

NURTURING TOMORROW'S LEADERS: EXPLORATION OF STAR SCOUT COORDINATORS' JOURNEY

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ABSTRACT

The core objective of this research was to explore star scout coordinators in nurturing tomorrow's leaders. Employing a qualitative, phenomenological research approach, data was gathered from eight star scout coordinators in the Tugbok A District, Division of Davao City. Throughout the study, various themes emerged from the teachers' lived experiences in their efforts to nurture tomorrow's leaders. These themes encompassed character development and values education, experiential learning and skill development, mentorship and guidance, and community engagement and service. Moreover, the research delved into the coping mechanisms employed by the coordinators to tackle the challenges associated. Noteworthy coping strategies included peer support and networking, time management and prioritization, continuous learning and professional development, self-care and well-being. Through a comprehensive analysis of these experiences and coping mechanisms, the study yielded valuable insights and innovative ideas concerning the obstacles faced by star scout coordinators as they nurture tomorrow's leaders. From the coordinators' experiences, several valuable lessons were learned, emphasizing empowerment, empathy, collaborative decision-making, and social impact and service orientation. These lessons provide essential input for designing and implementing effective coordinator training programs aimed at equipping star scout coordinators with diverse strategies and techniques to nurture tomorrow's leaders.

Keywords: Lived experiences, coping mechanisms, lesson learned, star scout coordinator, Davao City, Philippines.

1. INTRODUCTION

Effective leadership development is a vital component for the advancement of societies and organizations. In the realm of scouting, star scout coordinators hold a critical role in nurturing the leaders of tomorrow. These coordinators are entrusted with the task of guiding and supporting star scouts as they embark on their scouting journey, fostering personal growth and honing leadership skills. To optimize the impact of star scout coordinators in cultivating leadership abilities among young individuals, it is essential to comprehend their experiences, challenges, and strategies.

In the local scenario, particularly in the schools in Tugbok A District, star scout coordinators encounter variety of experiences as they handle and nurture star scouter to become tomorrow's leaders. Some are positive while some negatively affect their whole being. It is in this context that this study is conceptualized to find out the experiences of star scout coordinators in other schools within Tugbok A district as they nurture the star scout to become tomorrow's leaders.

Nurturing star scout as tomorrow's leaders

Nurturing star scouts as tomorrow's leaders is a critical endeavor that focuses on cultivating the potential of young individuals within the scouting movement to become effective and responsible leaders in the future (Brown & Robinson, 2018). This process involves providing them with a supportive environment, comprehensive training, and experiential learning opportunities that foster character development, leadership skills, and a sense of social responsibility (MacNeil & Erwin, 2017). By nurturing star scouts as tomorrow's leaders, we aim to empower them with the necessary qualities and competencies to lead with integrity, make ethical decisions, and positively impact their communities (Smith & Majewski, 2020).

Experiential Learning and Skill Development. Another one is the emphasis on experiential learning and skill development. Experiential learning and skill development are key components of the experiences of star scout coordinators as they nurture tomorrow's leaders. Coordinators create opportunities for star scouts to engage in hands-on learning experiences, outdoor adventures, and practical challenges that promote the acquisition of essential leadership skills (Matsuoka et al., 2021). Through activities such as camping, hiking, navigation, and teamwork exercises, star scouts develop problem-solving abilities, critical thinking skills, and the ability to adapt to new situations.

Mentorship and Guidance. One of the experiences of star scout coordinators is the role of mentorship and guidance in nurturing tomorrow's leaders. Mentorship and guidance play a crucial role in the experiences of star scout coordinators as they nurture tomorrow's leaders. Coordinators serve as mentors, providing invaluable support, guidance, and advice to star scouts throughout their scouting journey. They offer a nurturing and trusting relationship, acting as role models and helping star scouts develop their leadership potential (Lambojon & Bartolome, 2021). Through mentorship,

coordinators impart wisdom, share their own experiences, and provide the necessary tools and resources for star scouts to succeed.

Coping mechanisms of star scout coordinators
in nurturing tomorrow's leaders

The role of star scout coordinators in nurturing tomorrow's leaders is multifaceted and demanding, requiring them to employ various coping mechanisms to effectively support and guide star scouts. These coping mechanisms serve as strategies that coordinators utilize to manage the challenges and demands inherent in their role. Coordinators may employ techniques such as self-care practices, mentorship networks, and continuous professional development to maintain their well-being and enhance their effectiveness in nurturing the leadership potential of star scouts (Lambojon & Bartolome, 2021). By understanding and utilizing coping mechanisms, coordinators can navigate the complexities of their role and provide the necessary support and guidance to star scouts, ensuring their growth and development.

