and checklist during the school monitoring visits.
	Progress of the activity to be monitored.		It is essential to find out the need for support in areas that are lacking.		3.The school scouting program should be monitored to look into the progress of the activity and find out the need for support in areas like material, finance, and human resources to ensure
	The system to be **monitored on the wholesome development**				

Questions / Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
				Ask parents for feedback on the school scouting program.	quality input for quality outcome. 4. There should be reliable instrument to monitor the progress of school scouting program. 5. The parents could also be asked for feedback that can help to formulate better decisions to improve the scouting program.

Table 24 shows guidelines for checking scouting program. The experts shared the following:

1. The school should maintain proper statistics and record of all members and activities carried out which could be shared during Parents Teachers Meetings and to the concerned stakeholders.

2. Few standard indicators on management of school scouting program should be inserted in SPMSS (School Planning Management Support System) to be monitored and assessed with proper observation and checklist during the school monitoring visits.

3. The school scouting program should be monitored to look into the progress of the activity and find out the need for support in areas like material, finance, and human resources to ensure quality input for quality outcome.

4. There should be reliable instrument to monitor the progress of school scouting program.

5. The parents could also be asked for feedback that can help to formulate better decisions to improve the scouting program.

Table 25 Guidelines to Enhance the Management of Scouting Program in schools in Bhutan: Act

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
Guidelines for acting to support scouting program.	All Primary sections must be made as **whole school approach.**		Scouting **as whole school approach** program	Scout program can be use as **whole school approach.**	1. The schools should run scouting program as a whole school approach. 2. All the school activities should be included as part of scouting program which should be reflected in the annual school calendar with well-designed plan and activities.
	All school activities to be included as part of scouting.	**Reflect action plan of scouting activities** in Annual School Calendar.	**Scouting should be the base for all school activities.**		
	Train all teachers and Principals in basic scout training.	**Principals to be well oriented** with the program.	**Training the Principals** in Scouting Program.		3. It is essential to train and orient all the principals and teachers in scouting. 4. The school should provide financial support to execute the activities.
		Carry out **B**u**dgeting** for school level Scouting Program.	Support in planning, **budget,** and resources.	**Financial** help.	5. Parents and stakeholders should be made involved in school scouting program.
			Include **parents and stake holders as Community**	**Convince stakeholders and parents.**	6. The practice of supporting and motivating Scouts and leaders and rewarding them to be encouraged.

Questions/ Issues	Expert 1	Expert 2	Expert 3	Expert 4	Summary
			Based Scout members.		7. The Principal is expected to be a firm decision maker, inspiring, motivational and should play a key role in supporting the program.
		Reward and motivate performing Scouts and leaders annually.	**Support and motivate scouts**.		
			The Principal to be firm decision maker, inspiring, motivational and should support the program.		

Table 25 shows the guidelines for acting to support scouting program. The experts shared the following:

1. The schools should run scouting program as a whole school approach.

2. All the school activities should be included as part of scouting program which should be reflected in the annual school calendar with well-designed plan and activities.

3. It is essential to train and orient all the principals and teachers in scouting.

4. The schools should provide financial support to execute the activities.

5. Parents and stakeholders should be encouraged to participate in school scouting program.

6. The practice of supporting, motivating and rewarding the scouts and leaders to be encouraged.

7. The Principal is expected to be a firm decision maker, inspiring, and should play a key role in supporting the program.

CHAPTER V

CONCLUSION

This chapter presents the purposes of this research, summary of research methodology, findings, discussion, and recommendation.

The purposes of this research were: 1) To study the management of Scouting Program in schools in Central Region, Bhutan. 2) To compare the management of Scouting Program in schools under the Central Region as classified by gender of scout leaders and levels of School. 3) To study the guidelines to enhance the management of Scouting Program in schools in Bhutan.

The sample of the first part of study comprised 178 scout leaders working in primary and secondary schools in Central Region in the academic year 2019.The research instrument that was used in this study was the questionnaire for the management of Scouting Program in school in Central Region, Bhutan. A rating scale of 5 measurement levels was used for response format. Statistical techniques used for the data analysis were frequency, percentage, arithmetic mean and standard deviation and t-test.

The data for the second part of the research was collected by interviewing four experts from the field of scouting in Bhutan: one each from national policy designing and district administrative level and two from school management level. Structured interview using semi-structured and open-ended questions were asked to share the expertise's opinions and suggestions in the field of Scouting. It was transcribed, and the data analysis was analyzed using content analysis.

Findings

1. Management of Scouting Program in schools in Central Region, Bhutan

The PDCA model (Plan, Do, Check and Act) for quality improvement introduced by Deming was identified after the literature review. The result showed that in overall, the respondents' level of agreement on Management of Scouting

Program in schools in Central Region, Bhutan was indicated at an agreed level. It was found out that the 'Do of Scouting Program' was shown at strongly agreed level while 'Plan, Check and Act of Scouting Program' were shown at an agreed level. When considered in aspect, it was found that the highest mean was 'Do of Scouting Program ($\overline{x}$=4.59)' and the lowest mean was 'Act of Scouting Program ($\overline{x}$=4.12)'. The overall mean of management of Scouting Program was at 4.36% and S.D at 0.40.

Overall of Plan of Scouting Program

The result showed that the overall level of agreement on Plan of Scouting Program in schools in Central Region, Bhutan was at an agreed level.

The result showed that the highest level of agreement on Plan of Scouting Program was that the scout fees collected as per the directives from Bhutan Scouts Association which was rated at strongly agreed level. The scout leaders as the committee members of the School Scouts Association, preparation of the Annual Scouts Plan by the scout leaders, Troop/ Group Meeting plan, designing activities as per the Annual Scouts Plan, the designated Scout Day at school to conduct Troop/Group Meetings were also ranked at strongly agreed level. This was followed by the organizational structure of the School Scouts Association for the proper functioning of school scouting program, enough scout leaders in the school to run the scout program, the requisition for scout materials like scarves and badges made as per the requirement at an agreed level. The respondents' level of agreement on the scout den at school was ranked at neutral level. The item with the least agreement was on the planned budget to conduct scout activities ranked at neutral level.

Overall of Do of Scouting Program

The result showed that the overall level of agreement on Do of Scouting Program in schools in Central Region, Bhutan was at strongly agreed level.

The result showed that the highest level of agreement on Do of Scouting Program was on the recruitment and registration of the new scouts in the beginning of the academic year rated at strongly agreed level. The registration of the old scout members, filling up of forms and submission to concerned authority, collection and submission of membership fees, division of scouts into different patrols or sixes, Investiture Ceremony, award of proficiency and advancement badges, community services, lessons and activities on history, fundamentals principles of scouting, scout

ideals, smartness and good order, culture and spiritual development, nature, first aid, health and fitness, emergency preparedness were ranked at strongly agreed level respectively. This was followed by orientation of Annual Scout Plan, conduct of Troop/ Group Meetings, test for the award of membership badge, progress record of the scouts, observation of global days, reporting on scouting activities to concerned authorities, Messengers of Peace and record of scouts proficient in different skills at agreed level. The item with the least agreement was on awareness talk on scouting during the Parents-Teachers Meeting at an agreed level.

Overall of Check of Scouting Program

The result showed that the overall level of agreement on Check of Scouting Program in schools in Central Region, Bhutan was at an agreed level.

The result showed that the highest level of agreement on Check of Scouting Program was on assessing the proficiency of the scouts in different skills by observation or conducting test rated at an agreed level. The conduct of tests for scouts for membership badge requirement and advancement to the next level using various testing instruments and scout methods were ranked at an agreed level. The items with the least agreement were on maintaining checklist for the activities conducted as per the requirement and annual action plan and on the assessment of the lessons taught during the Troop/ Group Meetings using various scouting methods rated at an agreed level.