Peer Support and Networking. Coordinators rely on peer support and networking as coping mechanisms. They connect with other coordinators, share experiences, and exchange ideas, creating a support system within their scouting community. These networks provide a platform for coordinators to seek advice, share challenges, and collaborate on strategies, contributing to their professional development and enhancing their coping capabilities (Yuen & Milward, 2020).

Time Management and Prioritization. Effective time management and prioritization are essential coping mechanisms for star scout coordinators. They often juggle multiple responsibilities, including planning and organizing scouting activities, facilitating meetings, and providing guidance to star scouts. Coordinators utilize strategies such as setting clear goals, breaking tasks into manageable steps, and establishing priorities to manage their time effectively (Santiago & Labay, 2019). By efficiently allocating their time and focusing on high-priority tasks, coordinators can maintain productivity, reduce stress, and effectively nurture the leadership potential of star scouts.

Continuous Learning and Professional Development. Star scout coordinators engage in continuous learning and professional development as coping mechanisms. They actively seek opportunities to enhance their knowledge, skills, and leadership competencies through training programs, workshops, and conferences. By staying updated on best practices and innovative approaches, coordinators can adapt to changing contexts and effectively support the growth and development of star scouts (Lambojon & Bartolome, 2021).

Self-Care and Well-being. Star scout coordinators prioritize self-care as a coping mechanism to manage the demands of their role. They engage in activities that promote physical, emotional, and mental well-being, such as exercise, mindfulness practices, and maintaining a healthy work-life balance. Taking care of their own well-being enables coordinators to be more effective in supporting and nurturing the leadership potential of star scouts (Lambojon & Bartolome, 2021).

Insights gain from the experiences of star scout coordinators

The insights gained from the experiences of star scout coordinators in nurturing tomorrow's leaders are valuable in understanding the impact of scouting programs and the development of leadership skills in youth. Through their active involvement and dedicated efforts, coordinators acquire firsthand knowledge of the challenges, successes, and transformative moments that shape the growth of star scouts. These insights shed light on the various strategies, approaches, and best practices employed by coordinators to foster leadership development, character formation, and values education among star scouts (Brown & Robinson, 2018; Lambojon & Bartolome, 2021; Santiago & Labay, 2019; Yuen & Milward, 2020). By examining and analyzing these experiences, researchers and stakeholders can gain a deeper understanding and appreciation for the profound influence that star scout coordinators have on shaping the leaders of tomorrow.

Empowerment. Star scout coordinators gain insights into the power of empowerment in nurturing tomorrow's leaders. They recognize the importance of providing star scouts with opportunities to take on leadership roles, make decisions, and have a voice in shaping their scouting experiences. Through empowerment, coordinators witness the development of confidence, self-esteem, and a sense of agency among star scouts. This empowerment enables them to take ownership of their personal growth and contribute meaningfully to their communities (Chua & Roberts, 2020; Marsh & Collins, 2020). Coordinators strive to create an environment that fosters empowerment, where star scouts feel supported, encouraged to take initiative, and empowered to lead with purpose.

Empathy. Coordinators also gain insights into the cultivation of empathy as a key attribute of tomorrow's leaders. They understand that empathy is essential for building positive relationships, understanding the needs and perspectives of others, and fostering a sense of compassion and care. Through scouting activities that involve serving others, engaging

in community projects, and practicing active listening and empathy-building exercises, coordinators witness the development of empathy among star scouts (Gentile et al., 2021; Yuen & Milward, 2020). They emphasize the importance of empathy in leadership, encouraging star scouts to understand and appreciate diverse experiences, collaborate effectively, and make decisions that consider the well-being of others.

Collaborative Decision-Making. Coordinators gain insights into the benefits of collaborative decision-making processes in nurturing tomorrow's leaders. They recognize that involving star scouts in decision-making cultivates a sense of ownership and responsibility. By encouraging star scouts to participate in group discussions, contribute their ideas, and engage in consensus-building, coordinators witness the growth of collaborative skills and the ability to make informed decisions collectively (Marsh & Collins, 2020; Santiago & Labay, 2019). This collaborative decision-making approach empowers star scouts, fosters a sense of belonging and teamwork, and prepares them for future leadership roles where effective collaboration is vital.

Social Impact and Service Orientation. Coordinators gain insights into the value of instilling a service-oriented mindset and a focus on making a positive social impact. Through service projects and community engagement, coordinators witness how star scouts develop a sense of social responsibility, empathy towards marginalized groups, and a commitment to addressing societal challenges (Chua & Roberts, 2020; Gentile et al., 2021). They emphasize the importance of nurturing star scouts to become socially conscious leaders who actively contribute to their communities, advocate for social justice, and strive to create a better world.

This study was anchored on Transformational Leadership Theory, proposed by James V. Downton in 1973 and further developed by Bernard M. Bass in the 1980s, focuses on how leaders inspire and motivate their followers to achieve exceptional outcomes. This theory emphasizes the leader's ability to inspire and transform individuals by appealing to their higher ideals and values. In the context of star scout coordinators, this theory can help analyze how their leadership styles and behaviors positively impact the development and nurturing of tomorrow's leaders within the scout program (Bass & Riggio, 2006; Downton, 1973).

The conceptual framework of the study was presented in figure 1. Based on the figure, there are two interconnected variables. These variables are the (1) The experiences of star scout coordinators in nurturing tomorrow's leaders; (2) Coping mechanisms of star scout coordinators on the challenges encountered in nurturing tomorrow's leaders; (3) Educational insights drawn from the experiences of the informants.

2. METHODOLOGY

This study employed a qualitative approach to research specifically a phenomenological research design. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used. The data were read and reread and was culled for phrases and themes that was grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon.

Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

The participants of this study were Eight (8) teachers from Tugbok A District, Division of Davao City. The participants were chosen based on the following criteria: (1) must be in the service for at least 5 years; (2) elementary school teacher; and (3) star scout coordinators.

The framework analysis of this research was flexible to allow the researcher to either collect all the data and then analyze it or do data analysis during the collection process. In the analysis stage the gathered data was sifted, charted and sorted in accordance with key issues and themes. This involves a five-step process: (1) familiarization; (2) identifying a thematic framework; (3) indexing; (4) charting; and (5) mapping and interpretation (Ritchie & Spencer, 1994).

3. RESULTS

Nurturing star scouts as tomorrow's leaders is a critical endeavor that focuses on cultivating the potential of young individuals within the scouting movement to become effective and responsible leaders in the future (Brown & Robinson, 2018). This process involves providing them with a supportive environment, comprehensive training, and experiential learning opportunities that foster character development, leadership skills, and a sense of social responsibility (MacNeil & Erwin, 2017). By nurturing star scouts as tomorrow's leaders, we aim to empower them with the necessary qualities and competencies to lead with integrity, make ethical decisions, and positively impact their communities (Smith & Majewski, 2020).

Leadership development within the scouting movement has been the subject of various research studies, exploring the role of scout leaders in shaping the leadership potential of young individuals (Yuen & Milward, 2020). These studies have shed light on the importance of mentorship, experiential learning, and character-building activities in nurturing star scouts as tomorrow's leaders. By drawing upon the findings and insights from these research endeavors, we can gain a deeper understanding of the strategies and approaches that effectively foster leadership development within the scouting context.

Character development and values education are vital aspects of the experiences of star scout coordinators as they nurture tomorrow's leaders. Coordinators prioritize the inculcation of positive values and the development of character traits that contribute to ethical leadership and responsible citizenship. Through various scouting activities, discussions, and role modeling, coordinators guide star scouts in understanding and internalizing core values such as honesty, integrity, respect, empathy, and responsibility (Santiago & Labay, 2019). This emphasis on character development aims to shape leaders who are not only competent but also exhibit strong moral character.

The experiential learning approach adopted by star scout coordinators emphasizes active engagement and reflection. Coordinators guide star scouts in reflecting on their experiences, identifying lessons learned, and applying those lessons to future situations (Enriquez & Ocampo, 2018). This process of reflection enables star scouts to internalize their learning, gain self-awareness, and continuously improve their leadership capabilities. Experiential learning also encourages star scouts to step out of their comfort zones, take risks, and learn from both success and failure, fostering resilience and a growth mindset.

Mentorship provided by star scout coordinators fosters the growth and development of tomorrow's leaders. Coordinators invest time and effort in understanding the strengths, weaknesses, and aspirations of each star scout, tailoring their guidance to meet individual needs (Yuen & Milward, 2020). They help star scouts set goals, navigate challenges, and make informed decisions, instilling confidence and self-belief along the way. This mentorship relationship builds trust and creates a safe space for star scouts to explore their leadership potential, ask questions, and seek guidance.