Overall of Act of Scouting Program

The result showed that the overall level of agreement on Act of Scouting Program in schools in Central Region, Bhutan was at an agreed level.

The result showed that the highest level of agreement on Act of Scouting Program was on improving the action plans with achievable goals as per the review outcome and identifying better strategies for effective implementation of the scout program which were rated at an agreed level. It was followed by the challenges identified for improvement in conducting the scouting program and imparting the scouting skills rated at an agreed level. The item with the least agreement was on the item indicating that the scout leaders gather after every 5 months to review on the effectiveness of the scouting program rated at an agreed level.

2. The comparison of the management of Scouting Program in schools in Central Region as classified by Gender of scout leaders and Levels of school

Comparison of the management of Scouting Program in schools in Central Region as classified by Gender of scout leaders

The result showed that the overall difference in gender of scout leaders had no significant difference on the management of Scouting Program in schools in Central Region, Bhutan.

2.1 The overall Plan of Scouting Program showed that the differences in gender of scout leaders did not pose a difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Plan of Scouting Program. It was on the organizational structure of School Scouts Association for the proper functioning of school scouting program.

2.2 The Do of Scouting Program showed that the differences in gender of scout leaders did not pose difference on management of Scouting Program in schools in Central Region, Bhutan. However, three items posed difference on the Do of Scouting Program. These were about the registration forms for scout leaders and scouts to be filled in the beginning of the academic year, awareness talk to the parents on scouting during the Parents-Teachers Meeting and scouts taking lead role in observation of global days in the school.

2.3 The Check of Scouting Program showed that the differences in gender of scout leaders did not pose difference on the management of scouting Program in schools in Central Region, Bhutan.

2.4 The Act of Scouting Program showed that the differences in gender of scout leaders did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan.

Moreover, there was no significant differences on Plan, Do, Check and Act of the management of school scouting program as classified by gender of the scout leaders.

Comparison of the management of Scouting Program in schools in Central Region as classified by Levels of school

The result showed that the overall differences in level of school had no significant difference on the management of Scouting Program in schools in Central Region, Bhutan.

1. The Plan of Scouting Program showed that the differences in the level of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Plan of Scouting Program. It was on the planned budget to conduct scout activities.

2. The Do of Scouting Program showed that the differences in the level of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Do of Scouting Program. It was on awareness talk on scouting during the Parents-Teachers Meeting.

3. The Check of Scouting Program showed that the differences in the level of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan.

4. The Act of Scouting Program showed that the differences in the level of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan.

Moreover, there was no significant differences on Plan, Do, Check and Act of the management of school scouting program as classified by levels of school.

3. The Guidelines to Enhance the Management of Scouting Program in schools in Bhutan

The guidelines to enhance the scouting program in schools in Bhutan was derived from the interview with the experts based on PDCA model (Plan, Do, Check and Act) for quality improvement introduced by Deming which was identified after the literature review. The findings generated from the interview can be used as a guideline to develop effective strategies to further enhance the scouting program in schools in the country.

Plan of Scouting Program

The findings generated from the interview on 'Plan of Scouting Program' are:

1. The schools should have a strategic plan of scouting program with equal importance given to all levels of scouting program in the school which should be planned and discussed in the beginning of the year.

2. An analysis on areas of development and discussion with expertise in field of Scouting including stakeholders and youth while planning should be conducted to provide a better insight in enhancing school scouting program.

3. The plan for scouts' program should include relevant activities for the youth which should be reflected and aligned with the school yearly calendar.

4. The schools should plan, discuss, and develop on resource management as well so that specific resources like materials, financial resources and human skills are assigned the right tasks.

5. There should be a proper procedure in place for procuring, awarding, and using materials like scarves, badges, and other essential materials to ensure proper utilization of material resources.

6. School systems should develop strategic budget planning procedures to provide financial support to the scouting program guided by concrete targets and priorities.

7. Human resource support for the program from other teachers, local leaders and parents should be encouraged to manage the program efficiently and achieve success.

8. The school should actively maintain membership registration of scout leaders and members for all level of scouts in school for membership growth and retention.

9. The school scouting program should function as a program which is progressive and actively engages and supports young people in their personal development and empowers them to contribute positively to the school and community.

10. The schools should also provide some means to help scouts link with other scouts across globe to communicate, share ideas, recognize, and respect the differences that exist between them and thereby build strong bond of friendship.

11. The school management should enhance stakeholder engagement in carrying out scouting program which is viewed as a strong mechanism for effective management of scouting program.

Do of Scouting Program

The findings generated from the interview on 'Do of Scouting Program' are:

1. The schools should include new revitalized scouting activities that are appropriate in 21st century world and geared towards the wholesome development of the youth.

2. The activities should be value-based which are relevant to their age, needs and characteristics that can cultivate good human values and provide life skills education to deal effectively with the demands and challenges of everyday life.

3. Some stimulating activities involving the community and parents should also be included to inculcate a sense of belongingness, social responsibility, and volunteerism.

4. The schools should organize school-based camping for Nachung, Nazoen, Community Based Scouts and scout leaders to provide excellent outdoor experience and develop a positive sense of self-worth and practicality by sharing and applying their creativity and skills.

5. There should be an emphasis on activities based on Sustainable Development Goals that would equip scouts with competencies to be active citizens and contribute to creating a better world.

Check of Scouting Program

The findings generated from the interview on 'Check of Scouting Program' are:

1. The monitoring of school scouting program should be conducted in order to aid in efficient management of the program and achieve its objective. Thereby the schools should maintain proper statistics and record of all members and activities carried out which could be shared during Parents Teachers Meetings and to the concerned stakeholders.

2. Few standard indicators on management of school scouting program should be inserted in SPMSS (School Planning Management Support System) to be

monitored and assessed with proper observation and checklist during the school monitoring visits.

3. The school scouting program should be monitored to look into the progress of the activity and find out the need for support in areas like material, finance, and human resources to ensure quality input for quality outcome.

4. There should be reliable instrument to monitor the progress of school scouting program for the wholesome development of students.

5. The parents could also be asked for feedback that can help to formulate better decisions to improve the scouting program.

Act of Scouting Program

The findings generated from the interview on 'Act of Scouting Program' are:

1. The scouting program should be a whole school approach because the program not only enhances academic or intellectual learning but also other important learning needs such as leadership, citizenship building, social interaction, self-discipline, self-confidence, community relationship etc.

2. All the school activities should be included as part of scouting program which will solve the overlapping programs in the school and all the children will get equal opportunity to participate and experience in all the activities for the holistic development of students.

3. All the principals and teachers need to be trained and oriented in scouting to be well aware of the program and to guide and support one another to improve the school scouting program.

4. The school should provide financial support to execute the activities so that maximum benefits are reaped by our youths.

5. The parents and stakeholders should be involved in the program which not only aids in human resource development but also complements in carrying out the activities as members of Community Based Scouts.

6. The practice of rewarding and motivating performing Scouts and leaders should be encouraged to motivate all to achieve high quality performance and participation.

7. The Principal should be a firm decision maker, inspiring, motivational and should play a key role in supporting the school scouting program.

Discussion

The results of this research can be discussed and used by the school managers and scout leaders to plan and develop effective strategies in order to strengthen the Scouting Program in the schools. The schools can also use Plan-Do- Check and Act (PDCA) model that provides a framework for the improvement of the process or system. Bhutan Scouts Association can apply the result of this study to develop effective strategies to further enhance the Scouting Program in the country and provide long term benefits to the education system.