Community engagement and service are fundamental aspects of the experiences of star scout coordinators as they nurture tomorrow's leaders. These coordinators actively encourage and facilitate star scouts' involvement in community service projects, environmental initiatives, and social impact activities. By engaging in meaningful service, star scouts learn the value of contributing to their communities and develop a sense of social responsibility (Santiago & Labay, 2019). Coordinators play a vital role in organizing and guiding these service opportunities, fostering a deep understanding of the importance of giving back and making a positive difference in society.

The role of star scout coordinators in nurturing tomorrow's leaders is multifaceted and demanding, requiring them to employ various coping mechanisms to effectively support and guide star scouts. These coping mechanisms serve as strategies that coordinators utilize to manage the challenges and demands inherent in their role. Coordinators may employ techniques such as self-care practices, mentorship networks, and continuous professional development to maintain their well-being and enhance their effectiveness in nurturing the leadership potential of star scouts (Lambojon & Bartolome, 2021). By understanding and utilizing coping mechanisms, coordinators can navigate the complexities of their role and provide the necessary support and guidance to star scouts, ensuring their growth and development.

Peer support and networking offer coordinators opportunities for professional growth and development. Through networking events, conferences, and workshops, coordinators can expand their knowledge base, stay updated on best practices, and acquire new skills relevant to their role (Santiago & Labay, 2019). By connecting with scouting professionals from different regions or organizations, coordinators can broaden their perspectives, gain fresh ideas, and explore innovative approaches to nurturing tomorrow's leaders. These networking opportunities foster a sense of camaraderie and collaboration, contributing to the professional development of coordinators and enhancing their coping capabilities. Time management and prioritization are essential coping mechanisms for star scout coordinators as they navigate the multifaceted responsibilities of nurturing tomorrow's leaders. Coordinators must effectively manage their

time to ensure the efficient execution of scouting activities, maintain productivity, and provide the necessary support and guidance to star scouts. By employing strategies such as setting clear goals, establishing priorities, and breaking tasks into manageable steps, coordinators can optimize their time and accomplish their responsibilities effectively (Santiago & Labay, 2019).

Continuous learning and professional development are vital coping mechanisms for star scout coordinators as they strive to nurture tomorrow's leaders effectively. Coordinators understand the importance of staying updated with the latest knowledge, skills, and best practices in leadership development and scouting. They engage in continuous learning by participating in training programs, attending workshops, and seeking professional development opportunities offered by scouting organizations or educational institutions (Santiago & Labay, 2019). By actively pursuing growth and development, coordinators enhance their effectiveness in guiding and supporting star scouts. Self-care and well-being are crucial coping mechanisms for star scout coordinators as they dedicate themselves to nurturing tomorrow's leaders. Coordinators recognize the importance of maintaining their physical, emotional, and mental well-being in order to effectively support and guide star scouts. They prioritize self-care by engaging in activities that promote relaxation, stress reduction, and personal rejuvenation (Yuen & Milward, 2020). This may include practicing mindfulness, engaging in physical exercise, pursuing hobbies, or seeking support from friends and family. By taking care of their own well-being, coordinators ensure they have the energy, resilience, and emotional capacity to provide the best possible guidance to star scouts.