The discussion consists of 1) to study the management of Scouting Program in schools in Central Region, Bhutan. 2) to compare the management of Scouting Program in schools in Central Region as classified by gender of scout leaders and levels of school. 3) to study the guidelines to enhance the management of Scouting Program in schools in Bhutan.

1. To study the management of Scouting Program in schools in Central Region, Bhutan

The PDCA model (Plan, Do, Check and Act) for quality improvement introduced by Deming was identified after the literature review. In overall, the result showed that the overall level of agreement on management of Scouting Program in schools in Central Region, Bhutan was at an agreed level. This finding confirms the finding of Guruge and Berstecher (1984) who have tried to elaborate the five different functions of Educational Management process widely known as Fayol elements as : Planning, Organizing, Coordinating, Commanding, and Controlling for effective and efficient management.

Similar conclusion were made by Hunger and Wheelen (2010) for strategic management in the education sector which consists of four basic elements like: Environmental scanning, Strategy formulation, Strategy implementation and Evaluation and control. The findings also revealed that the management of scouting program in schools was greatly influenced by the plan, do, check and act of scouting program. It was found that the highest mean was 'Do of Scouting Program ($\bar{x}$=4.59)'

and the lowest mean was 'Act of Scouting Program ($\bar{x}$=4.12)'. This finding show that the execution of the planned scouts' activities was carried using various scout methods. However, reviewing the effectiveness of scout activities, identifying challenges, and improving on it with achievable goals and methods needed to be carried out too to strengthen the scouting program in the schools. The schools can therefore use Plan-Do- Check and Act (PDCA) model that provides a guideline for the improvement of the program.

The overall agreement on Plan of Scouting Program in schools in Central Region, Bhutan was at an agreed level. The highest agreement was that the scout fees were collected as per the directives from Bhutan Scouts Association which was rated at strongly agreed level. The scout leaders as the committee members of the School Scouts Association, the preparation of Annual Scouts Plan, Troop/ Group Meeting plan, designing activities as per the Annual Scouts Plan, and the designated Scout Day to conduct Troop/Group Meetings were ranked at strongly agreed level, respectively. This was followed by the organizational structure of School Scouts Association, enough scout leaders to run the scout program, and requisition for scout materials at an agreed level. The respondents' level of agreement on the scout den at the school was ranked at neutral level. The item with the least agreement was on the planned budget to conduct scout activities ranked at neutral level. According to Guruge and Berstecher (1984) on Fayol elements elaborated that financial and human resources mobilization is one important element toward the accomplishment of a common goal. Similar conclusion was made by Hunger and Wheelen (2010) model of elements of strategic management where Strategy implementation is the process by which strategies and processes are put into action through the development of programs, budgets and procedures.

The overall agreement on Do of Scouting Program in schools in Central Region, Bhutan was at strongly agreed level. The highest agreement was the recruitment and registration of new scouts rated at strongly agreed level. The registration of the old scout members, filling up of forms and submission to concerned authority, collection and submission of membership fees, division of scouts, conduct of Investiture Ceremony, award of proficiency and advancement badges, community services, lessons and activities on history, fundamentals principles of Scouting, scout

ideals, smartness and good order, culture and spiritual development, nature, first aid, health and fitness, emergency preparedness were ranked at strongly agreed level respectively. This was followed by orientation of Annual Scout Plan, conduct of Troop/ Group Meetings, test for the award of membership badge, progress record of the scouts, observation of global days, reporting on scouting activities, Messengers of Peace, and record of scouts proficient in different skills at an agreed level. It supports the objective of Bhutan Scouts Association of school scouting program which is to support the wholesome development of youth through activities that emphasizes on developing personal values to pursue excellence and positive attitude towards life as enshrined in the scout promise and the law (BSA, 2019). The item with the least agreement was on awareness talk on scouting during the Parents-Teachers Meeting, ranked at agreed level. The result supports the findings of K. Wangchuk (2017) who studied "Impact of Scouting program in Punakha District, on youth identity and self-esteem" where it was emphasized that success of scouting program to a great extend depends on a strong partnership between the various stakeholders within the country. The key is identification and understanding of scouting as a common goal by all the stakeholders inclusive of teachers, parents, youth, and Ministry of education.

The overall agreement on the Check of Scouting Program in schools in Central Region, Bhutan was at an agreed level. The highest agreement was on the assessment of the proficiency of the scouts in different skills by observation or conducting test rated at an agreed level. The test for the fulfillment of membership badge requirements using various scout methods and testing instruments was ranked at an agreed level, respectively. The items with the least agreement were on checklist for the activities conducted and annual action plan and the effectiveness of the lessons taught rated at an agreed level too. This finding confirms the findings of (Helms, 2006) that Process Management should be the concern of every employee of every organization and some of the essential elements that are included in process management are: 1) Understanding process thinking, including process ownership; 2) Identifying and satisfying customers' requirements; 3) Establishing process baselines and measurement; 4) Analyzing and improving processes through the use of quality and industrial engineering concepts and tools; and 5) Understanding how to

use gradual, continuous process improvement and rapid, dramatic process redesign and reengineering.

The overall agreement on the Act of Scouting Program in schools in Central Region, Bhutan was at an agreed level. The highest agreement was on improving the Action Plan with achievable goals as per the review outcome and identification of better strategies for effective implementation of the scout program which were rated at an agreed level. It was followed by the challenges encountered in conducting the scouting program and imparting the scouting skills are identified for improvement rated at an agreed level. It was followed by the challenges identified for improvement in conducting the scouting program and imparting the scouting skills rated at an agreed level. The item with the least agreement was on the item indicating that the scout leaders gather after every 5 months to review on the effectiveness of the scouting program rated at an agreed level. The findings confirm the findings of Drucker who defines management as a system of inter-related elements that can be adapted and applied to educational management. According to him, the fundamental task of management should be able to make people proficient of working together to accomplish common goals and values with provision of right incentives, training and capacity necessary to perform and respond to change (Drucker, 2008). It means that management is to anticipate the future, and to balance between the short-term, medium-term and long-term goals (Drucker, 1993).

From the data it confirms that the management of scouting program in schools has been found imperative to strengthen the program and the findings revealed that it was greatly influenced by the Plan, Do, Check and Act of Scouting Program. Some important components like financial resources in "Plan" part while planning needed to be considered to support for effective management of the program. The result on the "check" part reveals the importance of maintaining checklists to monitor the implementation and progress of the program. Efforts should be taken to reflect the "act" part as the result shows it with the lowest mean indicating for reviewing the program with achievable goals and better strategies for effective management of the program.

2. Comparison the management of Scouting Program in secondary schools in Central Region as classified by Gender of scout leaders and Levels of school

There were no significant differences on Plan, Do, Check and Act of the management of school scouting program as classified by gender of scout leaders and levels of school. The overall difference in gender of scout leaders and levels of school showed no difference on management of scouting program in schools. The result revealed that it was a null hypothesis as there was no statical significances between the variable in the hypothesis. It depicts that the differences in the gender of the scout leaders and levels of the school have no effect on the management of the scouting program. In fact, it is how the program is managed leads to how effective the program is carried out.

2.1 Comparison of the management of Scouting Program in schools in Central Region as classified by Gender of scout leaders

The result showed that the overall difference in gender of scout leaders had no significant difference on the management of Scouting Program in schools under the Central Region, Bhutan. The overall Plan of Scouting Program showed that the differences in gender of scout leaders did not pose a difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Plan of Scouting Program. It was on the organizational structure of School Scouts Association for the proper functioning of school scouting program. The Do of Scouting Program showed that the differences in gender of scout leaders did not pose difference on management of Scouting Program in schools in Central Region, Bhutan. However, three items posed difference on the Do of Scouting Program. These were about the registration forms for scout leaders and scouts to be filled in the beginning of the academic year, awareness talks to the parents on scouting during the Parents-Teachers Meeting and scouts taking lead role in observation of global days in the school. The Check of Scouting Program showed that the differences in gender of scout leaders did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. The Act of Scouting Program showed that the differences in gender of scout leaders did not pose difference on the management of Scouting Program in schools in Central Region,

Bhutan. Moreover, there was no significant differences on Plan, Do, Check and Act of the management of school scouting program as classified by gender of the scout leaders. Though the overall difference in gender of scout leaders showed no difference but there were few differences shown in the items.

      2.2 Comparison of the management of Scouting Program in schools in Central Region as classified by Levels of school

      The result showed that the overall differences in levels of school had no significant difference on the management of Scouting Program in schools under the Central Region, Bhutan. The Plan of Scouting Program showed that the differences in the levels of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Plan of Scouting Program. It was on the planned budget to conduct scout activities. The Do of Scouting Program showed that the differences in the levels of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. However, one item posed difference on the Do of Scouting Program. It was on awareness talk on scouting during the Parents-Teachers Meeting. The Check of Scouting Program showed that the differences in the level of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. The Act of Scouting Program showed that the differences in the levels of school did not pose difference on the management of Scouting Program in schools in Central Region, Bhutan. Moreover, there was no significant differences on Plan, Do, Check and Act of the management of school scouting program as classified by levels of school. Though the overall difference in levels of schools showed no difference but there were few differences shown in the items.

      3. The Guidelines to Enhance the Management of Scouting Program in Schools in Bhutan

      3.1 The respondents expressed that strategic planning is essential for proper functioning of the school scouting program. An analysis on areas of development and discussion with expertise in field of scouting including stakeholders and youth while planning is stated to provide a better insight in enhancing school scouting program. Similar conclusion was made by Guruge and Berstecher (1984)

who states educational management as an art of directing the activities of all educational stakeholders toward the accomplishment of a common goal.

3.2 The experts recommended for new revitalized scouting activities that are appropriate in 21st century world geared towards the wholesome development of the youth. The activities should be value-based which are relevant to their age, needs and characteristics that can cultivate good human values and provide life skills education to deal effectively with the demands and challenges of everyday life. There should be an emphasis on activities based on Sustainable Development Goals that would equip scouts with competencies to be active citizens and contribute to creating a better world. It supports the view of world scout Bureau which states that the young people should be provided opportunities to participate in programs, events, activities, and projects that contribute to their growth as active citizens. And through these initiatives, young people become agents of positive change (World Scout Association, 2019).

3.3 The findings showed that the monitoring of school scouting program is important in order to aid in efficient management of the program and achieve its objective. The experts stated that few standard indicators on management of school scouting program should be inserted in SPMSS (School Planning Management Support System) and be monitored to look into the progress of the activity and find out the need for support in areas like material, finance, and human resources to ensure quality input for quality outcome. Deming (1994) who introduced PDCA model to Japanese enterprises in 1950 provided a similar acuity according to which quality improvement take place through four major steps: Plan-Do-Check and Act. The check phase includes studying the result and measuring effectiveness.

3.4 The findings from the experts recommended that the scouting program should be a whole school approach because the scouting program not only enhances academic or intellectual learning but also other important learning needs such as leadership, citizenship building, social interaction, self-discipline, self-confidence, community relationship etc. All the school activities should be included as part of scouting program which will solve the overlapping programs in the school and all the children will get equal opportunity to participate and experience in all the activities for the holistic development of students. It supports the policy enshrined in

the National Education Policy, Draft (MoE, 2019), Article 13, section14 which states that all schools shall institute scouting programs to support the holistic development of children and young people.

Recommendations

      The evidence reported in this research study supported the following recommendations:

      1. Recommendations for Application

      Policy

      1. The School Scouts Association should have an organizational structure for the proper functioning of the school scouting program.

      2. The schools should have a strategic plan for scouting program with equal importance given to all levels of scouting program in the school.

      3. The scouts should take the lead role in observing global days in the school.

      4. An analysis on areas of development and discussion with expertise in field of Scouting including stakeholders and youth should be done to provide a better insight in enhancing school scouting program.

      5. There should be a proper procedure in place for procuring, awarding, and using materials like scarves, badges, and other essential materials to ensure proper utilization of material resources.

      6. The school scouting program should function as a program which is progressive and actively engages and supports young people in their personal development and empowers them to contribute positively to the school and community.

      7. Few standard indicators on management of school scouting program should be inserted in SPMSS (School Planning Management Support System) to be monitored and assessed with proper observation and checklist during the school monitoring visits by the District Education Officers.

      8. The school scouting program should be monitored to look into the progress of the activity and find out the need for support in areas like material, finance, and human resources to ensure quality input for quality outcome.

9. There should be reliable instruments to monitor the progress of school scouting program for the wholesome development of students.

10. The scouting program should be implemented as a whole school approach because the scouting program not only enhance academic or intellectual learning but also other important learning needs such as leadership, citizenship building, social interaction, self-discipline, self-confidence, community relationship etc.

11. All the Principals and teachers should be trained and oriented in scouting to be well aware of the program and to guide and support one another in order to improve the school scouting program.

12. There should be an emphasis on activities based on Sustainable Development Goals that would equip scouts with competencies to be active citizens and contribute to creating a better world.

13. The practice of supporting and rewarding scouts and scout leaders should be encouraged to motivate to achieve high quality performance and participation.

14. The schools should provide some means to help scouts link with other scouts across globe to communicate, share ideas, recognize and respect the differences that exist between them and build strong bond of friendship.

15. The schools should use Plan-Do- Check and Act (PDCA) model that provides a guideline for the improvement of the school scouting program.

School Managers and Scout Leaders

1. The School Scouts Association should have organizational structure for the proper functioning of the school scouting program.

2. The school system should develop strategic budget planning procedures to provide financial support to the scouting program guided by concrete targets and priorities.

3. The registration forms of scout leaders and scouts should be filled in the beginning of the academic year.

4. The School scouting program should function as a program which is progressive and actively engages and supports young people in their personal

development and empowers them to contribute positively to the school and community.

5. The parents should be given awareness talk on scouting during the parents-Teachers meeting.

6. The scout leaders should maintain a checklist for the activities conducted as per the requirement and annual scout plan.

7. The effectiveness of lessons taught on scouting during Troop/ Group Meetings should be assessed using various scouting methods.

8. The scout leaders should gather after every 5 months to review on the effectiveness of the school scouting program.

9. Human resource support for the program from other teachers, local leaders and parents should be encouraged to manage the program efficiently and achieve success.

10. The school should actively maintain membership registration of scout leaders and members for all levels of scouts in school for membership growth and retention.

11. The schools should provide some means to help scouts link with other scouts across globe to communicate, share ideas, recognize and respect the differences that exist between them and build strong bond of friendship.

12. The schools should include new revitalized scouting activities that are appropriate in 21st century world and are geared towards the wholesome development of the youth.

13. Some stimulating activities involving the community and parents should also be included to inculcate a sense of belongingness, social responsibility, and volunteerism.

14. The schools should organize school-based camping for Nachung, Nazoen, CBS and Scout Leaders to provide excellent outdoor experience and develop a positive sense of self-worth and practicality by sharing and applying their creativity and skills.