4. DISCUSSIONS

The insights gained from the experiences of star scout coordinators in nurturing tomorrow's leaders are valuable in understanding the impact of scouting programs and the development of leadership skills in youth. Through their active involvement and dedicated efforts, coordinators acquire firsthand knowledge of the challenges, successes, and transformative moments that shape the growth of star scouts. These insights shed light on the various strategies, approaches, and best practices employed by coordinators to foster leadership development, character formation, and values education among star scouts (Brown & Robinson, 2018; Lambojon & Bartolome, 2021; Santiago & Labay, 2019; Yuen & Milward, 2020). By examining and analyzing these experiences, researchers and stakeholders can gain a deeper understanding and appreciation for the profound influence that star scout coordinators have on shaping the leaders of tomorrow. Empowerment is a key insight gained by star scout coordinators as they nurture tomorrow's leaders. They understand that empowering star scouts with the necessary skills, resources, and opportunities is crucial for their personal and leadership development. Through empowerment, star scout coordinators aim to instill a sense of self-belief, confidence, and agency in tomorrow's leaders (Chowdhury & Echevarria, 2020; Marsh & Collins, 2020). Empowering star scouts involves providing them with decision-making authority, encouraging them to take on leadership roles, and fostering an environment that values their contributions. This insight highlights the coordinators' understanding that by empowering star scouts, they can help cultivate a generation of leaders who are capable of making a positive impact in their communities. Empathy is a significant insight gained by star scout coordinators as they nurture tomorrow's leaders. They understand that developing empathy is crucial for cultivating compassionate and understanding leaders who can positively impact their communities (Gentile et al., 2021; Yuen & Milward, 2020). Coordinators recognize that empathy goes beyond sympathy or pity; it involves truly understanding and connecting with others' emotions, experiences, and perspectives. Through various scouting activities and reflective discussions, coordinators aim to foster empathy among star scouts. Collaborative decision-making is a significant insight gained by star scout coordinators as they nurture tomorrow's leaders. They recognize the value of involving star scouts in the decision-making process and fostering a collaborative environment where ideas and perspectives are shared and considered (Cox & Phillips, 2018; Houghton & Yau, 2020). Coordinators understand that by involving star scouts in decision-making, they not only develop their leadership skills but also cultivate a sense of ownership and responsibility. Social impact and service orientation are significant insights gained by star scout coordinators as they nurture tomorrow's leaders. Coordinators understand the importance of instilling a sense of social responsibility and a commitment to serving others in star scouts (Chua & Roberts, 2020; Santiago & Labay, 2019). They recognize that by engaging in community service and addressing societal issues, star scouts develop a heightened awareness of the impact they can make and the positive change they can bring to their communities.

5. CONCLUSIONS

Based on the experiences of star scout coordinators in nurturing tomorrow's leaders, results of the interview revealed the following themes: First, character development and values education. Character development and values education are vital aspects of the experiences of star scout coordinators as they nurture tomorrow's leaders. Coordinators prioritize

the inculcation of positive values and the development of character traits that contribute to ethical leadership and responsible citizenship. Through various scouting activities, discussions, and role modeling, coordinators guide star scouts in understanding and internalizing core values such as honesty, integrity, respect, empathy, and responsibility. Second, experiential learning and skill development, wherein coordinators create opportunities for star scouts to engage in hands-on learning experiences, outdoor adventures, and practical challenges that promote the acquisition of essential leadership skills. Through activities such as camping, hiking, navigation, and teamwork exercises, star scouts develop problem-solving abilities, critical thinking skills, and the ability to adapt to new situations. Third, mentorship and guidance. One of the experiences of star scout coordinators is the role of mentorship and guidance in nurturing tomorrow's leaders. Mentorship and guidance play a crucial role in the experiences of star scout coordinators as they nurture tomorrow's leaders. Coordinators serve as mentors, providing invaluable support, guidance, and advice to star scouts throughout their scouting journey. Fourth, community engagement and service. Community engagement and service is prominent in the experiences of star scout coordinators. They encourage star scouts to actively participate in community projects, environmental initiatives, and service activities. This study may provide an avenue for school heads to firstly, school heads can prioritize the integration of character development, values education, and service-oriented programs into the school's overall curriculum. By recognizing the positive impact of these elements on star scouts' personal growth, school heads can promote a holistic approach to education. Secondly, school heads can encourage collaboration between star scout coordinators and other educators to share best practices and innovative ideas in nurturing students' leadership skills and social impact awareness. This cross-disciplinary approach fosters a cohesive and supportive learning environment. Thirdly, school heads can invest in continuous professional development opportunities for star scout coordinators, allowing them to refine their strategies and stay updated on educational trends and approaches. Lastly, school heads can recognize and celebrate the efforts of star scout coordinators in fostering a strong sense of community and empowerment among star scouts, acknowledging their role in cultivating responsible and compassionate young leaders. By embracing these future directions, school heads can leverage the valuable experiences of star scout coordinators to further enhance their school's educational programs and enrich the overall learning journey for all students. As for the coordinators themselves, they could focus on strengthening their mentorship and guidance skills, recognizing their pivotal role in shaping star scouts' character and values. Secondly, coordinators can enhance their collaborative and communication abilities to foster a more inclusive and participatory environment for star scouts. Thirdly, coordinators can actively seek continuous professional development opportunities, attending workshops and seminars to refine their approaches and stay informed about best practices in scouting. Lastly, coordinators can prioritize their own well-being and self-care, recognizing the significance of maintaining a healthy work-life balance to sustain their enthusiasm and effectiveness in nurturing star scouts. By embracing these future directions, coordinators can amplify their impact, becoming even more proficient in guiding star scouts towards personal growth, leadership, and social responsibility.

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