15. There should be an emphasis on activities based on Sustainable Development Goals that would equip scouts with competencies to be active citizens and contribute to creating a better world.

16. The school should maintain proper statistics and record of all members and activities carried out which could be shared during Parents Teachers Meetings and to the concerned stakeholders.

17. The parents could also be asked for feedback that can help to formulate better decisions to improve the scouting program.

18. All the school activities should be included as part of scouting program which will solve the overlapping programs in the school and all the children will get equal opportunity to participate and experience in all the activities for the holistic development of students.

19. The Principal is expected to be a firm decision maker, inspiring, and should play a key role in supporting the school scouting program.

20. The schools can enhance stakeholder engagement in carrying out scouting program as a dynamic mechanism for effective management of scouting program.

21. The schools should use Plan-Do- Check and Act (PDCA) model that provides a guideline for the improvement of the school scouting program.

2. Recommendations for Future Research

2.1 Conduct a national study to examine the management of scouting program in schools and the roles and responsibilities of the school scout commissioners and the scout leaders.

2.2 In depth study to determine the management of scouting program in schools in Bhutan classified by experience and level of scout leaders.

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APPENDIX

Announcement

The Graduate School, Naresuan University

Approval of Thesis Proposal to Conduct Research

No. 008/2020

....

      The Graduate School approved **Ms.Bandana Gurung**, student ID: **62061757**; Master of Education Program in Educational Administration, to conduct research. The approved thesis proposal entitled: **"GUIDELINES TO ENHANCE THE MANAGEMENT OF SCOUTING PROGRAM IN SCHOOLS UNDER THE CENTRAL REGION, BHUTAN"** with Associate Professor Dr.Jitima Wannasri as a Chair Committee.

Announced date: February 5, 2020

(Professor Dr.Paisarn Muneesawang)

Dean of the Graduate School, Naresuan University

 དཔལ་ལྡན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག །

Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division

ཤེས་རིག

Ref No.: DSE/SPCD/SLCU (2.1)/2020/341   **Dated:** February 17th, 2020

Chief Dzongkhag/Thromde Education Officer,
Bumthang, Trongsa, Tsirang, Zhemgang, Sarpang, Punakha Dzongkhag and Gelephu Thromde,
Dzongkhag/Thromde Administration.
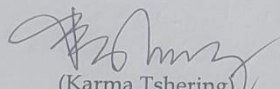
Subject: Approval to conduct research

Sir,

In pursuance to letter number 0603.02/0410, dated February 5th, 2020 from the President, Naresuan University, Phitsanulok, Thailand, Ms. Bandana Gurung, ID number 62061757, Master Degree in Educational Administration would be collecting data for her thesis titled **"Guidelines to enhance the management of scouting program in schools under the Central region, Bhutan"** from the principals and scouts leaders.

The data collection would commence from March 1st to June 30th, 2020. Therefore, you are requested to kindly facilitate her to collect the data for the above cited thesis.

Yours sincerely,

(Karma Tshering)
Director General

Director General
Department of School Education
Ministry of Education
Thimphu

Copy to:
1. Person concerned, for information and follow up.
2. Principals of concerned Dzongkhags/Thromdes schools for necessary support.
3. Office file.

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325325, www.education.gov.bt

Naresuan
University

February 12, 2020

Director General
Department of School Education,
Ministry of Education,
Thimphu,
The Kingdom of Bhutan

Dear Director General,

This letter is with regard to the request from Ms. Bandana Gurung, a Bhutanese scholarship postgraduate student in Master of Education Program in Educational Administration, Faculty of Education, Naresuan University, Thailand. She has conducted the thesis entitled: "GUIDELINES TO ENHANCE THE MANAGEMENT OF SCOUTING PROGRAM IN SCHOOLS UNDER THE CENTRAL REGION, BHUTAN" under the supervision of Associate Professor Dr. Jitima Wannasri. Therefore, she needs to get a permission from Ministry of Education of Bhutan to collect data.

Your kind consideration regarding the previously described matter would be very much appreciated.

Sincerely yours,

(Honorary Professor Dr. Kanchana Ngourungsi)
President, Naresuan University

No. 0603.02/ว 0410

The Graduate School
Naresuan University
Muang, Phitsanulok 65000
Thailand

February 5, 2020

Subject: Request data for research

To:

      Since Ms.Bandana Gurung, ID number 62061757, the graduate student of the Master Degree in Educational Administration of the Faculty of Education, Naresuan University has conducted the thesis entitled: "GUIDELINES TO ENHANCE THE MANAGEMENT OF SCOUTING PROGRAM IN SCHOOLS UNDER THE CENTRAL REGION, BHUTAN". Your kind cooperation in providing the reguested data for her research project would be greatly appreciated.

      Thank you for your kind assistance.

Yours Sincerely,

(Assistant Professor Dr.Civilaiz Wanaratwichit)
Deputy Dean for Academic Affairs
for Dean of The Graduate School, Naresuan University

NARESUAN UNIVERSITY

QUESTIONAIRE

"Effective Management of School Scouting Program by Applying Plan-Do-Check- Act Model"

Dear Sir/Madam,

I am Bandana Gurung pursuing Master of Education at Naresuan University, Thailand. As a part of my course requirements, I am working on a thesis titled "Effective Management of School Scouting Program by Applying Plan-Do-Check-Act Model." Therefore, I would like to invite you to tell about the management of scouting program in your school. Your honest response to the questionnaire is essential in enhancing the management of the scouting program. The survey will not take more than 40 minutes to complete. Your participation in the survey is voluntary and your responses will be kept confidential.

Thank you!
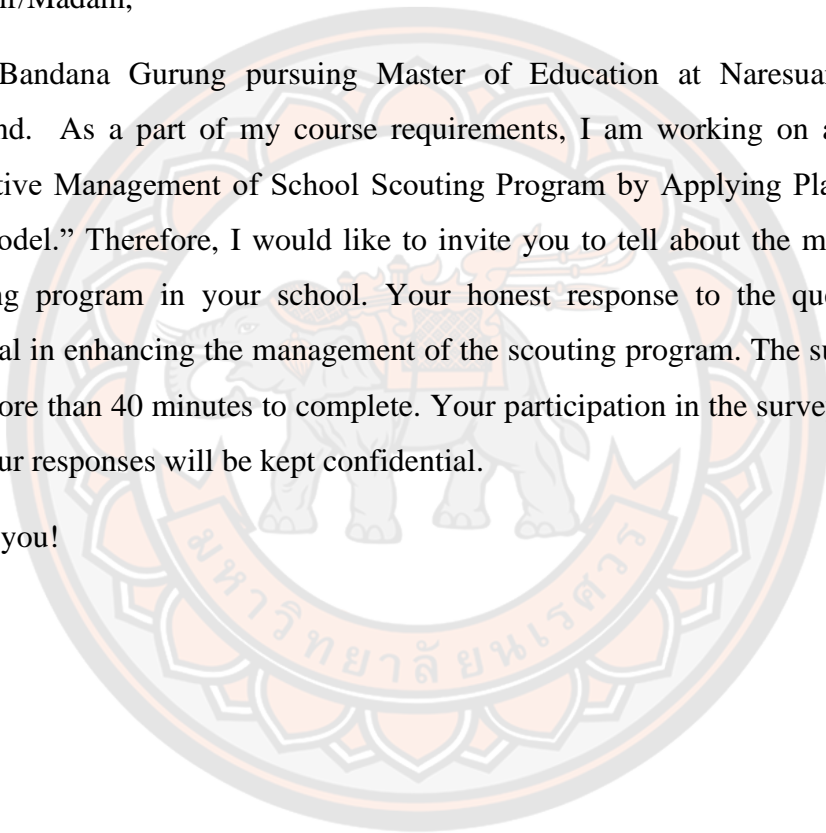
PART 1: DEMOGRAPHY OF SCOUT LEADERS

Kindly spare your time to respond to the questionnaire. The main purpose of this questionnaire is to gather data for Effective Management of School Scouting Program by Applying Plan-Do-Check- Act Model. Your response to questionnaire will help in strengthening the management of scouting program in the schools and kept confidential. Your cooperation in completing this questionnaire will be immensely appreciated.

Please put (✔) in the boxes wherever appropriate.

1. **Gender**

   ☐ Male

   ☐ Female

2. **Level of school that you are currently working in**

   ☐ Primary School

   ☐ Secondary School

PART 2: EFFECTIVE MANAGEMENT OF SCHOOL SCOUTING PROGRAM
BY APPLYING PLAN-DO-CHECK-ACT MODEL

The following survey is designed to study the management of scouting program in schools. There are no right or wrong responses; the best response is the one that most accurately describes your management of Scout Program. The survey is primarily for research purposes; your identity will not be attached to your comments. Please put (✔) in the appropriate boxes that corresponds to the state of Scouting Program Management.

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
I	**Plan of Scouting Program**					
1.	The School Scouts Association has the organizational structure for the proper functioning of school scouting program.					
2.	The scout leaders are the committee members of the School Scouts Association.					
3.	The scout leaders prepare the Annual Scouts Plan for the scouting activities.					
4.	The scout leaders prepare the plan for Troop/ Group Meeting.					
5.	The scout leaders design activities as per the Annual Scouts Plan.					
6.	The school has designated a day as Scout Day to conduct Troop/Group					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Meetings.					
7.	The school has enough scout leaders to run the scout program.					
8.	The requisition for scout materials like scarves and badges are made as per the requirement.					
9.	The scout fees are collected as per the directives from Bhutan Scouts Association.					
10.	The school has a planned budget to conduct scout activities.					
11.	The school has a scout den.					
II	**Do of Scouting Program**					
1.	The scout leaders recruit the new scouts in the beginning of the academic year.					
2.	The scout leaders register the old scout members in the beginning of the academic year.					
3.	The scout leaders register the new scout members in the beginning of the academic year.					
4.	The registration forms of scout leaders and scouts are filled in the beginning of the academic year.					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
5.	The registration forms of scout leaders and scouts are submitted to concerned authority by the end of April every year.					
6.	The membership fees of scout leaders and scouts are collected in the beginning of the academic year.					
7.	The membership fees of scout leaders and scouts are submitted to the concerned authority by the end of April every year.					
8.	The scouts are oriented with the Annual Scout Plan in the beginning of the year.					
9.	The parents are given an awareness talk on scouting during the Parents-Teachers Meeting.					
10.	The scouts are divided into different patrols or sixes under a Troop or Group respectively as per the scout section in the school.					
11.	The Troop/ Group Meetings are conducted at least once a week.					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
12.	The scout leaders conduct test for the award of membership badge.					
13.	The Investiture Ceremony is conducted for the new scouts.					
14.	The proficiency badges are awarded to the Scouts.					
15.	The advancement badges are awarded to the Scouts.					
16.	The scout leaders maintain a record of the scouts to check their progress.					
17.	The scouts participate in community services at least twice a year.					
18.	The scouts take the lead role in observing global days in the school.					
19.	A copy of report on scouting activities are submitted to District Scouts Association and Bhutan Scouts Association.					
20.	The scouts are taught history of Scouting.					
21.	The scouts are taught fundamentals principles of Scouting.					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
22.	The scouts are taught significance of the scout ideals.					
23.	The scouts are taught smartness and good order.					
24.	The scouts are taught culture and spiritual development.					
25.	The scouts are taught about nature.					
26.	The scouts are taught about first aid, health and fitness.					
27.	The scouts are taught about emergency preparedness.					
28.	The scouts are taught about Messengers of Peace.					
29.	The scout leaders maintain the record of the scouts who are proficient in different skills as per the requirement of scout section in the school.					
III	**Check of Scouting Program**					
1.	The scouts are tested for the fulfillment of membership badge requirements using testing instruments like test, questionnaire, demonstration etc.					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2.	The scout leaders assess the proficiency of the scouts in different skills by observation or conducting test.					
3.	The scout leaders conduct tests using various scout methods and testing instruments at each level to promote the students to the next advancement level.					
4.	The scout leaders maintain a checklist for the activities conducted as per the requirement and annual action plan.					
5.	The effectiveness of the lessons taught on scouting during the Troop/ Group Meetings are assessed using various scouting methods.					
IV	**Act of Scouting Program**					
1.	The scout leaders gather after every 5 months to review on the effectiveness of the scouting program.					

Sl. No	Items	Rating Scale				
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2.	The challenges encountered in conducting the scouting program are identified for improvement.					
3.	The challenges encountered in imparting the scouting skills are identified for improvement.					
4.	The scout leaders improve on the Action Plan with achievable goals as per the review outcome.					
5.	The scout leaders identify better strategies for effective implementation of the scout program.					

Please mention any issues that is usually faced in management of school scouting program and provide suggestions for the effective management of school scouting program.

_____

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Thank you for your participation!

"Effective Management of School Scouting Program by Applying Plan-Do-Check- Act Model."

Interview Guide

Interviewee:	Date:
Place:	Time:

Questions

1. How should schools plan for effective management of scouting program?

_____

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2. What activities should be included to promote effective scouting program in schools for the wholesome development of the youth?

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3. How should the school scouting program be monitored to achieve the objective of the scouting program?

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4. How should the schools provide support to improve the school scouting program?

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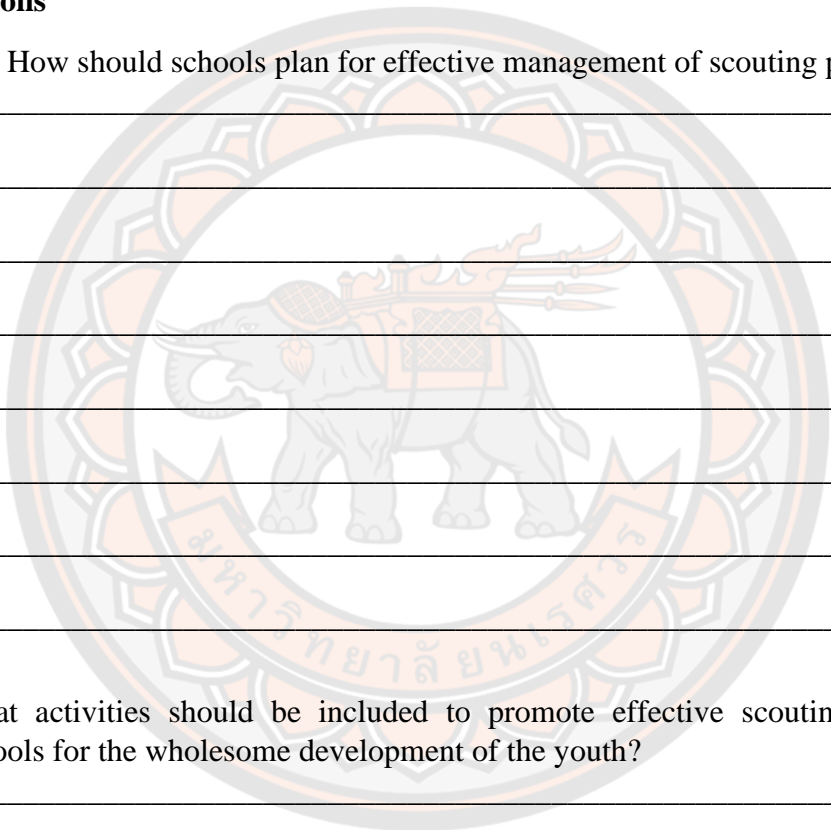
Item-Objective Congruence Evaluation Form for Validation of Questionnaire for Management of Scouting Program in Schools

I have developed the survey tools for the Management of Scouting Program in Schools to gather data to study the management of scouting program in schools in central region, Bhutan using PDCA (Plan, Do, Check and Act) model.

The 50-measures survey items ask scout leaders to provide their perspective on the management of scouting program in schools and the 4-measures interview items ask experts in the field of scouting to provide their perspective on scouting program. The scout leaders rate each of the 50-measures survey items using a five response Likert scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The scout leaders also respond to the 51st survey item by providing their perspective for the effective management of school scout program. The experts in the field of scouting provide their perspective on scouting program by answering the interview questions as per their experiences and expertise.
Please rate each of the 50-measures survey items and 4-measures interview items using the three-rating scale given below to validate my research questionnaire items on each dimension of management of scouting program in schools which is prepared using PDCA (Plan, Do, Check and Act) model.

Note:

+1: Approved
0: Not sure
-1: Not Applicable

The table given below shows the Item Objective Congruence validation for Management of Scouting rated by three forms.
Expert I: Dr. Sathiraporn Chaowachai, Faculty of Education, Naresuan University, Thailand
Expert II: Dr. Thamronglak U-nakarin, Faculty of Education, Naresuan University, Thailand
Expert III: Dr. Ganeshman Gurung, Samtse College of Education, Bhutan.

The table below shows the Item Objective congruence Validation form of Questionnaire for Management of Scouting Program in Schools to be rated by 3 experts. The IOC will be calculated and then the item which has IOC of more than ≤ 0.5 will be selected for the survey.

Sl.No	Items	Experts			Total	∑R	IOC
		1	2	3			
PART 1: DEMOGRAPHY OF SCOUT LEADERS							
1.	Gender	+1	+1	+1	+3	1.00	1.00
2.	Level of School Currently working in	+1	+1	+1	+3	1.00	1.00
PART 2: A STUDY OF MANAGEMENT OF SCOUTING PROGRAM IN SCHOOLS IN CENTRAL REGION, BHUTAN **I. Plan of Scouting Program**		1	2	3	Total	∑R	IOC
1.	The School Scouts Association has the organizational structure for the proper functioning of school scouting program.	+1	+1	+1	+3	1.00	1.00
2.	The scout leaders are the committee members of the School Scouts Association.	+1	+1	+1	+3	1.00	1.00
3.	The scout leaders prepare the Annual Scouts Plan for the scouting activities.	+1	+1	+1	+3	1.00	1.00
4.	The scout leaders prepare the plan for Troop/ Group Meeting.	+1	+1	+1	+3	1.00	1.00
5.	The scout leaders design activities as per the Annual Scouts Plan.	+1	+1	+1	+3	1.00	1.00
6.	The school has designated a day as Scout Day to conduct Troop/Group Meetings.	+1	+1	+1	+3	1.00	1.00
7.	The school has enough scout leaders to run the scout program.	+1	+1	+1	+3	1.00	1.00
8.	The requisition for scout materials like scarves and badges are made as per the requirement.	+1	+1	+1	+3	1.00	1.00

Sl.No	Items	Experts			Total	∑R	IOC
		1	2	3			
PART 1: DEMOGRAPHY OF SCOUT LEADERS							
9.	The scout fees are collected as per the directives from Bhutan Scouts Association.	+1	+1	+1	+3	1.00	1.00
10.	The school has a planned budget to conduct scout activities.	+1	+1	+1	+3	1.00	1.00
11.	The school has a scout den.	+1	+1	+1	+3	1.00	1.00
II. Do of Scouting Program		1	2	3	Total	∑R	IOC
1.	The scout leaders recruit the new scouts in the beginning of the academic year.	+1	+1	+1	+3	1.00	1.00
2.	The scout leaders register the old scout members in the beginning of the academic year.	+1	+1	+1	+3	1.00	1.00
3.	The scout leaders register the new scout members in the beginning of the academic year.	+1	+1	+1	+3	1.00	1.00
4.	The registration forms of scout leaders and scouts are filled in the beginning of the academic year.	+1	+1	+1	+3	1.00	1.00
5.	The registration forms of scout leaders and scouts are submitted to concerned authority by the end of April every year.	+1	+1	+1	+3	1.00	1.00
6.	The membership fees of scout leaders and scouts are collected in the beginning of the academic year.	+1	+1	+1	+3	1.00	1.00
7.	The membership fees of scout leaders and scouts are submitted to the concerned authority by the end of April every year.	+1	+1	+1	+3	1.00	1.00
8.	The scouts are oriented with the Annual Scout Plan in the beginning of the year.	+1	+1	+1	+3	1.00	1.00
9.	The parents are given an awareness talk on scouting	+1	+1	+1	+3	1.00	1.00

Sl.No	Items	Experts			Total	∑R	IOC
		1	2	3			
PART 1: DEMOGRAPHY OF SCOUT LEADERS							
	during the Parents-Teachers Meeting.						
10.	The scouts are divided into different patrols or sixes under a Troop or Group respectively as per the scout section in the school.	+1	+1	+1	+3	1.00	1.00
11.	The Troop/ Group Meetings are conducted at least once a week.	+1	+1	+1	+3	1.00	1.00
12.	The scout leaders conduct test for the award of membership badge.	+1	+1	+1	+3	1.00	1.00
13.	The Investiture Ceremony is conducted for the new scouts.	+1	+1	+1	+3	1.00	1.00
14.	The proficiency badges are awarded to the Scouts.	+1	+1	+1	+3	1.00	1.00
15.	The advancement badges are awarded to the Scouts.	+1	+1	+1	+3	1.00	1.00
16.	The scout leaders maintain a record of the scouts to check their progress.	+1	+1	+1	+3	1.00	1.00
17.	The scouts participate in community services at least twice a year.	+1	+1	+1	+3	1.00	1.00
18.	The scouts take the lead role in observing global days in the school.	+1	+1	+1	+3	1.00	1.00
19.	A copy of report on scouting activities are submitted to District Scouts Association and Bhutan Scouts Association.	+1	+1	+1	+3	1.00	1.00
20.	The scouts are taught history of Scouting.	+1	+1	+1	+3	1.00	1.00
21.	The scouts are taught fundamentals principles of Scouting.	+1	+1	+1	+3	1.00	1.00
22.	The scouts are taught significance of the scout ideals.	+1	+1	+1	+3	1.00	1.00
23.	The scouts are taught	+1	+1	+1	+3	1.00	1.00

Sl.No	Items	Experts			Total	∑R	IOC
		1	2	3			
PART 1: DEMOGRAPHY OF SCOUT LEADERS							
	smartness and good order.						
24.	The scouts are taught culture and spiritual development.	+1	+1	+1	+3	1.00	1.00
25.	The scouts are taught about nature.	+1	+1	+1	+3	1.00	1.00
26.	The scouts are taught about first aid, health and fitness.	+1	+1	+1	+3	1.00	1.00
27.	The scouts are taught about emergency preparedness.	+1	+1	+1	+3	1.00	1.00
28.	The scouts are taught about Messengers of Peace.	+1	+1	+1	+3	1.00	1.00
29.	The scout leaders maintain the record of the scouts who are proficient in different skills as per the requirement of scout section in the school.	+1	+1	+1	+3	1.00	1.00
III. Check of Scouting Program		1	2	3	Total	∑R	IOC
1.	The scouts are tested for the fulfillment of membership badge requirements using testing instruments like test, questionnaire, demonstration etc.	+1	+1	+1	+3	1.00	1.00
2	The scout leaders assess the proficiency of the scouts in different skills by observation or conducting test.	+1	+1	+1	+3	1.00	1.00
3	The scout leaders conduct tests using various scout methods and testing instruments at each level to promote the students to the next advancement level.	+1	+1	+1	+3	1.00	1.00
4.	The scout leaders maintain a checklist for the activities conducted as per the requirement and annual action plan.	+1	+1	+1	+3	1.00	1.00
5.	The effectiveness of the lessons taught on scouting during the Troop/ Group Meetings are assessed using	+1	+1	+1	+3	1.00	1.00

Sl.No	Items	Experts			Total	∑R	IOC
		1	2	3			
PART 1: DEMOGRAPHY OF SCOUT LEADERS							
	various scouting methods.						
IV. Act of Scouting Program		1	2	3	Total	∑R	IOC
1.	The scout leaders gather after every 5 months to review on the effectiveness of the scouting program.	+1	+1	+1	+3	1.00	1.00
2.	The challenges encountered in conducting the scouting program are identified for improvement.	+1	+1	+1	+3	1.00	1.00
3.	The challenges encountered in imparting the scouting skills are identified for improvement.	+1	+1	+1	+3	1.00	1.00
4.	The scout leaders improve on the Action Plan with achievable goals as per the review outcome.	+1	+1	+1	+3	1.00	1.00
5.	The scout leaders identify better strategies for effective implementation of the scout program.	+1	+1	+1	+3	1.00	1.00
		1	2	3	Total	∑R	IOC
	Please mention any issues that is usually faced in management of school scouting program and provide suggestions for the effective management of school scouting program.	+1	+1	+1	+3	1.00	1.00

Interview Guide Questions

Sl.No	Items	Experts			Total	∑R	IOC
		1	**2**	**3**			
1.	1. How should schools plan for effective management of school scouting program?	+1	+1	+1	+3	1.00	1.00
2.	2.What activities should be included to promote effective scouting program in schools for the wholesome development of the youth?	+1	+1	+1	+3	1.00	1.00
3.	3. How is the effectiveness and efficiency of School Scouting Program checked or monitored?	+1	+1	+1	+3	1.00	1.00
4.	4. How should the schools provide support to improve the school scouting program?	+1	+1	+1	+3	1.00	1.00

The Details of Population and Sample Size selected of Schools from Central Region in Bhutan.

Sl. No	District	Population	Sample Selected
1.	Bumthang	63	35
2.	Sarpang	71	39
3.	Tshirang	39	22
4.	Trongsa	59	33
5.	Zhemgang	64	36
6.	Gelephu Throm (Municipal Administration)	24	13
	Total	320	178

Source: Bhutan Scouts Association, Statistics of Leaders 2019 (BSA, 2019)

List of Schools under the Central Region, Bhutan

1. List of Schools under Bumthang		
Sl. No.	**School**	**School Level**
1	Chhoekhor Toe	Primary School
2	Chhumey Central School	Middle Secondary School
3	Chungphel	Primary School
4	Dur	Primary School
5	Gangrithang	Primary School
6	Gytesa	Primary School
7	Jakar	Higher Secondary School
8	Jigmeling	Primary School
9	Khangrab	Primary School
10	Kharsat	Primary School
11	Shingnyer	Primary School
12	Sonam Kuenphen	Higher Secondary School
13	Tang Central School	Middle Secondary School
14	Tangsibi	Primary School
15	Ura Central School	Middle Secondary School
16	Wangdicholing	Lower Secondary School
17	Zangtherpo	Primary School
18	Zungnye	Primary School

2. List of Schools under Trongsa

Sl. No.	School	School Level
1	Baling	Primary School
2	Bemji	Primary School
3	Bjeezam	Primary School
4	Chendebji	Primary School
5	Jangbi	Primary School
6	Karshong	Primary School
7	Kuengarabten	Primary School
8	Langthel	Lower Secondary School
9	Nabji	Primary School
10	Nimshong	Primary School
11	Samcholing	Primary School
12	Samcholing	Middle Secondary School

Sl. No.	School	School Level
13	Sherubling central school	Higher Secondary School
14	Taktse Central School	Higher Secondary School
15	Tongtongphey	Primary School
16	Trashidingkha	Primary School
17	Trongsa	Primary School
18	Tshangkha Central School	Higher Secondary School
19	Yudrungcholing	Primary School

3. List of Schools under Tsirang

Sl. No.	School	School Level
1	Barshong	Primary School
2	Damphu	Lower Secondary School
3	Damphu central school	Higher Secondary School
4	Doonglagang PS	Primary School
5	Gosaling	Primary School
6	Kilkhorthang PS	Primary School
7	Mendregang Central School	Higher Secondary School
8	Patshaling PS	Primary School
9	Pemathang	Primary School
10	Phuentenchu	Primary School
11	Rangthangling	Primary School
12	Semjong	Primary School
13	Sergithang	Primary School
14	Tsholingkhar	Primary School
15	Tsirang Toe Central School	Middle Secondary School

4. List of Schools under Zhemgang

Sl. No.	School	School Level
1	Bardo	Primary School
2	Barpong	Primary School
3	Bjokha	Primary School
4	Budashi	Primary School
5	Buli central school	Middle Secondary School

Sl. No.	School	School Level
6	Digala	Primary School
7	Dunmang	Primary School
8	Goling	Primary School
9	Gomphu	Lower Secondary School
10	Goshing	Primary School
11	Kaktong	Primary School
12	Khomsher	Primary School
13	Kikhar	Primary School
14	Langdurbi	Primary School
15	Nimshong	Primary School
16	Panbang	Primary School
17	Pantang	Primary School
18	Repati	Primary School
19	Shingkhar	Primary School
20	SonamThang Central School	Higher Secondary School
21	Tali	Primary School
22	Tashibi	Primary School
23	Thrisa	Primary School
24	Tingtibi	Lower Secondary School
25	Tradijong	Primary School
26	Tshaidang	Primary School
27	Tshanglajong	Primary School
28	Yebilaptsa Central School	Middle Secondary School
29	Zhemgang	Lower Secondary School
30	Zhemgang Central School	Higher Secondary School

5. List of Schools under Gelephu

Sl. No.	School	School Level
1	Gelephu	Middle Secondary School
2	Gelephu	Lower Secondary School
3	Gelephu	Higher Secondary School
4	Kuendrup	Higher Secondary School

List of Schools under Sarpang		
Sl. No.	School	School Level
1	Chokhorling	Lower Secondary School
2	Chuzagang	Primary School
3	Dechen Perli	Primary School
4	Dekiling	Middle Secondary School
5	Gakiling	Primary School
6	Jangchubling	Lower Secondary School
7	Jigmecholing	Lower Secondary School
8	Jigmeling	Primary School
9	Lharing	Primary School
10	Lhayul	Primary School
11	Losel Gyatsho Academy	Higher Secondary School
12	Norbuling Central School	Higher Secondary School
13	Pelrithang	Middle Secondary School
14	Retey	Primary School
15	Samtenling	Primary School
16	Sarpang	Lower Secondary School
17	Sarpang central school	Higher Secondary School
18	Serzhong	Primary School
19	Singye	Primary School
20	Tareythang	Primary School
21	Umling	Lower Secondary School